



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	5902GCH
<b>Course Name:</b>	English Language & Communication for Health
<b>Trimester:</b>	Trimester 1, 2024
<b>Program:</b>	Diploma of Health Care
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Rhonda Ozturk
<b>Document modified:</b>	28/02/2024

### Course Description

English Language and Communication for Health is a 10 Credit Point course within the Diploma of Health Care. The course is designed for international students or students from a non-English speaking background, to allow them to develop English language skills relevant to the academic culture of Australian universities and to function successfully in a global nursing context. It therefore involves intensive English language practice and language immersion activities, with application to a global nursing setting.

### Assumed Knowledge

There are no prerequisites 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
Rhonda Ozturk	rhonda.ozturk@staff.griffithcollege.edu.au

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

The course aims to develop students' communicative competence in spoken and written English whilst raising awareness of English language requirements within the Australian higher education context and in healthcare professions. The course extends to different modes of learning (teamwork and independent learning) and different assessment practices (presentation and essay). Explicit guidance is provided on aspects of the Australian university culture required for successful study in health disciplines. Students are made aware of their responsibility to continually develop English language skills throughout the Diploma program and of the various support systems in place to assist in the development of English language skills. The course addresses these aims through both content and teaching methods designed for NESB students. The teaching methods have been designed to provide opportunities to practice speaking and writing skills in a supportive learning environment and to enable students to receive individual feedback from tutors for ongoing improvement.



### 2.2 Learning Outcomes

After successfully completing this course, you should be able to:

1. Understand and apply reflective practices, language and referencing conventions to build ethical academic and professional capabilities.
2. Evaluate and synthesise scholarly literature on topics related to future thinking in health care in order to present a coherent argument.
3. Apply a range of collaborative techniques to build professional intercultural and communication competencies.



### 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 enabling graduates who 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 now and 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
with Interacting People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		
the for Readiness Workplace	Problem Solving		
	Planning and Organisation		✓
	Creativity and Future Thinking		



### 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

A translation or English language dictionary and a Thesaurus.

### 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- [Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- [Academic Integrity](#) - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.
- [IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

### 3.4 Other Information about your Learning

#### Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. 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 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].

### International students enrolled in Language Development Modules (LDH100 / LDH200)

Successful completion of LDH100 and LDH200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.






## Teacher and Course Evaluation

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



## 4. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
					
<b>Module 1: Ethical Academic Practices</b>					
1	<b>Course overview and an introduction to assessments.</b> <ul style="list-style-type: none"> <li>Welcome to Griffith College</li> <li>What is learning?</li> <li>Growth Mindset</li> </ul>	<ul style="list-style-type: none"> <li>Guided tour of course site</li> <li>Getting to Know You</li> <li>Steps to Success</li> <li>Growth Mindset</li> <li>Evidence of Learning - assessments 1 &amp; 2</li> <li>Academic integrity</li> <li>Student Forum Explained</li> </ul>	<ul style="list-style-type: none"> <li>Academic Integrity Module 1</li> <li>Weekly &amp; Trimester Planning</li> <li>Quizlet Growth Mindset</li> <li>Student Forum</li> </ul>	Academic Integrity Quiz (3.33%)	1, 2
2A	<b>Academic research and source evaluation</b> <ul style="list-style-type: none"> <li>Intro: Academic sources/texts</li> <li>Note taking</li> <li>SMART goals</li> </ul>	<ul style="list-style-type: none"> <li>SMART goals</li> <li>Generative Artificial Intelligence</li> <li>Primary/secondary sources</li> <li>IMRAD structure</li> <li>Source evaluation</li> <li>Assessment topic analysis</li> </ul>	<ul style="list-style-type: none"> <li>Academic Integrity Module 2</li> <li>Critical thinking and argument</li> <li>Read: required reading</li> <li>Student Forum</li> </ul>	Academic Integrity Quiz (3.33%)	1, 2

