



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1806NRS</b>
<b>Course Name:</b>	<b>Communicating Effectively</b>
<b>Trimester:</b>	<b>Trimester 1, 2023</b>
<b>Program:</b>	<b>Diploma of Health Care</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Susan Lawrence</b>
<b>Document modified:</b>	<b>19 January 2023</b>

### Course Description

Nurses are key players in a complex health care network and, as such, require exceptional communication skills. Employers value high-level communication skills among healthcare professionals. This is because all healthcare disciplines and workplace settings have communication practices that require advanced and efficient communication within the setting and between groups and individuals. This course introduces students to theoretical perspectives about communication and develops practical skills in several written, oral and organisational communication genres, particularly those relevant to university study and employment as a Registered Nurse. Students will gain an understanding of the values and norms of academic and professional communication while also developing confidence in their practical ability to communicate orally and in writing. Knowledge gained in this course will be assimilated and used in other courses within the Bachelor of Nursing program and professional practice as a Registered Nurse. Students will develop their interpersonal communication skills as a basis for effective therapeutic relationships and their interprofessional communication for quality and safety in the healthcare environment. They will also develop information and communication technology capabilities for a digital age.

### Assumed Knowledge

There is no assumed knowledge for 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
Susan Lawrence	<a href="mailto:Susan.Lawrence@staff.griffithcollege.edu">Susan.Lawrence@staff.griffithcollege.edu</a>
Kelly Latty	<a href="mailto:kela@portal.griffithcollege.edu.au">kela@portal.griffithcollege.edu.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 aim of this course is to enable students to review nomenclature used in specific health contexts and explore models and styles of communication and healthcare discourses. Core concepts such as communication processes, written communication skills, active listening, empathy, questioning and interviewing are introduced. Both interpersonal and intercultural communication skills are central to this course as both are required for the provision of quality care to clients, families, and communities. |



## 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Apply beginner-level communication skills to tasks in academic, technological, and simulated contexts
2. Analyse the elements of effective therapeutic and interprofessional communication to promote patient-centred, safe, collaborative care in the healthcare setting
3. Identify the members of the interprofessional team and describe their role in healthcare practice
4. Describe your nursing aspirations and reflect upon the importance of communication skills for your career



## 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		✓



## 3.0 Learning Resources

### 3.1 Required Learning Resources

There is no designated text for 1806NRS

Digitised readings - provided to assist students learning. These may be accessed directly from the 1806NRS course website on MyStudy.

### 3.2 Recommended Learning Resources

All recommended reading will be provided on the MyStudy site and will be updated throughout the trimester. There will be access to online resources, web links and interactive learning materials.

Recommended Texts:

- Medical Dictionary
- Jarvis, C., Forbes, H., & Watt, E. (2020). Jarvis's physical examination and health assessment (3e). Chatswood, Australia: Elsevier. Chapters 5 and 6.
- Stein-Parbury, J. (2021) Patient and Person: interpersonal skills in nursing. (7<sup>th</sup> Ed). Churchill Livingstone, Australia: Elsevier. eBook ISBN: 9780729586290

### 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.

2. [Digital Library](#) Databases to which Griffith College students have access to through the Griffith Library Databases.
3. [Study Toolbox](#) there is a dedicated website for this course on the Griffith College Digital Campus.
4. [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.
5. [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.
6. [Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.
7. [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.

In addition, **Missed Class** learning material is provided in the course, providing support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (In Class, either in person or on Zoom) perhaps due to illness or other commitments. The Missed Class learning material should also be used in conjunction with Learning Content (Before Class) and Learning Activities (After Class) resources.

#### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning

Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].

