



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1537QCA</b>
<b>Course Name:</b>	<b>Design Histories &amp; Futures</b>
<b>Trimester:</b>	<b>Trimester 2, 2024</b>
<b>Program:</b>	<b>Diploma of Design</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Kelly McIlvenny</b>
<b>Document modified:</b>	<b>23 May 2024</b>

### Course Description

In this combined seminar/studio course, we will survey and engage in some of the critical conversations that shape design practice today. Through a diet of reading, watching, discussion, and writing, we'll unpack and question the critical lenses and conventions that shape contemporary design discourse and confront design's relationship to society. You will explore how writing is a part of your design practice and engage with some of the ways designers and thinkers have proposed rethinking design's position. We'll explore all this through a series of projects that interpret and extend ideas from our discussions and publish our work through a collaborative publication. Together, our activities will model a design practice that engages its context in informed and intentional ways.

### Assumed Knowledge

N/A

## 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
Course Coordinator: Dr Kelly McIlvenny	kelly.mcilvenny@griffithcollege.edu.au
Teacher: Nasan Pather	nasan.pather@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

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

This course aims to teach you how to apply a critical understanding of design histories and use research skills to analyse specific design trends and forecast future directions. By the end of the course you will articulate a critical understanding of design practices, concepts, and their impact (Cultural, Social, Environmental) using research, reflective, participatory and speculative design practices. You will employ written, verbal and visual professional communication skills to explain, discuss, evaluate and critique design issues and debates.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Explain the formal and alternative histories of design.
2. Present the role of design in making human habitats, civilisations and cultures.
3. Make explicit the difference between the history of the discipline and the history of practicing design (informal histories).
4. Identify and critique the main theories underpinning contemporary design culture.
5. Critically evaluate how design has impacted contemporary societies through examples.
6. Explore alternative design histories and fictions to forecast design futures
7. Apply critical theories to the creation of new design concepts



## 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

louguina, Alëna. 2017. "The Origin of Design: Designing the Future by Understanding the Past." *Medium* (blog). August 7, 2017. <https://medium.com/@alenaouguina/the-origin-of-design-designing-the-future-by-understanding-the-past-295045e9384e>.

Cross, Nigel. 2001. "Designerly Ways of Knowing: Design Discipline versus Design Science." *Design Issues* 17 (3): 49–55.

Fry, Tony. 1989. "A Geography of Power: Design History and Marginality." *Design Issues* 6 (1): 15–30. <https://doi.org/10.2307/1511575>.

Müller, Boris. 2017. "Design in Four Revolutions." *Medium* (blog). July 17, 2017. <https://borism.medium.com/design-in-four-revolutions-fb0f01a806d2>.

LaFarge, Antoinette. 2019. *Louise Brigham and the Early History of Sustainable Furniture Design*. Palgrave Pivot. Cham, Switzerland: Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-32341-7>.

Križnik, Blaž. 2018. "Transformation of Deprived Urban Areas and Social Sustainability: A Comparative Study of Urban Regeneration and Urban Redevelopment in Barcelona and Seoul." *Urbani Izziv* 29 (1): 83–95.

"How Feminist Movements Co-Opt Graphic Design to Express Themselves." 2017. *Eye on Design*. September 11, 2017. <https://eyeondesign.aiga.org/how-feminist-movements-co-opt-graphic-design-to-express-themselves/>.

[This Was Written on Stolen Indigenous Land, Chris Lee, 2016](#)

## 3.2 Recommended Learning Resources

Prokop, Emily. 2018. The Story Behind: The Extraordinary History Behind Ordinary Objects. Mango Media.

Lupton, Ellen. 2017. Design Is Storytelling. Cooper Hewitt, Smithsonian Design Museum.

Walker, Stuart, M Evans, Tom Cassidy, J Jung, and Amy Twigger Holroyd, eds. 2018. Design Roots : Culturally Significant Designs, Products and Practices. London, UK: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc. INSERT-MISSING-URL.

