



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1808NRS</b>
<b>Course Name:</b>	<b>Human Anatomy &amp; Physiology II</b>
<b>Trimester:</b>	<b>Health Care Trimester 2, 2020</b>
<b>Program:</b>	Diploma of Health Care
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Brock Grant
<b>Document modified:</b>	25 May 2020

### Course Description

1808NRS builds on & extends the knowledge obtained in 1805NRS - Human Anatomy and Physiology 1, with students investigating the structure and function of the human body. This involves the role of homeostasis in the maintenance of metabolism, The primary functions of the cardiovascular, respiratory, renal, reproductive and gastrointestinal systems, and the relevance of such knowledge to the maintenance of human health.

Professional practice in a range of health disciplines is underpinned and informed by knowledge and understanding of the anatomy and physiology of the human body. Changes to the body across the lifespan are also explored. Core concepts are taught using an integrated and exploratory approach to facilitate the ability of students to transfer, assimilate and utilise knowledge gained in this course to other courses within their program, and to apply what they have learnt to nursing practice.

### Assumed Knowledge

There are no pre-requisites for 1808NRS

### 1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Brock Grant	Brock.grant@griffithcollege.edu.au
Jos De Schepper	Jos.deschepper@staff.griffithcollege.edu.au
Sue Parker	Sue.parker@staff.griffithcollege.edu.au

### 1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be found on the Moodle Course Site.

### 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

### 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

The primary aim of 1808NRS is for students to understand the structure and function of the human body. This involves the role of homeostasis in the maintenance of metabolism, The primary functions of the cardiovascular, respiratory, renal, reproductive, and gastrointestinal systems, and the relevance of such knowledge to the maintenance of human health



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Use appropriate terminology to identify the key anatomical structures and justify the physiological functions of various body systems.
2. Justify the multi-factorial mechanisms that contribute to homeostasis of various body systems.



## 2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

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

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	
Self-directed and active learning		✓	✓	
Creative and future thinking		✓	✓	
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment			✓	



## 3. Learning Resources

### 3.1 Required Learning Resources

Human Anatomy & Physiology II Workbooks & course material, which is located on the 1808NRS MyStudy course website on the Griffith College Student Portal.

O'Loughlin, V., Bidle, T., & McKinley, M. (2016). *Anatomy & Physiology: An Integrative Approach* (2nd ed.) New York: McGraw-Hill.

### 3.2 Recommended Learning Resources

The DHC teaching team strongly recommends students use the on-line websites associated with the prescribed text.

As 1808NRS involves practical laboratory sessions, appropriate safety equipment such as laboratory gowns, safety glasses and enclosed shoes must be purchased and brought to each practical lesson. However, due to the current circumstances caused by COVID-19, practical labs will not be conducted for 1808NRS this trimester.

### 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.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

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

#### **Attendance**

You are expected to actively engage in all learning experiences and learning activities 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.

#### **Preparation and Participation in Learning**

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. 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 lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### **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 MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

**Self-Directed Learning**

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) 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%, 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].






