



CRIM12002 Case Management Practice

Term 1 - 2020

Profile information current as at 30/04/2024 05:02 am

All details in this unit profile for CRIM12002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit introduces you to the theory and practice of case management in criminal justice and related human service contexts. The aim of case management is to provide a consistent quality service as offenders pass through the complex criminal justice system. Effective case management can reduce incarceration, re offending (recidivism), manage integration of offenders and those with mental illness back into society with meaningful employment, reunite and support families and prevent substance abuse. Case management can involve dealing with parole conditions and monitoring and engagement with court-ordered diversion programs. You will consider client intake and assessment, identification and troubleshooting issues, creating a management plan, dealing with difficult or uncooperative clients, providing support whilst maintaining a safe working environment and monitoring systems.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisites: CRIM11001 Foundations of Criminology and Criminal Justice and CRIM11002 Criminal Justice Procedure and Analysis.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2020

- Online
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 30%

2. **Written Assessment**

Weighting: 40%

3. **Online Test**

Weighting: 30%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Discuss the theoretical and practical applications of case management
2. Plan case management strategies for different types of client
3. Identify and outline strategies to deal with ethical, safety, privacy and confidentiality issues in case management
4. Identify, access and integrate various resources and networks to support case management plans.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%	•		•	
2 - Written Assessment - 40%		•		•
3 - Online Test - 30%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•	•	•				•			
2 - Written Assessment - 40%	•	•	•	•			•			

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
3 - Online Test - 30%	•	•	•	•						

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Anne Ferguson Unit Coordinator
a.ferguson@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction Unit overview	Tadros V.,(1998) Between Governance and Discipline: The Law and Michel Foucault, <i>Oxford Journal of Legal Studies</i> , V 18: 1, pp75-103 https://academic.oup.com/ojls/article/18/1/75/1454400	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Case Management What is case management ?	Kras KR,Dmello JR, Meyer KS, Butterfield AE,Rudes DS(2018) Attitudes Toward Punishment, Organizational Commitment, and Cynicism: A Multilevel Analysis of Staff Responses in a Juvenile Justice Agency, <i>Criminal Justice and Behaviour</i> , Sage Publications. https://journals.sagepub.com/doi/10.1177/0093854818810857 Schaefer L,Williams G C (2018) The Impact of Probation and Parole Officers' Attitudes about Offenders on Professional Practices, <i>Journal Corrections Policy Practice and Research</i> , Taylor and Francis Online https://doi.org/10.1080/23774657.2018.1538710 Victorian Government,(2017) Managing Community Corrections Orders, https://www.audit.vic.gov.au/report/managing-community-corrections-orders?section=32026--3-managing-offenders Viljoen J L,Shaffer C S,Muir N M,Cochrane D M, Brodersen E M(2018) Improving Case Plans and Interventions for Adolescents on Probation: The Implementation of the SAVRY and a Structured Case Planning Form, <i>Criminal Justice and Behaviour</i> V46:1,Sage Publications https://journals.sagepub.com/doi/10.1177/0093854818799379	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Principles of Risk Assessments and Treatments

Shlonsky A., Wagner D.(2005) The next step: Integrating actuarial risk assessment and clinical judgment into an evidence-based practice framework in CPS case management, *Children and Youth Services Review*,V27, pp 409-427,Elsevier,Amsterdam, Netherlands
<https://www.sciencedirect.com/science/article/pii/S0190740904002403>
 Viljoen JL,Shaffer CS,Muir NM,Cochrane DM, Brodersen EM(2018) Improving Case Plans and Interventions for Adolescents on Probation: The Implementation of the SAVRY and a Structured Case Planning Form, *Criminal Justice and Behaviour* V46:1,Sage Publications
<https://journals.sagepub.com/doi/10.1177/0093854818799379>

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Interventions and Alternatives	Moore D(2006) 'Translating justice and therapy: The drug treatment court networks' https://academic.oup.com/bjc/article/47/1/42/355573 OR https://doi.org/10.1093/bjc/azl028 Problem-solving Courts, <i>Law Report</i> , ABC Radio National, 3/11/2009. (PODCAST and /or TRANSCRIPT) https://abcmedia.akamaized.net/rn/podcast/2010/04/lrt_20100406_0830.mp3 Viljoen J L., Schaefer C S., Muir N M.,Cochrane D M., Brodersen EM.,(2018) Improving Case Plans and Interventions for Adolescents on Probation: The Implementation of the SAVRY and a Structured Case Planning Form, <i>Criminal Justice and Behaviour</i> Vol46:1, Sage Publications, Sydney https://journals.sagepub.com/doi/10.1177/0093854818799379	On line quiz opens Monday 30 March 9am AEST

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Education and crime	Cherney A., Fitzgerald R.,(2106) Efforts by Offenders to Manage and Overcome Stigma: The Case of Employment, <i>Current issues in Criminal Justice</i> , Vol17,Sage Publications, Sydney https://journals.sagepub.com/doi/10.1177/0093854818799379 Lochner L., Moretti E.,(2001)The Effect of Education on Crime: Evidence from Prison Inmates, Arrests and Self-Reports, <i>National Bureau of Economic Research Working Paper 8605</i> , Massachusetts. https://www.nber.org/papers/w8605.pdf	On line quiz due : Week 5 Monday (6th April 2020) 9am AEST

