



1. General Course Information

1.1 Course Details

Course Code:	1020GCH
Course Name:	Academic & Professional Skills Development for Science & Technology
Trimester:	Trimester 1, 2021
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Rhonda Ozturk
Document modified:	2/1/2021

Course Description

Academic and Professional Skills Development is a 10 Credit Point course within the Diploma of Health Care. The course is situated within the first semester of each of this program. These Diploma is designed to provide students with a pathway to: further university studies in related degrees or direct employment. The course offers students a broad introduction to the skills involved in acquiring information and in displaying knowledge to others. It includes the basic knowledge and skills required to successfully participate in an undergraduate degree program and to operate effectively in a professional context.

Assumed Knowledge

There are no prerequisites for this course. Note: This course is incompatible with *1020GIC & 1020QBT Academic & Professional Skills Development for Science and Technology*.

1.2 Teaching Team

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

Name	Email
Simon Jun	simon.jun@staff.griffithcollege.edu.au
Rhonda Ozturk	rhonda.ozturk@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 given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

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

Academic and Professional Skills Development enables students to develop skills in three main areas along with the relevant academic language. The areas are interwoven throughout the course so that learning is maximised by ensuring that basic skills are consolidated before more advanced skills are introduced.

1. The first area covers general learning skills relevant to both in a university or a professional context. It includes skills related to academic integrity, individual learning approaches and strategies and analytical and critical thinking. It also enhances learning skills by developing awareness of the relationship between culture and educational style.

2. The second area of skills are those required to extend students' learning beyond lectures and textbooks. Students will learn techniques for recognising different types of texts, searching databases, understanding the production of research, reading the literature analytically and critically and applying knowledge to 'real world' contexts.

3. The third area is concerned with the skills students require to display information in the most effective manner. It deals with oral presentations, essays, case studies and examinations. Among the written skills addressed are: citation and referencing skills, paragraphing, developing an argument, and using the literature to support an argument. This area also includes the oral skills needed in questioning and responding in a tutorial and in giving presentations.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Apply appropriate higher education practices and strategies including principles of academic integrity and reflective practices to build academic and professional capabilities.
2. Apply collaborative teamwork techniques to communicate findings from critical analysis activities through identified contexts and spoken modes
3. Evaluate scholarly literature to organise and synthesise ideas related to a specific topic, question or hypothesis through identified written modes using accepted referencing conventions.



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

No requirement for purchasing resources. All resources will be found on the course site.

3.2 Recommended Learning Resources

Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2011). *Essential academic skills*. Oxford University Press.

An English language dictionary and a Thesaurus

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 experiences 	Learning activities 	Evidence of learning 	Learning outcome 
Module 1 Learning in Higher Education					
1	The Nature of Learning in Higher Education Course overview Introduction to Referencing, paraphrasing & quoting.	<i>Modes of Learning for Higher Education –ice breakers, discussion; Reading & Writing activities Growth mindset videos Unpack EoL T1.</i>	<i>Lectorials; Quizzes; Video; podcasts; Written activities EoL T1 Student workbook activities and tasks pages 1-9 inc Learning Styles online quiz SMART Goals Guide Academic Integrity Module 1</i>		1
2	Applying learning –self as learner: Self-efficacy, resilience and Self-regulation Introduction to Critical Reflection	<i>Lectorials; Discussion; written activities Review growth Mindset Quiz and Webquest results Learning Ecology Activity Self-regulated Learning and nursing –Levett –Jones article Critical Reflection: Reading & Writing activity Example of Critical Reflection on student experience In text citations worksheet</i>	<i>Lectorials; Written activities Growth mindset quiz Webquest activities- Information literacy for Higher Education: EoL T1 workbook activities and tasks pages 10-20 Academic Integrity Module 2</i>		1
3	Approaches to learning and feedback	<i>Discussion, Lectorials; video; podcasts, written activities Examining types of sources used in higher education (the literature) Finding sources using technology ppt Finding research worksheet</i>	<i>Lectorials; Quizzes; Video and podcasts; Written activities- paraphrasing, quoting and citations Work on, and complete EoL T1 Workbook, SWOT & CR.</i>		1





