



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1007THS
<b>Course Name:</b>	Tourism, Travel and Technology
<b>Trimester:</b>	Trimester 2,2024
<b>Program:</b>	Diploma of International Tourism and Hotel Management Associate Degree of Business
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Dr Liubov Skavronskaya
<b>Document modified:</b>	24 May 2024

### Course Description

Tourism, Travel and Technology is a 10 Credit Point course within the Diploma of International and Hotel Management and Diploma of Commerce. The course introduces students to the theoretical foundation to the ways in which technology is transforming the tourism & hospitality industries and their likely future impacts. The course content covers existing and emerging technologies that improve the effectiveness of the tourism system. This course will also provide you with insights into leveraging technology to improve the economic, social and environmental sustainability of tourism and hospitality operations.

Students must submit all pieces of Evidence of Learning and achieve at least 50% across the course to be eligible for a Pass grade. Students are recommended to participate in and complete all the learning modules and be actively engaged in the learning experiences.

### Assumed Knowledge

There is no assumed prior knowledge for students in this course.

### 1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Liubov Skavronskaya	Liubov.Skavronskaya@griffithcollege.edu.au

## 1.3 Meet with your teacher

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

## 1.4 Timetable

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

## 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 aims of this course are to:

- develop students' underpinning knowledge of the global tourism and hospitality industries, with a specific focus on how technological advancements have shaped historical developments and continue to influence contemporary trends;
- position the concept of 'information' as a 'stock' that flows between elements of a system, using the bespoke information systems in the tourism & hospitality industries (eg. the Global Distribution System, or GDS) to highlight the importance of effective information flow; and
- illustrate the positive and negative impacts of mechanical, digital and information technology on the sustainability of tourism and hospitality systems and operations.



### 2.2 Learning Outcomes

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

1. Explain how technological advancements have influenced the history, growth and contemporary global trends of the tourism, travel and hospitality industries.
2. Describe the influence of information and associated technology on tourism and hospitality systems.
3. Discuss ways that effective use of technology can enhance the social and environmental sustainability of tourism and hospitality operations.






### 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. Learning Resources

#### 3.1 Required Learning Resources

- Ali, A. & Frew, A. (2014). ICT and sustainable tourism development: an innovative perspective. *Journal of Hospitality and Tourism Technology*, 5(1), 2-16.
- Ardito, L., Cerchione, R., Vecchio, P. & Raguseo, E. (2019) Big data in smart tourism: challenges, issues and opportunities. *Current Issues in Tourism*, 22(15), 1805-1809.
- Azis, N., Amin, M., Chan, S. & Aprilia, C. (2020). How smart tourism technologies affect tourist destination loyalty. *Journal of Hospitality and Tourism Technology*, 11(4), 603-625.
- Backer, E., Erol, G., & Dusmezkalender, E. (2020). VFR travel interactions through the lens of the host. *Journal of Vacation Marketing*, 26(4), 397-411.
- Buhalis, D., Harwood, T., Bogicevic, V., Viglia, G., Beldona, S. & Hofacker, C. (2019). Technological disruptions in services: lessons from tourism and hospitality. *Journal of Service Management*, 30(4), 484-506.
- Buhalis, D. (2020). Technology in tourism-from information communication technologies to eTourism and smart tourism towards ambient intelligence tourism: a perspective article. *Tourism Review*, 75(1), 267-272.
- Gössling, S., Scott, D. & Hall, C.M. (2020). Pandemics, tourism and global change: a rapid assessment of COVID-19. *Journal of Sustainable Tourism*, 29(1), 1-20.
- Leung, R. (2019). Hospitality technology progress towards intelligent buildings. *Tourism Review*, 76(1), 69-73.
- Li, J., Bonn, M.A. & Ye, H. (2019). Hotel employee's artificial intelligence and robotics awareness and its impact on turnover intention: The moderating roles of perceived organizational support and competitive psychological climate. *Tourism Management*, 73, 172-181.
- Lu, J. & Xu, Z. (2021) Can virtual tourism aid in the recovery of tourism industry in the COVID-19 pandemic? *Travel and Tourism Research Association: Advancing Tourism Research Globally*. 67. Retrieved from [https://scholarworks.umass.edu/ttra/2021/research\\_papers/67](https://scholarworks.umass.edu/ttra/2021/research_papers/67)
- Parvez, S.J., Moyeenudin, H.M. & Arun, S. (2018). Digital marketing in hotel industry. *International Journal of Engineering & Technology*, 7(2), 288-290.
- Robinson, J. (2020). Thoughts on the post-pandemic new normal in air travel. *Journal of Airport Management*, 15(1), 6-19.
- Sigala, M. (2018). New technologies in tourism: From multi-disciplinary to anti-disciplinary advances and trajectories. *Tourism Management Perspectives*, 25, 151-155.