Drucker, Johanna, and Emily McVarish. 2013. Graphic Design History: A Critical Guide. 2nd ed. Boston: Pearson.

Kiddle, Rebecca, Luugigyoo Patrick Stewart, and Kevin O'Brien, eds. 2018. Our Voices: Indigeneity in Architecture. Oro Editions.

Lees-Maffei, Grace, and Rebecca House, eds. 2010. The Design History Reader. New York: Berg Publisher.

Meirelles, Isabel. 2013. Design for Information: An Introduction to the Histories, Theories, and Best Practices Behind Effective Information Visualizations. Rockport Publishers.

Pile, John F., and Judith Gura. 2013. A History of Interior Design. 4th ed. London: Laurence King Publishing.

Raizman, David Seth. 2010. History of Modern Design: Graphics and Products since the Industrial Revolution. 2nd ed. London: Laurence King Pub.

Rudofsky, Bernard. 1964. Architecture Without Architects: An Introduction to Nonpedigreed architecture. [https://www.moma.org/documents/moma\\_catalogue\\_3459\\_300062280.pdf](https://www.moma.org/documents/moma_catalogue_3459_300062280.pdf)

Slade, Giles. 2009. Made to Break: Technology and Obsolescence in America. Cambridge, MA: Harvard University Press.

## 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support 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 Library Databases.
- [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 by all 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 interview preparation, job search tips, and more.
- [IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

## 3.4 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. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

### 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:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
					
1	Watch Course Introduction Video	Seminar: What is design?  Workshop: How to lead a discussion. Develop a discussion code of conduct. Selecting reading partners & weeks. Develop criteria for Participation	Contact your reading partner and decide how you want to divide the work and when to get together to create your activities/materials.  Read Week 2's reading and add your comments to the google document.	1	1,2,3
2	Reading:  Iouguina, Alëna. 2017. "The Origin of Design: Designing the Future by Understanding the Past." <i>Medium</i> (blog). August 7, 2017. <a href="https://medium.com/@alenaouguina/the-origin-of-design-designing-the-future-by-understanding-the-past-295045e9384e">https://medium.com/@alenaouguina/the-origin-of-design-designing-the-future-by-understanding-the-past-295045e9384e</a> .	Seminar: Looking at design through history  Student-Led Discussion on reading  Workshop: Design Statement Poster activity & Brainstorm	Select the topic you would like to develop your design statement; it can be based on any of the weekly readings/discussions. Read that week's materials in preparation for creating your statement.  Read Week 3's Reading and add your comments to the google document.	1, 2	1,2,3,4
3	Reading:  Cross, Nigel. 2001. "Designerly Ways of Knowing: Design Discipline versus Design Science." <i>Design Issues</i> 17 (3): 49–55.	Seminar: Design as a discipline  Student-led Discussion on reading  Workshop: Statement Game Presentation Template	Continue to research & reflect upon your design statement.  Read Week 4's Reading and add your comments to the google document.	1, 2	1,2,3,4
4	Reading:  Fry, Tony. 1989. "A Geography of Power: Design History and Marginality." <i>Design Issues</i> 6 (1): 15–30. <a href="https://doi.org/10.2307/1511575">https://doi.org/10.2307/1511575</a> .	Seminar: Modernism & beyond  Student-led Discussion on reading  Workshop: Statement peer feedback  Developing design futures questions	Design your statement poster; you may have several versions as you ideate the best representation of your design statement.  Outline your presentation.  Read Week 5's Reading and add your comments to the google document.	1, 2	1,2,3,4,5
5	Reading:  Müller, Boris. 2017. "Design in Four Revolutions." <i>Medium</i> (blog). July 17, 2017. <a href="https://borism.medium.com/design-in-four-revolutions-fb0f01a806d2">https://borism.medium.com/design-in-four-revolutions-fb0f01a806d2</a> .	Seminar: Techno-Revolution & humanity  Student-led Discussion on reading  Workshop: Poster critique session.  Presenting your work activity.	Reflect on your feedback and make final refinements to your poster. Prepare your presentation.	1, 2	1,2,3,4,5

