GRIFFITH COLLEGE

1. General Course Information

1.1 Course Details

Course Code:	**1515QCA**
Course Name:	**Thinking Through Drawing**
Trimester:	**Trimester 2, 2024**
Program:	**Diploma of Design**
Credit Points:	**10**
Course Coordinator:	**Skye Smith**
Document modified:	**22/05/2023**

Course Description

Drawing is a fundamental means of visual research and visual communication that can transcend barriers of language, time and culture. It has the immediate capacity to depict unseen thoughts and condense the power of a subject or idea into a tangible form that is easily communicated to others. This course examines drawing as a primary mode of observation and communication. Through practical studios, students will be introduced to drawing media and processes, developing a comprehensive portfolio of outcomes and strategies to contribute to their professional design practice.

Assumed Knowledge

There is no assumed knowledge for this course.

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Skye Smith	skye.smith@griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

Students should ensure they have the basic drawing equipment needed to complete the course:-
A3 Visual diary for homework practice drawings, process work, experimentation & related research
A3 cartridge sketchblock for studio/tutorial in-class work
Lead/graphite pencil Pencils (HB, 2B, 4B, 6B)
A range of black fine-line markers
Scale ruler - 300mm
Adjustable set square or 45 degree and 60/30 degree set squares (optional)
Putty eraser/Plastic eraser
Additional Material/Media requirements during the trimester:
Charcoal (soft compressed or willow) and/or Conte Crayons (Black, white, sepia)
Copic Markers, Colour pencils including white - good quality such as Prisma, Derwent or Faber Castell water colours, Felt pens, Pastels (optional)

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

Throughout the course you will develop essential drawing skills for observation, visual research and analysis. You will also develop drawing skills that allow you to confidently communicate visually or explain the intent of ideas. You will employ drawing and conceptualizing skills in design research, develop and communicate design solutions to others. It involves two-dimensional, three-dimensional, and four-dimensional thinking.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Demonstrate technical proficiencies with drawing media at an introductory level.

2. Apply and articulate strategies of observation and the subsequent translation of three-dimensional space and form to the two-dimensional plane, at an introductory level.

3. Understand, evaluate and apply design elements and principles fundamental to two- and three-dimensional design practice at an introductory level.

4. Engage with diversity of image making practices, for the purpose of visual communication that is relational to media and process.

2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		
	Communication		✓
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		
	Creativity and Future Thinking		✓

3. Learning Resources

3.1 Required Learning Resources

Design Drawing by Francis D.K. Ching; Steven P. Juroszek, 2010

Organization and Teaching Strategies External Drives: Students are recommended to have their own external hard drive or high-capacity drive 1 Terabyte+ for use during the course.

Laptops-desktops-tablets-smart phones: It is anticipated that all students will have access to either a modern laptop or desktop computer. Students owning laptops are welcome to bring them to class. Student laptop or desktop computers should have all the latest browsers loaded (IE, Firefox, Safari, Chrome, Maxthon and Opera).

3.2 Recommended Learning Resources

The Complete Guide to Perspective Drawing: from one-point to six-point by Craig Attebery, 2018, Rutledge, Taylor & Francis Group, New York

Drawing/Thinking: Confronting an electronic age by Marc Treib, 2008, Routledge, London, New York

Basic Design: The dynamics of visual form by Maurice De Sausmarez; GyorgyKepes, 2001, A. & C. Black, London

Visual Storytelling: Inspiring a new visual language by Robert Klanten; Sven Ehmann; Floyd Schulze; Andrew Losowsky; Rebecca Silus, 2011, Gestalten, Berlin

Visual Language for Designers: Principles for creating graphics that people understand by Connie Malamed, 2011, Rockport Publishers, Beverly, Massachusetts

Repeat Patterns: A manual for designers, artists, and architects by Peter Phillips; Gillian Bunce, 1992, Thames and Hudson, New York

Graphic Design, Referenced: A visual guide to the language, applications, and history of graphic design by Bryony Gomez-Palacio; Armin Vit, 2009, Rockport Publishers, Beverly, Massachusetts

The Deigner as Author, Producer, Activist, Entrepreneur, Curator & Collaborator: New models for communicating by Steven J. McCarthy, 2013, Uitgeverij Bis, Amsterdam

Figure drawing: the structure, anatomy, and expressive design of human form by Nathan Goldstein, 1987, Prentice-Hall, USA

3.2 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information aboutsupport resources that are available to students are included below for easy reference.