<b>2B</b>	<b>Introduction to APA 7 referencing and required reading analysis.</b>  <ul style="list-style-type: none"> <li>Active read: required reading</li> <li>Intro: referencing</li> <li>The writing process</li> </ul>	<ul style="list-style-type: none"> <li>Referencing: fields</li> <li>Formatting in-text citations</li> <li>Complex citations</li> <li>Required Reading analysis</li> <li>Using Turnitin</li> </ul>	<ul style="list-style-type: none"> <li>Academic Integrity Module 3</li> <li>APA 7 referencing guide</li> <li>Researching for Essay Assessment Task</li> <li>Student Forum</li> </ul>	Academic Integrity Quiz (3.33%)	1, 2
<b>3A</b>	<b>Quoting, paraphrasing &amp; citing sources.</b>  <ul style="list-style-type: none"> <li>Paraphrasing &amp; quoting</li> <li>Secondary citations mini lecture</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrasing, quoting &amp; citing mini lecture &amp; activities</li> <li>Required Reading analysis: greater depth</li> </ul>	<ul style="list-style-type: none"> <li>Academic Integrity Modules</li> <li>Academic research</li> <li>Essay Assessment Task Development</li> <li>Student Forum</li> </ul>		1, 2
<b>3B</b>	<b>Essay structure</b>  <ul style="list-style-type: none"> <li>Assignment process</li> <li>Essay structure</li> </ul>	<ul style="list-style-type: none"> <li>Essay structure</li> <li>Essay planning</li> <li>Thesis statements</li> <li>Topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>Academic Integrity Modules 1, 2 &amp; 3</li> <li>Essay Plan</li> <li>Student Forum</li> </ul>		1, 2
<b>4A</b>	<b>Developed body paragraphs</b>  <ul style="list-style-type: none"> <li>Essay planning</li> <li>Developed paragraphs: content &amp; structure</li> </ul>	<ul style="list-style-type: none"> <li>Essay planning cont.</li> <li>Developed body paragraphs</li> <li>Paragraph analysis</li> <li>Paragraph writing</li> <li>Example: Developed Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Academic Integrity Modules 1, 2 &amp; 3</li> <li>Essay planning</li> <li>Extended essay model</li> </ul>	Assessment Task 2: Essay Plan due (10%)	1, 2
<b>Module 2: Future Thinking</b>					
<b>4B</b>	<b>Body paragraphs: synthesis</b>  <ul style="list-style-type: none"> <li>Developed paragraph drafting</li> <li>Hedging &amp; boosting</li> </ul>	<ul style="list-style-type: none"> <li>Synthesising sources</li> <li>Showing agreement/disagreement</li> <li>Hedging &amp; boosting: practice</li> <li>Paragraph drafting</li> </ul>	<ul style="list-style-type: none"> <li>Developed Paragraph drafting</li> <li>Student Forum</li> </ul>		1, 2
<b>5A</b>	<b>Using the literature in academic writing: further skills</b>  <ul style="list-style-type: none"> <li>Drafting, editing &amp; proofreading</li> <li>The future of work</li> <li>Persuasive communication</li> </ul>	<ul style="list-style-type: none"> <li>The future of work: analysis task</li> <li>Reporting verbs: tense/agreement /disagreement</li> <li>Changing quotes: ellipses and square brackets</li> <li>Paragraph evaluation task</li> </ul>	<ul style="list-style-type: none"> <li>Developed paragraph drafting</li> <li>Proofreading</li> <li>Student Forum</li> </ul>		1, 2
<b>5B</b>	<b>Writing introductions and conclusions.</b>  <ul style="list-style-type: none"> <li>Essay introductions &amp; conclusions</li> <li>Developed paragraph checklist</li> </ul>	<ul style="list-style-type: none"> <li>Introductions &amp; conclusions: Mini Lecture</li> <li>Essay Structure Quiz</li> <li>The passive voice in academic writing</li> <li>Future thinking: AI</li> </ul>	<ul style="list-style-type: none"> <li>Introductions</li> <li>Academic vocabulary phrase book</li> <li>Essay drafting</li> </ul>	Assessment Task 3: Body paragraph due (10%)	1, 2
<b>6</b>	<b>Referencing &amp; digital literacy</b>  <ul style="list-style-type: none"> <li>Reference lists</li> <li>Future thinking: digital literacy</li> </ul>	<ul style="list-style-type: none"> <li>Reference lists</li> <li>Digital Literacy</li> <li>Professional emails</li> <li>Nominalisation</li> <li>Oral Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Digital literacy skills</li> <li>Emotional wellness</li> <li>Read, Reflect &amp; Edit: Feedback</li> </ul>		1, 2