6	Prepare Presentation & Poster	<b>Presentations</b> Workshop: Peer feedback exercise	Read Week 7's Reading and add your comments to the google document.	2	1,2,3,4,5
7	Reading: LaFarge, Antoinette. 2019. Louise Brigham and the Early History of Sustainable Furniture Design. Palgrave Pivot. Cham, Switzerland: Palgrave Macmillan. <a href="https://doi.org/10.1007/978-3-030-32341-7">https://doi.org/10.1007/978-3-030-32341-7</a> .	Seminar: Design and sustainability: a historical overview Student-led Discussion on reading Workshop: Introducing assessment 3 & objects of the future. Thing from the future game.	Read Week 8's Reading and add your comments to the google document.  Continue to research & ideate your object from the future.	1, 3	1,2,3,4,5,6
8	Reading: Križnik, Blaž. 2018. "Transformation of Deprived Urban Areas and Social Sustainability: A Comparative Study of Urban Regeneration and Urban Redevelopment in Barcelona and Seoul." <i>Urbani Izziv</i> 29 (1): 83–95.	Seminar: Design and society Student-led Discussion on reading Workshop: Storytelling for speculative design	Read Week 9's Reading and add your comments to the google document.  Prototype/illustrate your design object.  Continue to use speculative design principles to develop your proposed design future.	1, 3	1,2,3,4,5,6
9	Reading: <a href="#">This Was Written on Stolen Indigenous Land</a> <a href="#">Chris Lee, 2016</a>	Introduce Topic: Decolonial histories of design Student-led Discussion on reading Workshop: Indigenous mapping exercise (Re-lensing your research) Research Mapping	Read Week 10's Reading and add your comments to the google document.  Fill in the research gaps discovered in today's mapping exercise. Prepare a detailed outline of your essay.  Continue to develop your object through sketches or prototypes.	1, 3	1,2,3,4,5,6
10	Reading: "How Feminist Movements Co-Opt Graphic Design to Express Themselves." 2017. Eye on Design. September 11, 2017. <a href="https://eyeondesign.aiga.org/how-feminist-movements-co-opt-graphic-design-to-express-themselves/">https://eyeondesign.aiga.org/how-feminist-movements-co-opt-graphic-design-to-express-themselves/</a> .	Seminar: Feminist histories of design Student-led Discussion on reading Workshop: Object Critiques & Peer Feedback	Write a draft of your essay.  Refine your future object documentation based on class feedback.	1, 3	1,2,3,4,5,6
11	Prepare a draft of your essay and documentation for review.	Seminar: Design Futures Workshop: Essay Peer Editing Exercise	<b>Design Futures Essay &amp; Object: Due 11:59pm Sunday</b>	3	1,2,3,4,5,6
12	Make sure you bring your essay and full-resolution copies of your objects & posters.	Mandatory Workshop: Develop the Design Histories & Future journal together. Celebrate!	The Design Histories & Futures journal will be presented at your graduation.  Congratulations!	3	



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Weekly Readings Notes, Discussions & Participation	30%	1,2,4	Weekly
2	Design Statement Poster & Presentation	30%	1,2,3,4,5	Week 6 (In-class)
3	Design Future Essay & Object	40%	1,2,3,4,5,6	Week 11 (Sunday)

### 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: Active Learning: Weekly Readings Notes, Discussion leading & participation

**Task Type:** Presentation, Participation & Written Notes

**Due Date:** Weekly

**Weight:** 30%, Marked out of: 100

**Length:** N/A

##### Task Description:

Each week, you will be given a new text to conquer (8 weeks in total). These readings will challenge your thinking and expand your understanding of design. They will be provided to you via a google document where you will be asked to add comments, questions or responses weekly. In week one as a group you will develop your discussion code of conduct & participation criteria together.