- Digital Library – Databases to which Griffith College students have access to through the Griffith LibraryDatabases.

- Study Toolbox – there is a dedicated website for this course on the Griffith College Digital Campus.

- Academic Integrity – Griffith College is committed to ensuring academic integrity is understood and maintained byall staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.

- Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

- Jobs and Employment in the Student Hub can assist students with career direction, resume and interviewpreparation, job search tips, and more.

- IT Support provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.3 Other Information about your Learning

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

International students enrolled in Language Development Modules (LDM100 / LDM200)

Successful completion of LDM100 and LDM200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.

Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.

4. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

	Learning Content	Learning experiences	Learning activities	Evidence of learning	Learning outcomes
Module 1:					
1	**Line and Contour**: To explore the potential of the line as a drawing technique to define positive and negative space, outer and inner form, through contour, cross contour, blind contour drawing techniques. Experimenting with various drawing materials.	You will work individually to develop a series of drawings using a range of objects to experiment and explore the potential of the line as a drawing technique to define positive and negative space, outer and inner form. Experimenting with various drawing materials skills.	Investigating strategies and techniques for observational drawing. Defining space, shape and form, through line. Experimenting with various drawing materials		1, 2, 3, 4
2	**Tonal Drawing Techniques**: To explore light and shade through tonal drawing techniques; hatching, cross hatching, stippling, scribbling, frottage and blending, to create the illusion of mass, volume and depth. Experimenting with various drawing materials.	You will work individually to develop skills in tonal shading developing a series of drawings that create the illusion of mass, volume and depth through tonal drawing techniques: hatching, cross hatching, stippling, scribbling, frottage and blending. Experimenting with various drawing materials.	Investigating tonal drawing techniques to create the illusion of mass, volume, and depth. Experimenting with various drawing materials.		1, 2, 3, 4
3	**Texture, Contrast and Visual Depth:** To create the illusion of texture and contrast through tonal drawing techniques of, hatching, cross hatching, stippling, scribbling, frottage and blending. Experimenting with various drawing materials	You will work individually to create a series of drawings that work to create the illusion of tactile, textural surfaces, utilizing various drawing materials and techniques, hatching, cross hatching, stippling, scribbling, frottage and blending. You are encouraged to work in the field.	Investigating strategies and techniques for observational drawing. Working from various surfaces and textures to develop a series of drawings that create the illusion of texture and contrast. Experimenting with various drawing materials and technique.		1, 2, 3, 4
4	**Principles of Design and Composition:** Drawing from objects, shapes and forms to develop a series of drawings with a focus on experimenting and creating dynamic compositions utilizing the principles of design.	You will work individually drawing from objects, shapes and forms to develop a series of drawings that explore the principles of design to create dynamic compositions. Experimenting with different drawing materials.	Investigating design strategies; the principles of design to develop a series of drawings working from objects, props and shapes to create dynamic compositions. Experimenting with different drawing materials.		1, 2, 3, 4