## 3.2 Recommended Learning Resources

You may want to read or access additional material to help you with your learning. They may include:

- Selected articles from Journal of Hospitality and Tourism Technology
- Selected articles from Journal of Tourism Management Research
- Selected articles from Tourism Review
- Selected articles from Tourism Management
- Selected articles from Journal of Sustainable Tourism

## 3.3 College Support Services and Learning Resources

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

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

## 3.4 Other Information about your Learning

### Preparation and Participation in Learning

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

### Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

### Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning**

**Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

### Self-Directed Learning

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

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

Successful completion of LDM100 and LDM200 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: Tourism and Technology: past, present and future</b>					
1	<b>On Tech, Tourism &amp; Travel</b>	Icebreaker  Overview of course assessments  Group discussion: VFR travel: is it underestimated	Watching selected videos and browsing the course websites listed on the course site  Reading: Backer, et al. (2020)		1
2	<b>On Evolution in Tech, Tourism &amp; Travel: Technological developments lie at the heart of all evolution</b>	Case study: Smart tech in tourism  A Technology Issue workshop (EoL#2)	Reading selected articles  Reading: Buhalis (2020)		1,3
3	<b>On Trends in Tech, Tourism &amp; Travel</b>	Case study: Future travel (AR & Virtual reality)  Case study: Space tourism  Preparation for EoL#2	Searching and reading articles  Reading: Gössling, et al. (2020)		1,2,3
4	<b>On Information Security &amp; Privacy</b>	Case study: Cybercrimes	Writing a literature review		1,2

		Synthesising literature for EoL#2  Preparation for EoL#2	Reading: Parvez, et al. (2018)		
<b>Module 2: Technology impacts and sustainability</b>					
5	<b>On Hotel: Tech for sustainable hotels</b>	Case study: Cloud PMS  Writing workshop for EoL#2  EoL #2 Forum Discussion Activity (10%)	Writing a literature review  Reading: Leung (2019) Reading: Li, et al. (2019)	EoL #2 Forum Discussion Activity (10%) due during Week 5 Learning experience	1,2,3
6	<b>On Distribution: GDS &amp; SMTE</b>	Case study: GDS and SMTE  Writing style and format workshop	Writing a literature review  Reading: Robinson (2020)	EoL #1 Online quiz (20%) during Week 6 Learning Experience	2,3
7	<b>On Consumers of Tourism &amp; Travel: experience, attitudes, brands and consumer journeys</b>	Case study and group discussion: Smart technology	Submitting assignment draft  Reading: Azis, et al. (2020)  Reading: Bahalis, et al. (2019)		1,3
8	<b>On Sustainability in Tech, Tourism &amp; Travel: quadruple bottom lines and ancestral thinking and systems thinking</b>	Case study and group discussion: Tech failure and future	Finalising your assignment document  Reading: Ali & Frew (2014)	EoL #2 A Technology Issue: Written Assignment (30%) due Week 8 Monday 9am	1,3
<b>Module 3: Future design</b>					
9	<b>On Influence: bespoke info and technological systems influence on the tourism, travel and hospitality industries</b>	Feedback session for the first assignment  Case study: Big data in tourism  What is future design	Preparing an oral presentation EoL#3  Reading: Ardito, et al. (2019)		1,2,3
10	<b>On Failure in Tech, Tourism &amp; Travel</b>	Case study and group discussion: Robot butler	Feedback on EoL#2  Reading: Sigala (2018)		3
11	<b>On Virtual Reality Post-Pandemic Tourism</b>	Case study and group discussion: Post-pandemic tourism opportunities and challenges  Oral presentation: Tips and tricks	Preparing an oral presentation EoL#3  Reading: Lu & Xu (2021)		1,2,3
12	<b>On Future</b>	EoL#3 Oral presentation		EoL #3 Problem-solving assignment (40%) Oral Presentation due during Week 12 Learning experience; Written component due the same day, 9am	1,2,3



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	 Evidence of Learning (Assessment)	 Weighting	 Learning outcome	 Due Date
<b>1</b>	How much do you know: Quiz	20%	1	Week 6 – during the Learning Experience
<b>2</b>	A Technology Issue: Research based assignment	40% (Forum Discussion 10%; Written Assignment 30%)	1,2	Forum Discussion due Week 5 Learning Experience.  Written Assignment due Week 8,  <i>Monday 26<sup>th</sup> August, 9am</i>
<b>3</b>	Problem-solving assignment: Oral presentation (20%) with written component (20%)	40%	1,2,3	Week 12 Oral Presentation due during Week 12 Learning Experience; Written component due the same day, 9am

### 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: How much do you know (20%)

**Task Type:** Online quiz, closed book

**Due Date:** Week 6 during the Learning Experience

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

**Length:** n/a

**Duration:** 60 minutes

**Task Description:** This quiz assesses your knowledge and understanding of the content discussed in the Learning Experience and Learning Activities from Week 1 to Week 5. The quiz covers everything from the lecture content, class discussions, supplementary videos and readings. This assessment is a closed-book quiz and must be completed in class under invigilation in week 6. It is worth 20% of your final grade.

In this Evidence of Learning task you will:

1. complete an online quiz during your timetabled Learning Experience
2. need a password to access the quiz (to be advised on the day)
3. receive your mark upon completion

**Criteria & Marking:**

- It is an invigilated closed book, online quiz.
- This online quiz is automatically marked.