You will be assigned a discussion week at the beginning of the trimester. You and a partner (numbers permitting) will lead the 30 Min discussion that week. You will prepare some materials to help you stimulate your classmate's minds! This must include a summary of the reading, including the key arguments made, along with 3 discussion questions.

Participation in weekly activities, you must participate in 6 out of 8 discussions. We know life gets in the way sometimes; you are given 2 get out of jail free cards. Just email your tutor and let them know. You must apply for an extension if it is the week of your assigned discussion, and you will be responsible for a make-up session.

##### Criteria and Marking:

1. Discussion leadership – 35%
2. Weekly reading notes – 35%
3. Weekly participation – 30%

**Submission:** In-class, notes on google documents



## 2. Evidence of Learning Task 2: Design Statement Poster & Presentation

**Task Type:** Assignment – Presentation & Poster

**Due Date: Week 6 (In-class)**

**Weight:** 30%, Marked out of: 100

**Length: (if applicable)**

**Task Description:**

Develop a design statement based on one of the weekly readings/discussion topics. This statement should present a point of view on design history. It can be provocative and should be meaningful. Leverage graphic design to amplify the meaning of your statement. How can you visually communicate your message? The poster can be a typographic piece or include original artwork. Write a 150 word description that addresses the following questions:

- Who does your statement address?
- What conditions/realities/debates does it respond to?
- What effect does it intend to have?

Present your poster and a 4-minute presentation on how you will explore this statement in your essay, including your future design question.

**Criteria and Marking:**

1. Documentation 30% - Rationale & Slides
2. Presentation 40% - Clearly explains critical debate design statement responds to, including visual examples, proposes a clear design future question
3. Poster 30% - Design statement critiques your chosen design issue/theory, leverages visual communication to amplify position

**Submission:** Poster and slides submitted via Turnitin via the course site & in-class presentation

## 3. Evidence of Learning Task 3: Design Future Essay & Object

**Task Type:** Assignment – Written Assignment & Practice Based

**Due Date: Sunday 11:59 pm, Week 11**

**Weight:** 40%, Marked out of: 100

**Length: 1000 words & 5-6 images of future design object**

**Task Description:**

Leveraging your design statement, develop a question that challenges you to envision a new design future.

For instance, if your design statement was “Rage Against the Modernist Machine,” your question might be: How can we imagine a future that moves past the modernist architectural pitfalls? Or if your statement was “I am man,” your question might be: how might a non-gendered society be designed?

Write a 1000-word illustrated essay exploring this question. This essay should explore the future of your design statement—building on the research you did to create its present.

Then design a speculative object that lives in this new design future. The object can be 2D or 3D and made from any medium. You must present your work in a series of 5 images comprising a series of sketches, mock-ups, photographs or prototypes. The images must be captioned with a description of the object/design.

We will collectively collect, edit and publish your work in our design journal in weeks 11 & 12; participation is part of your assignment.

**Criteria and Marking:**

1. **Critical question (10%)** Based Critical appraisal of a design issue in assessment 2
2. **Research & Implementation of Research (25%)** Quality of research, Relevance to the chosen issue, Use of research and visual examples to support
3. **Synthesis: Essay Framework, written expression, visual (25%)** Logic in presentation of arguments/essay framework/flow
4. **Storytelling (40%)** Representation of imaginary future through chosen object, written and visual fictions to forecast design futures

**Submission:** Turnitin via the course site & published in Design Journal

**MANDATORY IN PERSON CLASS WEEK 12: Participate in the collective design journal creation week 12**

**In order to pass this Course, students must:**

**A. Attempt all assessment items**

**B. demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**

## 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 is unacceptable.

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 guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you 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 may request 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.