5	**Mapping and Idea Generation:** Exploring techniques and methods to encourage divergent and convergent thinking. A move from drawing what is seen to drawing from what is imagined. Utilizing techniques of mind mapping, montage and illustration prompts	You will work individually exploring techniques and methods that encourage divergent and convergent thinking. Mind Mapping and utilizing techniques of mind mapping, montage and illustration prompts.	Investigating design strategies; techniques and methods to encourage divergent and convergent thinking. Utilizing techniques of mind mapping, montage and illustration prompts to move from drawing what is seen to drawing from what is imagined.	**Portfolio 1**: All work from weeks 1 to 5 due. Learning Activities Weeks 1, 2, 3, 4, & 5 Learning Experience Weeks 1, 2, 3, 4, & 5 Weekly Critical Reflections	1, 2, 3, 4
Module 2:					
6	**Ethnographic Drawing - Drawing the Human Figure**: Ethnographic research involves observing the body in the field gathering information and quickly sketching people in motion, at rest and engaged in activities	You will work individually observing the human body, understanding proportion, measurement, gesture and movement. Through critical observation and live visual research you will work in the field sketching people in motion and engaged in activities.	Investigating design strategies; Exercises to develop strategies and techniques to understand proportion, measurement, gesture and movement of the human body. You will work in the field to create a series of drawings observing and drawing people in the environment		1, 2, 3, 4
7	**Visualising Information** Developing data processing techniques. Data visualization, journey mapping, wireframing and sketchnoting techniques. Information composition using sketch notes formatting.	You will work individually and in pairs developing visual element libraries for future use. You will learn specific data processing techniques to communicate, contextualise and synthesis information.	Exercises to investigate and develop specific data processing techniques used to visually communicate, contextualise and synthesis information.		1, 2, 3
8	**Drawing Systems: Linear Perspective: One-Point and Two-Point Perspective**: To create the illusion of 3-Dimensional space on a 2-Dimensional surface. Exploring the graphic technique of 1 and 2-point perspective.	You will work individually in the studio and in the field exploring the graphic technique of one and two-point perspective. Working through a series of exercises, drawing complex 3-dimensional forms, interior and exterior spaces.	Exercises to investigate linear perspective, the graphic technique of 1 & 2- point perspective, to develop a series of drawings, creating complex 3-Dimensional forms, interior and exterior spaces.		1, 2, 3
9	**Drawing Systems: Orthographic and Isometric Projections and Exploded Views:** To explore orthographic and isometric drawing systems, exploded views, drawing from found and imagined objects.	You will work individually drawing from found and imagined objects to explore orthographic, isometric drawing systems and exploded views. The goal is to develop an understanding of the two drawing systems through a series of drawings.	Exercises to develop a series of drawings working from found and imagined objects to explore orthographic and isometric drawing systems and exploded views.	**Portfolio 2**: All work from weeks 6 to 9 due. Learning Activities Weeks 6, 7, 8, & 9 Learning Experience Weeks 6, 7, 8, & 9 Critical weekly Reflections	1, 2, 3

Module 3:					
10	**Introduction to Major Drawing Project** **Iconic Abstraction:** Transform artwork from 'realistic' to 'abstract'.	You will work individually drawing a person or animal multiple times, removing more detail each time until the subject transforms from "realistic" to "abstracted icon.	Exercises that involve redrawing the same subject, removing more detail each time until you have reduced the subject to its simplest and most abstract form.		1,2,3,4
11	Major Drawing Intensive session	You will work individually towards the development and preparation of your major drawing for Assignment 3.	Preparation of your major drawing.	**Major Drawing** Major Assignment with all Process work for Major Assignment due Artist Statement and Critical Reflection	1,2,3,4
12	**Exhibition week**: Compulsory attendance. Developing a design portfolio/ppt for exhibition	You will work individually towards the development and preparation of your design portfolio/ppt for exhibition	Preparation of design portfolio/ppt for exhibition	Hurdle: Students are to attend this class to pass the course	1,2,3,4

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Portfolio 1: Drawing portfolio evidence with critical reflection Learning Activities and Learning Experience Submission is online via Padlet	35%	1, 2, 3, 4	Week 5
2	Portfolio 2: Drawing portfolio evidence with critical reflection Learning Activities and Learning Experience Submission is online via Padlet	35%	1, 2, 3, 4	Week 9
3	Portfolio 3: Week 10 Learning Experience and Learning Activities and One Major Drawing With Additional Development Drawings A Design Statement for Major Assignment and A final Critical Reflection Submission is online via Padlet	30%	1, 2, 3, 4	Week 11
4	Exhibition Development	Presentation	1, 2, 3, 4	Week 12

5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

1. Evidence of Learning Task 1: PORTFOLIO 1 (35%)

Task Type: Portfolio Evidence
Due Date: Week 5, Sunday 4th August 11.59pm
Weight: 35%, Marked out of: 100
Length: N/A
Task Description: Complete a series of drawing tasks demonstrated in weekly workshop studios. All drawing tasks to be scanned/photographed, digitally corrected, collated, and appropriately documented using the supplied Padlet template. Final submission consists of a PDF export uploaded to course site.
Drawing Portfolio One consists of all drawing tasks introduced in Week One to Week Five.

Criteria and Marking:
Planning and Development - Process employed planning and development.
- Does the submission include finished drawings for every required exercise?
- Does the submission demonstrate iterative and reflexive development in response to self, peer, and tutor critique?

Technical Competences - Demonstrated use of techniques and media.
- Does the submission demonstrate understanding of the required drawing tasks?
- Does the submission demonstrate control of the required drawing tools and techniques?