### 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	Learning Experiences	Learning Activities	Evidence of Learning	Learning Outcome
<b>Module 1: Communicating effectively</b>					
1	<p>Key concepts to communicating effectively</p> <p>Health specific terminology</p> <p>Review study approach to course</p>	<p>Classes incorporating debate, group work and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Polling quizzes</li> <li>• Completing the electronic class workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course site)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p>	<p>1, 2, 3</p>

<b>Module 2: Academic communication skills</b>					
<b>2</b>	<p>Understanding differences between personal and academic reading and writing</p> <ul style="list-style-type: none"> <li>• Explore health terminology knowledge</li> <li>• Develop academic writing skills</li> <li>• Build strengths and techniques required for presentations</li> </ul>	<p>Classes incorporating debate, group work and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Polling quizzes</li> <li>• Completing the electronic class workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course site)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p> <p>Video profile presentation- introduction of self non-graded</p> <p>Assessment (A1) Online Quiz IPL knowledge Non grade weight</p>	1, 2, 3
<b>3</b>	<p>Understanding how to utilise scholarly evidence to support academic writing.</p> <ul style="list-style-type: none"> <li>• Introduction to APA 7<sup>th</sup> referencing</li> <li>• Develop academic reading skill</li> <li>• Academic essay construction</li> </ul>	<p>Classes incorporating debate, group work and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Polling quizzes</li> <li>• Completing the electronic class workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course textbook)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p>	2
<b>Module 3: Communication and your career</b>					
<b>4</b>	<p>Introduction to verbal and non-verbal communication skills</p> <p>Introduction to interpersonal and therapeutic communication</p> <p>Exploring key elements of</p> <ul style="list-style-type: none"> <li>• Verbal and non-verbal communication skills</li> <li>• Active and passive listening</li> <li>• Nursing presence</li> <li>• Use of silence</li> <li>• Paraphrasing and summarising</li> </ul>	<p>Classes incorporating debate, group work and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Polling quizzes</li> <li>• Completing the electronic class workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course textbook)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p>	1,2, 3
<b>5</b>	<p>Professional Boundaries in Healthcare</p> <p>Exploring:</p> <ul style="list-style-type: none"> <li>• boundary crossing and violations</li> <li>• barriers to effective communication</li> <li>• verbal and nonverbal communication skills</li> </ul>	<p>Classes incorporating debate, group work and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Polling quizzes</li> <li>• Completing the electronic class workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course site)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p> <p>A3 Allocated Group Oral Presentation Grade 40%</p>	1, 3

6	<p>Cultural considerations and the impact on therapeutic communication</p> <p>Explore:</p> <ul style="list-style-type: none"> <li>• positive components of therapeutic communication</li> <li>• interviewing and history taking</li> </ul>	<p>Classes incorporating debate, group work and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Polling quizzes</li> <li>• Completing the electronic class workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course site)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p> <p>Assessment (A3) Effective Communication Essay (1200 words) Grade: 45%</p> <p>A3 Allocated Group Oral Presentation Grade 40%</p>	1, 3
<b>Module 4: Communicating effectively in professional and organisational contexts</b>					
7	<p>Challenges to effective communication in organisational contexts</p> <p>Exploring</p> <ul style="list-style-type: none"> <li>• challenges to communication</li> </ul>	<p>Classes incorporating debate, group work and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Polling quizzes</li> <li>• Completing the electronic class workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course site)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p> <p>A3 Allocated Group Oral Presentation Grade 40%</p>	1, 3
8	<p>Communication for Safety and Quality</p> <p>Exploring</p> <ul style="list-style-type: none"> <li>• Professional documentation</li> <li>• Nursing Process</li> <li>• Clinical handover</li> <li>• interviewing and history taking</li> </ul>	<p>Classes incorporating debate, group work and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Polling quizzes</li> <li>• Completing the electronic class workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course site)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p> <p>A3 Allocated Group Oral Presentation Grade 40%</p>	1
9	<p>Communicating effectively in professional and organisational contexts</p> <ul style="list-style-type: none"> <li>• build on processes for inter-professional communication</li> </ul>	<p>Classes incorporating debate, group work and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Polling quizzes</li> <li>• Completing the electronic class workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course site)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p> <p>A3 Allocated Group Oral Presentation Grade 40%</p>	1
10	<p>Course Revision</p> <ul style="list-style-type: none"> <li>• Introduction to Auslan Conversation's</li> </ul>	<p>Classes incorporating debate, group work and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Polling quizzes</li> <li>• Completing the electronic class workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course site)</p> <p>Complete Review Questions</p>	<p>A3 Allocated Group Oral Presentation Grade 40%</p> <p>Assessment (A4) Online Quiz IPL knowledge Grade 15%</p>	1