**Teacher and Course Evaluation**

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



## 4. Learning Content, Learning Activities and Learning Experiences

### 4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
<b>Module 1 – Cardiovascular System</b>					
<b>Week 1 - Structure &amp; function of the Cardiovascular System</b>	<ol style="list-style-type: none"> <li>1. Introduction to the Cardiovascular System</li> <li>2. Cardiovascular circuits</li> <li>3. Heart anatomy</li> <li>4. Heart wall and coronary circulation</li> <li>5. Microscopic anatomy of cardiac muscle</li> </ol>	<ul style="list-style-type: none"> <li>• Course Text Chapter 19: Cardiovascular system: Heart pp.731 -750</li> <li>• Human Anatomy &amp; Physiology workbook: Week 1</li> <li>• Viewing any supplementary material referenced on the moodle course page</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of the course outline, course learning outcomes &amp; assessment</li> <li>• Group discussions of the primary function of each major structure within the heart, including the resulting effect should a structure stops working.</li> <li>• Both individually &amp; in pairs, begin working through the 1808NRS workbook with any work not completed in class to be set as a learning experience.</li> <li>• Various activities such as jeopardy/kahoot quizzes, question bingo etc</li> </ul>	<b>Weekly online quiz (2% each)</b>	<b>1, 2</b>
<b>Week 2 - Electrical activity of the Heart</b>	<ol style="list-style-type: none"> <li>1. The heart's conduction system</li> <li>2. Conduction, action potentials and contraction</li> <li>3. Cardiac cycle</li> <li>4. Cardiac output</li> <li>5. Homeostatic control of cardiac output</li> </ol>	<ul style="list-style-type: none"> <li>• Course Text Chapter 19: Cardiovascular System: Heart pp.750 – 775</li> <li>• Human Anatomy &amp; Physiology workbook: Week 2</li> <li>• Viewing any supplementary material referenced on the moodle course page</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussions on the hearts anatomy, cardiovascular circuits &amp; histology of cardiovascular tissue</li> <li>• Human Anatomy &amp; Physiology workbook - Week 2</li> <li>• Various activities such as jeopardy/kahoot quizzes, question bingo etc</li> <li>• Both individually &amp; in pairs, begin working through the 1808NRS workbook with any work not completed in class to be set as a learning experience</li> </ul>	<b>Weekly online quiz (2% each)</b>	<b>1, 2</b>

<b>Week 3 - Blood vessels, circulation &amp; lymphatics</b>	<ol style="list-style-type: none"> <li>1. Blood vessel structure and function</li> <li>2. Capillary exchange</li> <li>3. Blood flow, resistance and blood pressure</li> <li>4. Lymphatics</li> </ol>	<ul style="list-style-type: none"> <li>• Course Text Chapter 20 &amp; 21: CVS: Vessels and Circulation &amp; Lymphatic System</li> <li>• Human Anatomy &amp; Physiology workbook: Week 3</li> <li>• <i>View any supplementary videos posted on the 1808NRS course page</i></li> </ul>	<ul style="list-style-type: none"> <li>• Group discussions of the vascularisation of the CVS, fluid exchange &amp; blood flow</li> <li>• Human Anatomy &amp; Physiology workbook - Week 3</li> <li>• Various activities such as jeopardy/kahoot quizzes, question bingo etc</li> <li>• Both individually &amp; in pairs, begin working through the 1808NRS workbook with any work not completed in class to be set as a learning experience</li> </ul>	<p style="text-align: center;"><b>Weekly online quiz (2% each)</b></p>	<p style="text-align: center;"><b>1, 2</b></p>
<b>Module 2 – Respiratory System</b>					
<b>Week 4 - Structure &amp; function of the Respiratory System</b>	<ol style="list-style-type: none"> <li>1. Introduction to the Respiratory System</li> <li>2. The lungs and respiration</li> <li>3. Introduction to pulmonary ventilation (breathing)</li> </ol>	<ul style="list-style-type: none"> <li>• Course Text Chapter 23: Respiratory System</li> <li>• Human Anatomy &amp; Physiology workbook - Week 4</li> <li>• <i>View any supplementary videos posted on the 1808NRS course page</i></li> </ul>	<ul style="list-style-type: none"> <li>• Group discussions on the conductive and respiratory pathways of the lungs &amp; how they achieve respiration</li> <li>• Human Anatomy &amp; Physiology workbook - Week 4</li> <li>• Various activities such as jeopardy/kahoot quizzes, question bingo etc</li> <li>• Both individually &amp; in pairs, begin working through the 1808NRS workbook with any work not completed in class to be set as a learning experience</li> </ul>	<p style="text-align: center;"><b>Weekly online quiz (2% each)</b></p>	<p style="text-align: center;"><b>1, 2</b></p>
<b>Week 5 - Lung volumes, capacity &amp; breathing control</b>	<ol style="list-style-type: none"> <li>1. Mechanics of pulmonary ventilation (breathing)</li> <li>2. Volume and capacity</li> <li>3. Alveolar and systemic gas exchange</li> <li>4. Gas transport</li> <li>5. Respiratory control</li> </ol>	<ul style="list-style-type: none"> <li>• Course Text Chapter 23: Respiratory System</li> <li>• Human Anatomy &amp; Physiology workbook - Week 5</li> <li>• <i>View any supplementary videos posted on the 1808NRS course page</i></li> </ul>	<ul style="list-style-type: none"> <li>• Group discussions on the multistep process of pulmonary ventilation &amp; the transport of O<sub>2</sub> &amp; CO<sub>2</sub> around the body.</li> <li>• Human Anatomy &amp; Physiology workbook - Week 5</li> <li>• Various activities such as jeopardy/kahoot quizzes, question bingo etc</li> <li>• Both individually &amp; in pairs, begin working through the 1808NRS workbook with any work not completed in class to be set as a learning experience</li> </ul>	<p style="text-align: center;"><b>Weekly online quiz (2% each)</b></p>	<p style="text-align: center;"><b>1, 2</b></p>