7	<b>Employability: resumes, cover letters &amp; teamwork</b> <ul style="list-style-type: none"> <li>● Work experience</li> <li>● Job seeking toolbox</li> <li>● Oral Presentations: Griffith University</li> </ul>	<ul style="list-style-type: none"> <li>● Key employability skills</li> <li>● Job Search Toolbox</li> <li>● Resumes &amp; cover letters</li> <li>● Teamwork</li> <li>● Assessment Task 3 - Oral Presentation Team Formation</li> <li>● Online team communication</li> </ul>	<ul style="list-style-type: none"> <li>● Developed paragraph feedback</li> <li>● Proofreading tips</li> <li>● OP prep</li> <li>● Tuckman's stages of teamwork</li> </ul>		1, 2, 3
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<b>Module 3: Communicative Collaboration</b>					
<b>8</b>	<b>Collaboration</b> <ul style="list-style-type: none"> <li>Employability self-evaluation</li> <li>Oral presentations &amp; employability</li> <li>Model presentation analysis</li> </ul>	<ul style="list-style-type: none"> <li>Model presentation analysis</li> <li>Verbal &amp; non-verbal communication</li> <li>Group dynamic and role development</li> <li>Intercultural communication</li> <li>Diversity &amp; inclusion</li> <li>OP meeting and check-in</li> </ul>	<ul style="list-style-type: none"> <li>The art of persuasion in the workplace</li> <li>Script and notes for Ops</li> <li>Oral Presentation Development</li> </ul>	Assessment Task 4: Academic Essay (35%)	1, 2, 3
<b>9</b>	<b>Strategies for successful teamwork: conflict resolution</b> <ul style="list-style-type: none"> <li>Model OP analysis</li> <li>Managing team conflict</li> <li>Strategies for success</li> <li>Planning professional pathways</li> </ul>	<ul style="list-style-type: none"> <li>Conflict resolution in teams</li> <li>Scenario analysis</li> <li>Maximising OP skills</li> <li>Managing anxiety with OPs</li> <li>Assertive communication</li> <li>Technical vocabulary for health</li> <li>Team meeting</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Awareness Quiz</li> <li>OP PPT design</li> <li>Oral presentation rehearsal</li> <li>Career Research &amp; Planning</li> </ul>		1, 2, 3
<b>10</b>	<b>Team presentations</b> <ul style="list-style-type: none"> <li>Team Presentation submission checklist</li> <li>Transferable skills in the workforce</li> </ul>	<ul style="list-style-type: none"> <li>Delivery of ASSESSMENT TASK 5: Oral Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Connect with your PCs and industry teachers? Apply skills learned in Module 2 to draft an email to your PC.</li> </ul>	Assessment Task 5: Oral Presentation (35%)	1, 2, 3



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	<b>Evidence of Learning (Assessment)</b>	<b>Weighting</b>	<b>Learning Outcome</b>	<b>Due Date</b>
<b>1</b>	Academic Integrity Quizzes (3 total)	10% (3.33% each module)	1	Open Weeks 1-5
<b>2</b>	Essay Plan	10%	1, 2	Week 4A
<b>3</b>	Body Paragraph	10%	1, 2	Week 5B
<b>4</b>	Essay	35%	1, 2	Week 8
<b>5</b>	Oral Presentation (in teams)	35%	1, 2, 3	Week 10

\* Students are strongly encouraged to complete the Academic Integrity modules and achieve a pass grade for each of the 3 quizzes.



## 5.2 Evidence of Learning Task Detail

You are required to submit your own work for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

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

### 1. Evidence of Learning Task 1: Academic Integrity Training (10%)

**Task Type:** Online Training Modules and Quizzes

**Due Date:** Friday of Weeks 1,2,3 (dates to be advised on the course site)

**Weight:** 10% (3.33% each module)

**Task Description:**

This task focuses on understanding and applying academic integrity in your evidence of learning submissions. Competency in understanding matters related to sourcing, referencing, and citations for assignments will be developed throughout the three training modules. The modules are to be completed online and can be found on the course site in the Learning Activities tile. This item is weighted and completing the training modules and passing the quizzes will equip you with a fuller understanding of academic integrity and assist you in avoiding plagiarism as a student and a professional.