Creativity and Innovation - Concept, Originality, Creative innovation.
- Does the submission demonstrate creative application of the course content where appropriate?
  Does the submission demonstrate innovation by extending the set briefs where appropriate?

Documentation and Resolution - Final Documentation and Presentation of all folio activities.
- Are scanned and/or photographed images sharp, straight, cropped, and digitally corrected where appropriate?
- Is the submission generally free of errors including spelling and grammar?

Submission: PDF document exported from Padlet to be uploaded via the course site.

2. Evidence of Learning Task 2: Portfolio 2 (35%)
Task Type: Portfolio Evidence
Due Date: Week 9, Sunday 8th September 11.59pm
Weight: 35%, Marked out of: 100
Length: N/A
Task Description: Complete a series of drawing tasks demonstrated in weekly workshop studios. All drawing tasks to be scanned/photographed, digitally corrected, collated, and appropriately documented using the supplied Padlet template. Final submission consists of a PDF export uploaded to course site.
Drawing Portfolio Two consists of all drawing tasks introduced in Week Six to Nine.

Criteria and Marking:
Planning and Development - Process employed planning and development.
- Does the submission include finished drawings for every required exercise?
- Does the submission demonstrate iterative and reflexive development in response to self, peer, and tutor critique?

Technical Competences - Demonstrated use of techniques and media.
- Does the submission demonstrate understanding of the required drawing tasks?
- Does the submission demonstrate control of the required drawing tools and techniques?

Creativity and Innovation - Concept, Originality, Creative innovation.
- Does the submission demonstrate creative application of the course content where appropriate?
  Does the submission demonstrate innovation by extending the set briefs where appropriate?

Documentation and Resolution - Final Documentation and Presentation of all folio activities
- Are scanned and/or photographed images sharp, straight, cropped, and digitally corrected where appropriate?
- Is the submission generally free of errors including spelling and grammar?

Submission: PDF document exported from Padlet to be uploaded via the course site.

3. Evidence of Learning Task 3: Drawing Application: Major Assignment (30%)
Task Type: Major Assignment
Due Date: Week 11, Sunday 22nd September 11.59pm
Weight: 30%, Marked out of: 100
Length: N/A
Task Description: Complete 1 resolved drawing plus all process/preliminary drawings in response to a written design brief. Students are encouraged to consider their future study and career to create a written design brief

outlining what problem they would like to solve and who the design drawing is for. The assignment is designed for students to further develop and specialise in specific drawing techniques suited to their future practice. All drawings to be scanned/photographed, digitally corrected, collated, and appropriately documented. Final submission consists of a PDF export uploaded to course site.

Criteria and Marking:

Planning and Development - Process employed planning and development.
- Does the submission include a variety of finished drawings appropriate to the selected brief?
- Does the submission demonstrate iterative and reflexive development in response to self, peer, and tutor critique?

Technical Competences - Demonstrated use of techniques and media.
- Does the submission demonstrate understanding of the required drawing tasks?
- Does the submission demonstrate control of the required drawing tools and techniques?

Creativity and Innovation - Concept, Originality, Creative innovation
- Does the submission demonstrate creative application of the course content where appropriate?
- Does the submission demonstrate innovation by extending the set brief where appropriate?

Documentation and Resolution - Final Documentation and Presentation of all folio activities.
- Are scanned and/or photographed images sharp, straight, cropped, and digitally corrected where appropriate?
- Is the submission generally free of errors including spelling and grammar?

Submission: PDF document exported from Padlet to be uploaded via the course site.

In order to pass this Course, students must:

A. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.
B. Attend class in Week 12 and participate in organization of the student exhibition.

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Student Medical Certificate]. Please refer to the Griffith College website – Policy Library for guidelines regarding extensions and deferred Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).

2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.

3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the

Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sittings](#), [Medical Certificates](#), [Academic Integrity,](#) [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use.](#) These policies can be accessed within the [Policy Library](#)

[Academic Integrity](#) Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and isunacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered one of the most serious forms of fraudulent academic behaviour,for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidanceto understand andmaintain academic integrity; however, it is also your responsibility to seek out guidance if and whenyou are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she mayrequest the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

Reasonable Adjustments for Evidence of Learning Tasks –

The [Disability Services Policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.