<b>Module 3 – GIT &amp; Metabolism</b>					
<b>Week 6 - Structure &amp; function of the Digestive System</b>	<ol style="list-style-type: none"> <li>1. Introduction to the Digestive System</li> <li>2. Histology of the gastrointestinal tract (GIT)</li> <li>3. Actions of the oral cavity, salivary glands and teeth</li> <li>4. Actions of the pharynx, oesophagus, stomach &amp; intestines</li> <li>5. Role of secondary digestive organs such as the pancreas and the gall bladder</li> </ol>	<ul style="list-style-type: none"> <li>• Course Text Chapter 26: Digestive System</li> <li>• Human Anatomy &amp; Physiology workbook - Week 6</li> <li>• <i>View any supplementary videos posted on the 1808NRS course page</i></li> </ul>	<ul style="list-style-type: none"> <li>• Group discussions on how the primary and accessory digestive organs facilitate the breakdown &amp; absorption of key nutrients and minerals.</li> <li>• Human Anatomy &amp; Physiology workbook - Week 6</li> <li>• Various activities such as jeopardy/kahoot quizzes, question bingo etc</li> <li>• Both individually &amp; in pairs, begin working through the 1808NRS workbook with any work not completed in class to be set as a learning experience</li> </ul>	<b>Weekly online quiz (2% each)</b>	<b>1, 2</b>
<b>Week 7 - Nutrition &amp; Metabolism</b>	<ol style="list-style-type: none"> <li>1. Introduction to nutrition</li> <li>2. Metabolism</li> <li>3. Macronutrient metabolism</li> <li>4. Heat (temperature) regulation</li> <li>5. Digestion of carbohydrates, proteins, lipids and nucleic acids</li> </ol>	<ul style="list-style-type: none"> <li>• Course Text Chapter 27: Nutrition &amp; Metabolism</li> <li>• Human Anatomy &amp; Physiology workbook - Week 7</li> <li>• <i>View any supplementary videos posted on the 1808NRS course page</i></li> </ul>	<ul style="list-style-type: none"> <li>• Group discussions on the general mechanisms in which organisms acquire and utilise the basic nutrients required for survival and their primary use within biological systems.</li> <li>• Human Anatomy &amp; Physiology workbook - Week 7</li> <li>• Various activities such as jeopardy/kahoot quizzes, question bingo etc</li> <li>• Both individually &amp; in pairs, begin working through the 1808NRS workbook with any work not completed in class to be set as a learning experience</li> </ul>	<b>Weekly online quiz (2% each)</b>  <b>Mid-trimester exam (Module 1 &amp; 2) – 30%</b>	<b>1, 2</b>
<b>Module 4 – Urinary System</b>					
<b>Week 8 -</b>	<ol style="list-style-type: none"> <li>1. Introduction to the Urinary System</li> <li>2. Kidneys</li> <li>3. Blood and filtered fluid flow</li> <li>4. Glomerular filtration</li> <li>5. Regulation of Glomerular filtration rate (GFR)</li> <li>6. Tubular reabsorption &amp; secretion</li> <li>7. Urine formation, transport, storage and elimination</li> </ol>	<ul style="list-style-type: none"> <li>• Course Text Chapter 24: Urinary System</li> <li>• Human Anatomy &amp; Physiology workbook - Week 8</li> <li>• <i>View any supplementary videos posted on the 1808NRS course page</i></li> </ul>	<ul style="list-style-type: none"> <li>• Group discussions on the general structures &amp; the mechanisms in which the nephrons filter the blood, where key solutes are reabsorbed and the formation of urine.</li> <li>• Human Anatomy &amp; Physiology workbook - Week 8</li> <li>• Various activities such as jeopardy/kahoot quizzes, question bingo etc</li> <li>• Both individually &amp; in pairs, begin working through the 1808NRS workbook with any work not completed in class to be set as a learning experience</li> </ul>	<b>Weekly online quiz (2% each)</b>	<b>1, 2</b>



