



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>CMH100</b>
<b>Course Name:</b>	<b>Core Maths Skills for DHS</b>
<b>Trimester:</b>	<b>Trimester 2, 2024</b>
<b>Programs:</b>	<b>Diploma of Health Science</b>
<b>Credit Points:</b>	<b>Non credited course</b>
<b>Course Coordinator:</b>	<b>Maria Aneiros</b>
<b>Document modified:</b>	<b>04/04/2024</b>

### Course Description

The Core Maths Skills for DHS is delivered in the first trimester of study and will assist you to develop and/or refresh the fundamental mathematics knowledge and skills required for success in the Diploma maths or maths related course. Core Maths Skills for DHS is a free, non-weighted, and competency based (pass/fail), which means that it does not count towards students GPA (grade point average) and consequently, you are not permitted to drop this course. However, it is compulsory and must be completed in order to graduate and it is a prerequisite for the following Diploma of Health Science course: **1001GRC Chemistry of Biological Systems I** and you will be given maximum two attempts to successfully complete this course.

### Assumed Knowledge

There are no prerequisites for this course. However, this course is a prerequisite for some of your Diploma courses and consequently will affect your program progression. You will be permitted to undertake this course maximum two times.

## 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
Maria Aneiros	<a href="mailto:maria.aneiros@griffithcollege.edu.au">maria.aneiros@griffithcollege.edu.au</a>
Micheal Hahn	<a href="mailto:michael.hahn@staff.griffithcollege.ed.au">michael.hahn@staff.griffithcollege.ed.au</a>

## 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

The course acts as a bridge between the students' previous experience in mathematics and further study in mathematics where previous experiences have not led to a basic consolidation of mathematical concepts. It introduces students to the mathematical way of thinking desirable for further studies in mathematics in various courses



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Solve simple mathematical problems in a clear and logical manner.
2. Understand basic mathematical knowledge in arithmetic, algebra, linear functions and equations, indices, logarithms and trigonometry.
3. Model simple situations mathematically.



## 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

All supporting material will be provided on Student Portal and through the online Math Pathways platform used in the Core Maths Skills for DHS course.

### 3.2 Recommended Learning Resources

There are no additional resources required for CMH100 – Core Maths Skills for DHS.

### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College 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 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 MathPathway modules website every day. Make sure you complete around 25 modules 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 MathPathway website. The learning materials are arranged in Modules, and you have to do around 25 modules per week.. You also must take weekly test generated by the MathPathway website each week.

## **Self-Directed Learning**

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (MathPathway modules) 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 and completing the Learning Activities (MathPathway Modules). 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 (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
	<b>Module</b>				
<b>1</b>	Number & Place Value	In – Class Worksheets	MathsPathway Modules	Maths Pathway Tests	<b>1, 2, 3</b>
<b>2</b>	Patterns & Algebra	In – Class Worksheets	Maths Pathway Modules	Maths Pathway Tests	<b>1, 2, 3</b>
<b>3</b>	Linear & Non-linear equations	In – Class Worksheets	Maths Pathway Modules	Maths Pathway Tests	<b>1, 2, 3</b>
<b>4</b>	Fractions & Decimals	In – Class Worksheets	Maths Pathway Modules	Maths Pathway Tests	<b>1, 2, 3</b>



#### 5. Evidence of Learning (Assessment)

##### 5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
<b>1</b>	Maths Pathway Diagnostic Tests  All Students must complete four diagnostic tests as soon as possible.  No calculators nor other internet sites are allowed.	N/A	1, 2, 3	Week 1 and Week 2
<b>2</b>	Maths Pathway Modules  Maths Pathway Test No calculators nor other internet sites are allowed.	N/A	1, 2, 3	Every week
<b>3</b>	## FINAL-TRIMESTER EXAM Moodle, closed book, face-to-face Test No calculators nor internet sites are allowed.	N/A	1, 2, 3	EXAM WEEK

## 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: Maths Pathway Diagnostic Tests

**Task Type:** Exam

**Due Week:** Students are strongly recommended to complete all of 4 diagnostic tests before week 1

**Weight:** N/A

**Task Description:** All Students must complete four diagnostic tests as soon as possible. No calculators nor other internet sites are allowed.

**Criteria and Marking:** N/A

**Submission:** Maths Pathway

### 2. Evidence of Learning Task 2: Maths Pathway Test

**Task Type:** Exam

**Due Week:** On a weekly basis

**Weight:** N/A

**Task Description:** Exam on modules completed each week. No calculators nor other internet sites are allowed.

**Criteria and Marking:** N/A

**Submission:** Maths Pathway

### 3. Evidence of Learning Task 3: Final Trimester Exam

**Task Type:** Exam

**Due Week:** Exam week

**Weight:** N/A

**Task Description:** The final exam for this course must be taken on-campus and face-to-face. To be eligible to sit the final exam, a student needs to meet all Maths Pathway levels hurdles as described in section 5.1. No calculators nor other internet sites are allowed.

**Criteria and Marking:** N/A

**Submission:** Online exam

Students will be undertaking the Maths Pathway program and will be required to achieve a mastery level on the prescribed Maths Pathway modules and 70% or above in the Final-Trimester exam, with the mastery level being at least:

1. Level 8 in Number and Place Value.
2. Level 10A in Fractions and Decimals – Logarithms.
3. Level 9 in Patterns and Algebra.
4. Level 9 in Linear and Non-Linear relationships.

To achieve that a students must master around 25 Maths Pathway modules per week, which is equivalent to 12-17 hours of study per week.

The final exam for this course must be taken on-campus and face-to-face.

Students will be tested every week, in class, under the supervision of their teacher. The assessments will be composed of an online personalised test that is generated based upon the modules completed during that week.

All these must be done during class time and supervised by a teacher. Students are not allowed to use calculators nor any other internet sites other than Maths Pathways during their tests. Any module that is not mastered will be highlighted and retested in the following week's test.

## To be eligible to sit the final exam, a student needs to meet all Maths Pathway levels hurdles as described above.

**Requirements to pass this course:**

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

1. **meet the Maths Pathway Mastery Levels in all four strands as described above AND**
2. **obtain at least 70% in the final exam**

If a student meets all Maths Pathway levels hurdles by the end of week 1, they will be asked to do a final exam in week 2 and provided they meet the requirements to pass this course will receive a credit.

### 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 item, 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 assessment.

#### **Return of Evidence of Learning Items**

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. 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 items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.



*The sum of your marks of evidence of learning items 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 assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [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 to be 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 lecturers, tutors 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 Assessment – The Disability Services policy**

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment 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.

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