**Criteria and Marking:** Students are assessed against learning outcome 1

**Submission:** via Quizzes on course site in Evidence of Learning tile

### 2. Evidence of Learning Task 2: Essay Plan (10%)

**Task Type:** Written assignment – planning template provided

**Due Date:** Week 4A (date to be advised on the course site)

**Weight:** 10%.

**Task Description:** Planning is the first stage in producing an assignment and it ensures that the foundational elements of the final task are on track to address the task requirements. A template and instructions are provided for this task.

You are required to 'map out' the main points of your essay argument. You should ensure that your argument addresses the task (i.e., answers the question) fully and throughout. Subtopics should be organised logically. Relevant and reliable academic sources must support each subtopic (i.e., each body paragraph) and be accurately cited. Submit your plan via the Turnitin link. Your tutor will give you feedback and a mark. You should apply the feedback when you write your body paragraph and essay

**Criteria and Marking:** Students are assessed against learning outcome 1 & 2

**Submission:** Turnitin via the course site

### 3. Evidence of Learning Task 3: Developed Body Paragraph (10%)

**Task Type:** Written assignment

**Due Date:** Friday Week 5 (date to be advised on the course site)

**Weight:** 10%.

**Length:** 200-250 words

**Task Description:** Follow the structure you have been taught in class to draft ONE well developed body paragraph chosen from your planning stage. This task assesses your ability to organise ideas logically, support argument with relevant and reliable evidence, analyse the literature and apply taught academic conventions to present sourced information. Feedback for this paragraph should be applied when the remaining body paragraphs are drafted

**Criteria and Marking:** Students are assessed against learning outcome 1 & 2

**Submission:** Turnitin via the course site

#### 4. Evidence of Learning Task 4: Academic Essay (35%)

**Task Type:** Written assignment

**Due Date:** Friday Week 8 (date to be advised on the course site)

**Weight:** 35%.

**Length:** 1200 words - needs to be strictly adhered to

**Task Description** Write an essay on a given topic citing the required reading and four additional self-sourced, relevant academic sources. This task will demonstrate the following key skills: research and source evaluation, the ability to produce a cohesive and coherent evidence-based written argument, and the application of academic conventions in using the literature.

In addition to the teaching and models provided, you are encouraged to seek assignment help with the Griffith College Academic Advisors as you draft. It is advised that you do not get help with your assignment from outside the College as this can result in a breach of academic integrity if the assessment no longer represents your own work. Turnitin should be used to check for plagiarism before the deadline.

**Criteria and Marking:** Students are assessed against learning outcome 1 & 2

**Submission:** Turnitin via the course site

#### 5. Evidence of Learning Task 5: Team Oral Presentation (35%)

**Task Type:** Team Oral Presentation Assignment

**Due Date:** Week 10 (date to be advised on the course site)

**Weight:** 35%.

**Length:** 4 minutes per person

**Task Description** Your team is required to collaborate in order to produce and present a clear, engaging and well-supported spoken academic argument on the given topic. In addition to the reading provided, your team should find and cite at least three reliable sources on your topic. You may cite sources used in your essay if they are relevant to your chosen topic. However, do not copy from your essay - this is self-plagiarism and will be penalised. All sources must be cited in speech and on individual slides (including images) and a reference list must be provided on the last slide

**Criteria and Marking:** Students are assessed against learning outcome 1, 2 and 3

**Submission:** Delivery in class; PPT through Turnitin via the course site

#### Requirements for ALL tasks

A requirement for submission of all evidence of learning in the course is that it must be uploaded to Turnitin via the course site. All tasks will be marked in Turnitin. You will be able to see your mark and teacher comments by viewing your work in Turnitin via the course site. You will also be able to see your mark in Grades. If you do not submit your tasks to Turnitin via the course site, you will receive a Did Not Submit (DNS) mark, that is, you will not receive marks for the tasks.

Use early submission to check for plagiarism. If there is plagiarism, you may correct your work and re-submit as many times as needed before final submission. Submit the final copy of your task to Turnitin via the course site by the due date. Check boxes at the point of submission in Turnitin may appear requiring you to agree to authentication questions. These can provide evidence of authorship, if necessary.

In order to pass this Course, students must:

**Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**

#### 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

## 5.4 Other Information about Evidence of Learning

### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

### Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website – [Policy Library](#) for guidelines regarding extensions and deferred Evidence of Learning Tasks.

### Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enroll.
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 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 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.