



1. General Course Information

1.1 Course Details

Course Code:	1006GBS
Course Name:	Why Money Matters
Trimester:	Trimester 1, 2025
Program:	Diploma of Business
Credit Points:	10
Course Coordinator:	Eliot Sanft
Document modified:	10 January 2025

Course Description

In an increasingly complex financial system, independence and effective decision making are important life skills. In business, financial skills drive profitability within the rules and regulations of government, institutions and organizations. In this course you will understand basic monetary flows in the economy, and the interrelationships and dependencies between money, society, groups and organizations, locally and globally. You will develop core skills in financial literacy for business and an understanding of the key principles of accounting, finance and economics. Sound accounting, finance and economics skills are sought by employers in any business graduate, as they enable a solid understanding of the principles that drive enterprise toward success.

Assumed Knowledge

There is no assumed prior knowledge for students in 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
Eliot Sanft	eliot.sanft@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

The learning and teaching activities in this course aim for students to:

- (1) understand basic monetary flows in the economy, and the relationship between money, society and organisations, locally and internationally
- (2) develop core skills in economics, financial and accounting analysis relevant to personal and business decisions
- (3) Identify and analyse the key drivers of economic disadvantage, its impact on vulnerable segments of society and best practice strategies to overcome economic disadvantage.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Examine monetary flows in the economy and how they affect businesses, households and organizations.
2. Apply core skills in economics, budgeting and finance for effective financial decision-making in business contexts
3. Identify key drivers of economic disadvantage and best practice strategies for alleviating economic disadvantage for social groups and individuals.



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 on 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

Week 1

Chapter 4: Demand and supply in Macroeconomics: Australia in the global environment

Week 2

Chapter 5 GDP: A measure of total production and income in Macroeconomics: Australia in the global environment

The Economy: Unit 14 Unemployment and fiscal policy

The Economy: Unit 15 Inflation, unemployment, and monetary policy

Week 3

Chapter 1 The financial system in Financial markets, institutions and money

Week 4

Chapter 3 The monetary authorities in Financial markets, institutions and money

Week 5

Chapter 3 Business structures in Accounting: Business reporting for decision making

Chapter 4: Business transactions in Accounting: Business reporting for decision making

Chapter 5: Statement of financial position in Accounting: Business reporting for decision making

Chapter 6: Statement of profit or loss and statement of changes in equity in Accounting: Business reporting for decision making

Chapter 7: Statement of cash flows in Accounting: Business reporting for decision making

Chapter 8: Analysis and interpretation of financial statements in Accounting: Business reporting for decision making

Week 6

Chapter 9: Budgeting in Accounting: Business reporting for decision making

Week 8

Chapter 1: Personal financial planning in Financial planning

Chapter 2: Financial planning skills in Financial planning

Week 9

Chapter 4 Investment choices in Financial planning

Chapter 5 Direct investment — fixed interest and shares in Financial planning

Week 10

The Economy: Unit 19 Economic inequality

Week 11

Chapter 16: International trade policy in Macroeconomics: Australia in the global environment

Chapter 17: International finance in Macroeconomics: Australia in the global environment.

Week 12

Chapter 13: Consumer protection in Business law in practice

3.2 Recommended Learning Resources

Griffith University Library Proxy

As a Griffith College Student, you can access the following databases:

- EBSCOhost
- JSTOR
- Ovid
- ProQuest
- Taylor Francis Online
- Wiley Online Library

- [Ebook Central \(ProQuest\) \(EBL and ebrary\)](#)

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 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.

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

Successful completion of LDM100 and LDM200 or LDH100 and LDH200 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
					
Module 1: Economic Basics					
1	<i>Introduction to money, exchange and markets</i>	Videos Prepare for in-class activities and discussion	Icebreakers In Class Activity		1,2
2	<i>The circular flow of money and the macroeconomy</i>	Videos Prepare for in-class activities and discussion	In Class Activity		1,2
Module 2: The Financial System					
3	<i>The Financial System</i>	Videos Prepare for in-class activities and discussion	In Class Activity		1,2
4	<i>Governing The Financial System</i>	Videos Prepare for in-class activities and discussion	In Class Activity	Online Quiz Thursday, 27 th March, 2025, 12.30pm	1,2
Module 3: Accounting Basics					
5	<i>Financial Statements Introduction</i>	Videos Prepare for in-class activities and discussion	In Class Activity		1,2
6	<i>Financial Statements Expanded</i>	Videos Prepare for in-class activities and discussion	In Class Activity		1,2

7	<i>Budgeting</i>	Videos Prepare for in-class activities and discussion	In Class Activity		1,2
Module 4: Personal Finance					
8	<i>Developing individual financial capabilities</i>	Videos Prepare for in-class activities and discussion	In Class Activity	Financial Decision Making Assignment Friday, 2 May, 2025, 11.30pm	1,2,3
9	<i>Saving and Investing</i>	Videos Prepare for in-class activities and discussion	In Class Activity		1,2,3
10	<i>Inequality and Poverty</i>	Videos Prepare for in-class activities and discussion	In Class Activity		1,2,3
11	<i>Global Financial Flows and the Australian Economy Scams and Consumer</i>	Videos Prepare for in-class activities and discussion	In Class Activity		1,2
12	Scams and Consumer Protection <i>In-class Presentation</i>	Videos Prepare for in-class activities and discussion	In Class Activity	Research-based Assignment – Presentation: In-Class Week 12 Week beginning Monday 2 June 2025	1,2,3



5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
				
1	Online Quiz	20%	Week 1 and 2	Week 3 Week beginning Thursday, 27 March, 2025
2	Financial Decision-Making Assignment	40%	Week 3-6	Week 8 Friday 2 May, 2025
3	Research-based Assignment In-Class Presentation	40%	Week 1-11	Week 12 In-Class Week 12 Week beginning Monday, 2 June, 2025

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.

Please note that generative artificial intelligence (GenAI) applications are not permitted to be used for assessment content creation, translation or extensive language assistance unless specifically identified in the assessment guidelines. Where permission is given for the use of GenAI applications for assessment content creation, appropriate referencing must occur.

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

1. Evidence of Learning Task 1: Online Quiz (20%)

Task Type: Test or quiz

Due Date: Week 4 Thursday 27 March 2025, 12.30pm

Weight: 20%, Marked out of: 20

Task Description: For this quiz, you will complete an open book, online multi-choice quiz covering content on Week 1 and Week 2.

Criteria and Marking: Refer to course site.

Submission: online via the course site.

2. Evidence of Learning Task 2: Financial Decision-Making Assignment (40%)

Task Type: Assignment - Problem Solving Assignment

Due Date: Week 8

Weight: 40%, Marked out of: 40

Length: 1400 words

Task Description: This assessment requires you to Analyse the financial performance and position of an organization from different perspectives. This will include examining a balance sheet, income statement, and statement of cash flows. Detailed instructions will be provided on the course Learning@Griffith site.

Criteria and Marking: Refer to course site.

Submission: Turnitin via the course site

3. Evidence of Learning Task 3: Research-Based Assignment (40%)

Task Type: Assignment –In-Class Presentation

Due Date: In Workshop Class Week 12, Week beginning 2 June 2025

Weight: 40%, Marked out of: 40

Length: (if applicable) Up to 10 slides

Duration: 6 minutes in length (+/- 30 seconds)

Task Description: You will produce an in class presentation that discusses aspects of inequality in Australia today and the state of financial well-being of various groups in society.. The presentation will cover identifying disadvantage and how actions can be taken to overcome economic disadvantage.

Criteria and Marking: Refer to course site.

Submission: Turnitin via the course site

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

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.

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