<b>Week 9 - Fluid, electrolytes &amp; pH</b>	<ol style="list-style-type: none"> <li>1. Introduction to fluids, electrolytes &amp; acid-base balance (pH)</li> <li>2. Body fluids</li> <li>3. Fluid balance</li> <li>4. Electrolyte &amp; Acid-base balance (pH)</li> </ol>	<ul style="list-style-type: none"> <li>• Course Text Chapter 25: Fluid and Electrolytes</li> <li>• Human Anatomy &amp; Physiology workbook - Week 19</li> <li>• <i>View any supplementary videos posted on the 1808NRS course page</i></li> </ul>	<ul style="list-style-type: none"> <li>• Group discussions on pH control, fluid balance and the movement of key solutes in the body.</li> <li>• Human Anatomy &amp; Physiology workbook - Week 9</li> <li>• Various activities such as jeopardy/kahoot quizzes, question bingo etc</li> <li>• Both individually &amp; in pairs, begin working through the 1808NRS workbook with any work not completed in class to be set as a learning experience</li> </ul>	<b>Weekly online quiz (2% each)</b>	<b>1, 2</b>
<b>Module 5 – Reproduction &amp; Development</b>					
<b>Week 10 – Reproduction &amp; Development</b>	<ol style="list-style-type: none"> <li>1. Introduction to the Reproductive System</li> <li>2. Male reproductive system</li> <li>3. Female reproductive system</li> <li>4. Pregnancy</li> <li>5. Labour</li> </ol>	<ul style="list-style-type: none"> <li>• Course Text Chapter 28: Reproductive System Chapter 29: Development, Pregnancy &amp; Heredity</li> <li>• Human Anatomy &amp; Physiology workbook - Week 10</li> <li>• <i>View any supplementary videos posted on the 1808NRS course page</i></li> </ul>	<ul style="list-style-type: none"> <li>• Group discussions on the primary and secondary sexual organs, endocrinological control of puberty, gametogenesis &amp; the menstrual cycle.</li> <li>• Human Anatomy &amp; Physiology workbook - Week 10</li> <li>• Various activities such as jeopardy/kahoot quizzes, question bingo etc</li> <li>• Both individually &amp; in pairs, begin working through the 1808NRS workbook with any work not completed in class to be set as a learning experience</li> </ul>	<b>Weekly online quiz (2% each)</b>	<b>1, 2</b>
<b>11</b>	Revision Week	<ul style="list-style-type: none"> <li>• <b>Revision of the primary topics covered in modules 1-5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Revision session will be structured based upon the needs of the students.</li> </ul>	<b>None</b>	<b>1, 2</b>

## 4.2 Practical Laboratory Classes

The laboratory component of the course introduces the students to practical lessons pertaining to anatomy & physiology. It is expected of all students to complete the relevant workbook questions before attending each lab, then completing the remaining questions during each respective practical lesson. The laboratory workbook can be purchased from the bookstore or printed from the 1808NRS MyStudy site and must be brought to each laboratory session. Failure to have the relevant workbook may result in exclusion from the lab.