		Overview of EoL T 2 Presentation and EoL T3 Essay - Topic analysis Form groups for EoL T2.	Check in with Student advisors. Academic Integrity Module 3		
Module 2 Collaboration and Communication					
4	Collaborating and Communicating –working in teams Engaging with academic literature	Basic paragraph writing activity Review developed paragraph structure Advanced reading skills-reading a research article activity Collaboration and team work strategies applied; Think-pair-share (source interrogation) Working in groups – peer and self assessment ppt Discussion, video and podcasts, written activities Unpack EoL T2. Form groups for EoL T2.	Lectorials; Quizzes; Video; podcasts; Written activities paraphrasing, quoting and citations Reading: presentation journal article (source for analysis) Work on EoL T2 Step 1 Source Analysis Work on EoL T2 Step Presentation part Research for EoL T2 – finding research and reading academically worksheets Start research for EoL T3- Finding research worksheet	EoL T1 Workbook, SWOT and Critical Reflection due – Turnitin submission due Monday, 9 am	2
5	Presentations; Argument, and academic writing	Discussion, video and podcasts Written activities Introductions – for presentation and essays; paragraphs and developed paragraphs using 2 or more sources Examining types of sources used in higher education (the literature) Research Worksheet Selecting sources Reading to find meaning and evidence Analysing ideas in research Collaboration and team work strategies applied; Think-pair-share (source interrogation) Unpack EoL T3	Lectorials; Quizzes; Video; podcasts; Written activities - developing a basic paragraphs into a developed paragraphs using 2 or more sources Work on EoL T2 Step 1 Source Analysis Work on EoL T2 Step 2 Presentation part Research for EoL T2 and EoL T3		2
6	Constructing and presenting an Academic Argument	Discussion, video and podcasts, written activities Collaboration and team work strategies applied; Think-pair-share (source interrogation) Selecting sources Reading to find meaning and evidence Essential essay considerations – analysing the topic Key skills in writing academically – writing developed paragraphs and	Lectorials; Quizzes; Video and podcasts; Written activities Work on EoL T2 Step 1 Source Analysis Work on AT2 Step Presentation part Research for EoL T2 and EoL T3		2

		conclusions; Reference lists. Essay Research and planning documents Unpack EoL T3	Work on EoLT3 Essay Research and planning documents- reading academically worksheet		
Module 3 Academic Research and Writing					
7	Introductionn to research- Thinking Like a Scientist	Lectorials;Discussion, video; podcasts,written activites Presentations due in class Analysing ideas in research Examine what is the scientific method Identify how is scientific research presented in journal articles	Lectorials; Quizzes;Video; podcasts; Written activities Finalise Eol T2 Presentation for delivery in class Research for EoL T3- reading academically worksheet Work on EoL T3 Essay Research and planning documents	Step 1 Source EoL EoL T2 Source Analysis Step due – Turnitin submission due before class EoLT 2 Team Oral Presentation due in class	3
8	Innovative problem solving; Ethics and Academic integrity	Lectorials; Discussion, video; podcasts,written activites Problem solving activities and Critical Thinking Skills Essay introductions refresher Academic writing – conclusions and reference lists Reference list acitivity Paraphrasing and quoting refresher Step 1 Essay Research and Planning documents –due Thursday- email to tutor	Lectorials; Quizzes;Video; podcasts; Written activities Research for EoL T3- reading academically worksheet Essay introduction acitivity worksheet Work on EoL T3 Essay Research and Planning documents	EoL T3 Essay Planning documents due	3
9	Communication in Health Care: Principles of Cultural Identity and Cultural Competence	Discussion, video and podcasts,written activites. Examine Principles of Cultural Identity and Cultural Competence; Examine Communication, Problem Solving, Critical Thinking Skills and the Nursing Process Review and discuss- Effective Communication in healthcare Office of the health Ombudsman pdf AT3 Check-in's	Lectorials; Quizzes;Video; podcasts; Written activities Complete- Principles of Cultural Identity and Cultural Competence activity Complete 5 Chairs worksheets Examine Effective Communication in Read -Healthcare-Office of the Health Ombudsman pdf Check in with advisors – AT3		3
10	Lifelong Skills for Health Care- learning as a lifelong process	Lectorials;Discussion, video and podcasts,written activites Career Self-Assessment Activities Revisiting goals; Reflective practice AT3 Check-in's	Lectorials; Quizzes;Video;podcasts; Written activities Career Self-Assessment Activities Revisiting goals; Reflective practice. Check in with advisors – AT3	EoL T3 Essay _ Research andPplanning documents due – Turnitin submission Monday Week 11, 9am	3