**Submission:** via Moodle Quiz during the Learning Experience

**This Evidence of Learning item:**

- is an individual activity

**2. Evidence of Learning Task 2: A Technology Issue (40%)**

**Type:** Forum Discussion (10%) and Individual research-based written assignment (30%)

**Forum Due Date:** Week 5 during the Learning Experience

**Research-based written assignment Due Date:** Week 8, Monday 26<sup>th</sup> August, 9am

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

**Length:** 1500 words (+/- 10%), INCLUDING cover page, headings, table of content, and reference list

**A Technology Issue: Forum Discussion (10%) Task Description:**

Please note that successful completion of this assignment requires engaging in compulsory forum discussion activity during the Learning Experiences in Week 5. This activity contributes 10% towards the total grade for EoL#2 (40%) of the overall assessment. During Week 5 Learning Experience students will select relevant academic articles (that will also use for their EoL#2 major assessment), post it to the course forum in APA7th format. Additionally, students must justify their selection by providing a brief synthesis (250 words) of the content of these three papers. This synthesis should discuss the key themes and contributions of each article towards enhancing our understanding of the significance of selected technological innovations and their impact on the tourism and hospitality industry. Failure to showcase continuous progress will result in a deduction of 10% from the total EoL#2 grade, which is 40% of the overall course grade.

**A Technology Issue: Research-based Written Assignment (30%) Task Description:**

The first 7 weeks of the course discuss technology innovations in the tourism and hospitality industry, their developments and disruptions. This assignment is a research-based assignment, worth 40% of the final course grade. Students have the freedom to choose a technology and its associated issue from the course materials. To complete this assignment, students will select a technology of personal interest and identify ONE specific issue or problem related to its application in the tourism and hospitality context. Students will then research three journal articles and discuss their potential contribution to the economic, social, and/or environmental sustainability of the tourism and hospitality industry, as well as investigate how the technology enhances tourism experiences, improves operational efficiency, or positively impacts other areas within the industry. This assignment is also directly linked to your next assignment EoL#3: Problem-solving assignment (40%).

Please note that this is a research-based assignment and requires reference support. Detailed guideline document and topic examples for this assignment are available on the course portal for your reference and convenience.

**To complete this assessment, students are required to:**

- select ONE (1) technology;
- identify ONE (1) issue/problem associated with the proposed technology in tourism and hospitality context;
- research THREE (3) journal articles about this technology/issue;
- contribute to a forum discussion activity during the Learning Experiences in Week 5
- provide a discussion around its sustainability contribution and tourism experiences;
- reflect on its relevance for EoL#3: Problem-solving assignment;
- use APA 7.0 for referencing.

**Criteria & Marking:** Marking criteria and rubrics - see Evidence of Learning Tile on the course site

**Submission:** Text Matching Tool - Turnitin. Online via TurnItIn

**This Evidence of Learning item:**

- is an individual activity

**3. Evidence of Learning Task 3: Problem-Solving Assignment (40%)**

**Type:** Problem-solving assignment: Oral presentation with written report

**Due Date:** Week 12, Oral Presentation (20%) due during the Learning Experience written summary (20%) due the same day by 9am

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

**Duration of oral presentation:** maximum 3 minutes (an oral component)

**Word count for written component (essay):** 1000 words (+/- 10%) including references



**Task Description:** This assignment is an individual assignment in a form of an oral presentation (20%) and a written component (20%). This assignment requires you to deliver an engaging presentation by pitching a solution to the technology issue described in your EoL#2 assignment and supported with a written report (1000 +/- words with references). You are required to discuss a problem associated with the proposed technology in a written report (1000+/- words) and provide a solution to this problem in your 3-minute oral presentation. In your oral presentation you will need to reflect on how the outlined problem can be solved. You need to use a sufficient range of relevant and credible academic sources to support your arguments (minimum 5) in both your presentation and your written component. The presentation requires you to demonstrate emotion, passion and enthusiasm. You need to offer your audience a captivating story that inspires and engages. Treat this as an opportunity to deliver your own TED style talk!

In this Evidence of Learning task you will:

1. present an issue/problem you have raised in the EoL#2 assignment (1000 words (+/- 10%) including references)
2. deliver a 3-minute oral presentation and pitch a solution to this problem using PowerPoint slides (max 5 slides with references)
3. include at least 5 academic references. You are allowed to use references from your EoL#2
4. use APA 7.0 for referencing

#### **Criteria & Marking:**

- Marking criteria and rubrics - see Evidence of Learning Tile on the Course site

**Submission:** Presentations will be delivered and assessed in the Week 12 Learning Experience; written summary due the same day by 9am.

#### **This Evidence of Learning item:**

- is an individual activity

#### **In order to pass this Course, students must:**

- A. Attempt all assessment items
- B. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning 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 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 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 one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

### **Reasonable Adjustments for Evidence of Learning Tasks**

The [Disability Services Policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

**Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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