If you are unable to attend a Lab for extenuating reasons you will be required to submit evidence explaining any absence (e.g. medical certificate) to the lead laboratory demonstrator. Students who miss a lab will be required to complete the relevant workbook section in their own time and have it checked and signed off by their tutor before the next consecutive lab.

Students will work in small groups to analyse experiments and develop problem solving skills, with the content covered in the lab classes being assessed during the mid-trimester and final examinations. An attendance roll will be maintained for all lab classes. Students are expected to attend their scheduled laboratory class, punctuality is important.

Whilst in the lab, students must comply with all workplace and laboratory health and safety protocols & all instructions provided by the laboratory demonstrators or members of the laboratory technical service team. Additionally, Shoes appropriate for a nursing clinical laboratory session must be worn in all 1808NRS laboratory sessions.

Failure to comply with health and safety instructions or the instructions of your laboratory demonstrators within the lab will result in excluded from the laboratory session.

Students must complete the on-line modules for workplace health and safety for Griffith University labs and submit the certificate of completion for "Student Basic Health & Safety Induction" and "Health Lab Induction" before the first laboratory session. Students may be required to bring their prescribed textbook and laboratory workbook to laboratories. Information regarding the Human Anatomy & Physiology workbooks will be provided on the course site, and in the first lecture.



## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Weekly Online Quiz	2% each, 20% total	1, 2	Weekly
2	Mid-trimester exam	30%	1, 2	Week 7
3	End of Trimester Exam	50%	1, 2	Week 12

### 5.2 Evidence of Learning Task Detail

#### 1. Weekly Quizzes

The instalment of weekly online quizzes is designed to assist students memorisation and understanding of anatomy & physiology in a formative manor. Each quiz is worth 2% each and serves to reinforce & promote the content taught in that week whilst simultaneously providing students with instantaneous feedback regarding their progress throughout 1808NRS.

#### 2. Mid-Trimester Exam

The mid-trimester exam is a combination of multiple choice & short answer questions designed to assess the knowledge, understanding and application of the core concepts of both the cardiovascular and respiratory system. The mid-trimester exam is a restricted open book exam, with students permitted to bring **one single sided A4 sheet of course notes to assist with their examination**. The single sided A4 sheet of course notes must be submitted with the mid-trimester exam.

#### 3. Final Examination

The end of trimester exam is designed to assess the knowledge and understanding of the core concepts covered throughout the entire trimester, provided to students in the form of learning objectives presented at the beginning & end of every lecture. The final exam will assess student learning of core concepts covered in lectures, tutorials, workshops and laboratories, inclusive of anatomical structures, physiological processes and analysis of data pertaining to human systems

In order to pass this course, students must:

- A. Attempt the mid trimester and final examination, AND**
- B. Achieve a minimum cumulative total of 50% from all graded assessments.**

### 5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working 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 Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature 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 using the Document Search' feature with 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**

This course follows Griffith College and Griffith University Workplace Health and Safety Laboratory guidelines.

The aim of workplace health and safety is to make sure that people do not get sick or injured at the workplace. The legislation dealing with this in Queensland is called the Workplace Health and Safety Act, 1995. Anyone who can affect workplace health and safety has an obligation under this Act.

As a student, you have an obligation to yourself and others to undertake activities in a safe manner. You must follow instructions which are provided for safety. You must not put yourself or anyone else at risk. Care especially needs to be taken when you are performing activities which can affect others. Please refer to the Laboratory Rules for Diploma of Health Care – available on the course site via the Griffith College MyStudy Student Portal.

It is imperative that students follow all health and safety procedures & clinical nursing guidelines, as well as any staff instructions given whilst in the lab.

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