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of Learning	 Weighting	 Learning outcome	 Due Date
1	Workbook;SWOT and Critical Reflection - Self as Learner	25	1,2,3	Week 3
2	Team Oral Presentation and Source Analysis	35	1,2,3	Week 7
3	Research and Planning Documents	10	1,2,3	Week 8
	Essay	30		Week 10

5.2 Evidence of Learning Task Detail

The assessment in the course is designed to allow you to develop and demonstrate academic skills taught in the course.

Please note that web applications such as Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for extensive translation or language assistance purposes. Wikipedia, General webpages, Baidu, Weibo and WeTalk are also not permitted to be used.

Task 1: SWOT and Critical Reflection (Monday, 9 am of Week 4 - submit to Turnitin) **25%**

The Task focuses on yourself as a learner in the Higher Education environment and your journey at arriving at Griffith College. In addition, the task requires you to consider your approach to learning, the ownership of your learning and the importance of a self regulated, proactive approach to ensure academic success. You are required to complete the SWOT and Reflection at home but be part of in class discussions about the task. You are required to consult with your teacher as needed and discuss your work on an ongoing basis.

You will undertake a series of preparatory learning activities and exercises in the Workbook at home which develop your ability to reflect upon and understand the reasons for your past, present and future academic performances and to identify improvement goals and strategies.

This task provides an induction to Griffith College and Learning in Higher Education across the first 3 weeks of the Trimester (the workbook is available on the LMS via the Digital Campus Portal). It requires you to complete

the Workbook learning activities and exercises at home prior to attempting the SWOT and Critical Self Reflection on the outcomes of your analysis of your learning abilities. These activities would include:

- Library engagement exercise
- Teacher consultation interview
- Contact with student support services
- Timetable and study plan development
- Goal setting exercises.
- Critical reflection and SWOT

The learning activities and exercises in the Workbook will lead you into undertaking a critical self reflection to encourage your critical thinking and decision making as well as the development of your self-evaluation and reflection skills. After completion of the learning activities and exercises you are expected to reflect on these and your SWOT analysis of your identified learning abilities and write a Critical Self Reflection on yourself as a learner in Higher Education based on the outcomes of this analysis. The learning activities and exercises, SWOT and Critical Reflection encourage you to examine and engage with your motivation for being at University whilst developing a sense of your present learning environment, the necessity to develop new skills and the need to balance university and work-life.

The writing in the Critical Self Reflection must be in appropriate academic style, using correct spelling, grammar and punctuation

A requirement for submission of Task 1 is that the whole Workbook must be uploaded to Turnitin via Moodle for checking the originality of your work. In addition, check boxes at the point of submission in Turnitin via Moodle may appear requiring you to agree to authentication questions. These can provide evidence of authorship, if necessary. Task 1 will be marked in Turnitin via GradeMark using established criteria. You will be able to see your mark and teacher comments by viewing your Task 1 submission in Turnitin. You will also be able to see your mark in the student portal. If you do not submit your Task 1 to Turnitin via Moodle, you will receive a Did Not Submit (DNS) mark, that is, you will receive no mark for Task 1.

Task 2 : Oral Presentation (both due Week 7) – 35%

You are required to present an analysis of sources and reflections around academic research principles and writing. The audience (class members) will interact with you and you should be prepared to encourage interaction with class members.