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	Evidence of Learning	Weighting	Learning Outcome	Due Date
A1	Part 1. Online Quiz IPL Non-graded component	non-graded 0%	1	Week 2
	Part 2. Online Quiz IPL	15%		Week 10
A2	Assignment - Written Effective Communication Essay (1200 words)	45%	1, 2, 3	Week 6
A3	Presentation - technical or professional Oral Presentation	40%	1	Weeks 6 to 10

### 5.2 Evidence of Learning Task Detail

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

#### 1. Evidence of Learning Task 1: IPL quiz (0%)

**Task Type:** Online quiz

**Due Date:** Week 2

**Weight:** 0%, Marked out of: 20

**Length:** (n/a)

**Task Description:** The quiz will determine your current (baseline) knowledge of other health professionals' roles and responsibilities. IPL Quiz will identify your knowledge of the role and responsibilities of varying health professionals that you may interact with throughout your nursing career. You are not expected to know all of this and there are no marks allocated to this assessment. This assessment is mandatory and must be submitted.

**Criteria and Marking:** This quiz (part 1) is online and consists of 20 multiple choice questions marked at one mark per question. The criteria have undergone a full pre-moderation process.

**Submission:** online in person

#### 2. Evidence of Learning Task 2: Effective Communication Essay (45%)

**Task Type:** Written Assignment

**Due Date:** Week 6 Friday 5pm (12:00 hrs)

**Weight:** 45%, Marked out of: 100

**Length:** (1200 words)

**Task Description:** Nurses are a key element in a complex health care network and, as such, require outstanding communication skills. The purpose of this written assignment is to enable you to produce a short piece of writing that adheres to academic conventions and discusses the importance of effective communication in healthcare. You will be required to write a 1200-word essay that discusses the importance of effective communication in healthcare settings.

**Criteria and Marking:** The essay will be marked against established criteria which will be published on the 1806NRS MyStudy course site. The writing must be in appropriate academic style, using correct spelling, grammar and punctuation.

**Submission:** Turnitin via the course site

### 3. Evidence of Learning Task 3: Individual Oral Presentation (40%)

**Task Type:** Oral Presentation

**Due Date:** Week 6-10

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

**Length:** (8 minutes)

**Task Description:** As a nurse you will communicate with a wide range of people in a variety of settings. The purpose of this task is for you to investigate the importance of effective communication and for you to practice your oral communication skills. You need to pair with a peer colleague to present a 8-minute oral presentation to your peers in one of your timetabled classes for Weeks 7-10.

**Criteria and Marking:** The assignment description and marking criteria/rubric will be provided on the MyStudy course site within the Assessment section, subfolder Assessment 3 (A3): Paired Oral Presentation, awarding individual marks.

The presentation will be marked against established criteria which will be published on the 1806NRS MyStudy course site in advance of the date of expected presentation.

**Submission:** in person during class as per allocated time schedules

### 4. Evidence of Learning Task 4: IPL Quiz (15%)

**Task Type:** Online quiz

**Due Date:** Week 10 during class time

**Weight:** 15%, Marked out of: 20

**Length:** (TBA)

**Task Description:** The purpose of this assessment is to reassess baseline understanding of interpersonal communication processes following lecture instruction. The quiz will test your knowledge of other health professionals' roles and responsibilities.

This assessment is an online quiz of 20 questions. The talk series and classes throughout the trimester will contain components of the Interprofessional Learning Module. Videos will be available for you to view following the completion of the week two (2) online quiz. This quiz is the second of two online quizzes (A4). This assessment is mandatory and must be submitted.

**Criteria and Marking:** This is an online quiz of 20 multiple choice questions. Each question is worth 1 mark

**Submission:** Online in person during class

In order to pass this Course, students must:

- A. Attempt and submit all assessment items outlined in the Evidence of Learning table, demonstrating assurance of learning of all learning outcomes

## 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 working day or part working day that the task is late. Evidence of learning tasks 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 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 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 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

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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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.