Step 1 As part of the preparation for the presentation you are required to complete the Source Analysis of the required essay reading in class time (through discussions on the source) and at home. You are required to consult with your teacher and discuss your work on an ongoing basis. The Source Analysis will assess your ability to interrogate and analyse an academic source and consider it in the context of the presentation and essay topics as provided.

Step 2 The team presentation assesses your presentation skills within an academic context. You will be assessed by your tutor for the quality of your team presentation and your peers will be asked to provide feedback on the group performance.

Your team will be required to submit records of meetings, a paper copy of your PowerPoint presentation, provide a Source Analysis, script and complete an individual and peer reflection on how the team worked together to achieve their goals. A requirement for submission of your Source Analysis, script, individual and peer review documents and PowerPoint presentation is that they must all be uploaded to Turnitin via Moodle for checking the originality of your work.

If you do not submit your individual source analysis, completed meetings minutes and agenda forms, script and individual and peer review documents and one copy only of PowerPoint presentation to Turnitin via Moodle, you will receive a Did Not Submit (DNS) mark, that is, you will receive no mark for your team presentation. You may submit your individual script and PowerPoint presentation to Turnitin via Moodle as many times as you like before the final submission. Use early submission to check for plagiarism. If there is plagiarism, you may correct your work and resubmit. Follow this process of checking and correction as many times as needed before final submission. Your team leader should submit the final copy of your PowerPoint presentation to Turnitin by the due date (before you have your class).

You are requested to submit a PDF copy of the PowerPoint presentation and meeting minutes and agenda forms to your tutor, via mail, the evening before the presentation day. Check boxes at the point of submission in Turnitin via Moodle may appear requiring you to agree to authentication questions. These can provide evidence of authorship, if necessary.

Task 3: Essay: Step 1 Research and Planning documents (10% due Week 8 via Turnitin) and Step 2 Essay (30% with research and planning documents due Monday, 9 am Week 11 - submit to Turnitin) –Total 40%

Step 1 You are required to complete the Essay Research and Planning documents (through discussions about the topic and academic literature) and at home. You may consult with your teacher and discuss your work on an ongoing basis. The research and planning documents assess your ability to interrogate and analyse academic sources and consider them in the context of the essay topic provided. You are required to submit your essay research and planning documents into Turnitin as a Word file in Week 8 for review and feedback prior to finalising your essay submission. In addition, check boxes at the point of submission in Turnitin via Moodle may appear requiring you to agree to authentication questions. These can provide evidence of authorship, if necessary. Feedback will be provided by the teacher and should be applied to the essay **Please note:** The research and planning documents are also noted in the criteria for the Essay submission, they will be submitted within the essay as one Word document and will attract marks at the Essay submission point.

Step 2 The Essay assesses your ability to select and read relevant sources analytically and critically; avoid plagiarism; paraphrase and quote skilfully; use citations; write coherent paragraphs; link paragraphs in a logical order; write an introduction and conclusion; create an argument in an essay format; and use knowledge from academic sources.

A requirement for submission of your Research and Planning documents and Essay is that they must be uploaded to Turnitin via Moodle as one Word file at the end of Week 10 for checking the originality of your work. In addition, check boxes at the point of submission in Turnitin via Moodle may appear requiring you to agree to authentication questions. These can provide evidence of authorship, if necessary. Your research and planning documents and essay will be marked in Turnitin via GradeMark. You will be able to see your mark and teacher comments by viewing your Essay in Turnitin, once it has been graded. You will also be able to see your mark in the student portal. If you do not submit your research and planning documents and essay to Turnitin via Moodle, you will receive a Did Not Submit (DNS) mark, that is, you will receive no mark for your Essay.

You may submit your draft essay to Turnitin via Moodle as many times as you like before the final essay submission. Use early submission to check for plagiarism. If there is plagiarism, you may correct your essay and re-submit as many times as needed before final submission. Submit the final copy of your Essay along with the research and essay planning as one Word file to Turnitin via Moodle by the due date. In addition, check boxes at the point of submission in Turnitin via Moodle may appear requiring you to agree to authentication questions. These can provide evidence of authorship, if necessary.

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 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 assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning tasks, 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 task 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 tasks 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 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 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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