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive and Criminal Behaviour	Draine J., Solomon P(1994) Jail Recidivism and the Intensity of case Management Services among Homeless Persons with Mental Illness Leaving Jail, <i>Sage Journals</i> https://doi.org/10.1177/009318539402200203 Manjunath A, Gillham R, Samele C, Taylor PJ(2018) Serving a community sentence with a mental health treatment requirement: Offenders' perspectives, <i>Criminal Behaviour and Mental Health</i> ,V28:6,pp 492-502, Wiley On line Library. (also CQU library) https://onlinelibrary.wiley.com/doi/full/10.1002/cbm.2096	Annotated Bibliography Due: Week 6 Monday (20 Apr. 2020) 9:00 am AEST Annotated Bibliography Due: Week 6 Monday (20 Apr 2020) 9:00 am AEST

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Substance Abuse and Crime	Gibbs B R,Lytle R, Wakefield W(2018) Outcome Effects on Recidivism Among Drug Court Participants, <i>Criminal Justice and Behaviour</i> V46:1, Sage Publications. https://journals.sagepub.com/doi/full/10.1177/0093854818800528 Reichert, J., Gleicher, L.(2019) Probation clients' barriers to access and use of opioid use disorder medications. <i>Health Justice</i> Vol 7:10 doi:10.1186/s40352-019-0089-6 https://healthandjusticejournal.biomedcentral.com/articles/10.1186/s40352-019-0089-6#citeas	On line quiz opens Monday 27 April 9 am AEST

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Aggression, Violence & Anger	<p>Larden M.,Norden E.,Forsman M.,Langstrom N.,(2018)<i>Effectiveness of aggression replacement training in reducing criminal recidivism among convicted adult offenders</i>,Criminal Behaviour and Mental Health,V26:6, pp 476-491, Wiley on line. https://onlinelibrary.wiley.com/doi/full/10.1002/cbm.2092</p> <p>Levenson J.S, Willis G.M., (2018): Implementing Trauma-Informed Care in Correctional Treatment and Supervision, Journal of Aggression, Maltreatment & Trauma, DOI: 10.1080/10926771.2018.1531959, Journal of Aggression Maltreatment and Trauma.,Routledge London United Kingdom https://doi.org/10.1080/10926771.2018.1531959</p>	<p>On line test(s) Due: Week 8 Monday (4 May 2020) 9:00 am AEST</p> <p>Online tests Due: Week 8 Monday (4 May 2020) 9:00 am AEST</p>
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Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Criminalising Indigenous People	<p>Cunneen, C. (2011)Postcolonial Perspectives for Criminology' in M Bosworth and C Hoyle (eds) What is Criminology Oxford University Press,Oxford. Chapter 17. <i>UNSW Law Research Paper No. 2011-6</i> https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1739388</p> <p>Hogg R(2001) Penalty and Modes of Regulating Indigenous Peoples in Australia, <i>Punishment and Society</i> ,V3:3, pp 355-379, Sage Publications, London. https://journals.sagepub.com/doi/pdf/10.1177/1462474501003003002</p>	<p>Assessment 2 :Interview submission opens Monday 11 May 9am</p>

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Probation Parole and things in between-Transitioning	<p>Bunting AM, Staton M, Winston E,PangburnK(2018) Beyond the Employment Dichotomy: An Examination of Recidivism and Days Remaining in the Community by Post-Release Employment Status, International Journal of Offender Therapy and Comparative Criminology, Sage Publications https://doi.org/10.1177/0306624X18808685</p> <p>McNeil F(2018) Rehabilitation, Corrections and Society, <i>Advancing Corrections Journal</i>, ed 5, Distinguished Scholar Lecture, "Rehabilitation, Corrections and Society": The 2017 ICPA http://eprints.gla.ac.uk/159625/7/159625.pdf</p> <p>Meurer K.,Woessner G (2018) Does electronic monitoring as a means of release preparation reduce subsequent recidivism? A randomized controlled trial in Germany, <i>European Journal of Criminology</i>,Sage Publications https://journals.sagepub.com/doi/10.1177/1477370818809663</p> <p>Strnadová, I, Cumming TM,O'Neill S C(2017)Young People Transitioning from Juvenile Justice to the Community: Transition Planning to Interagency Collaboration, <i>Current Issues in Criminal Justice</i>, V29:1 pp19-39, HeinOnline https://heinonline.org/HOL/Page?handle=hein.journals/cicj29&collection=journals&id=25&startid=&end=44</p> <p>Wong, J S.,Bouchard J,Gushue K.Lee C.,(2018) Halfway Out: An Examination of the Effects of Halfway Houses on Criminal Recidivism, International Journal of Offender Therapy and Comparative Criminology, Sage Publications. https://journals.sagepub.com/doi/10.1177/0306624X18811964</p>	

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation Ethics, Accountability and Policy decisions	<p>Josi D A, Sechrest D K (1999) A pragmatic approach to parole aftercare: Evaluation of a community reintegration program for high-risk youthful offenders, <i>Justice Quarterly</i> V16: 1 pp51-80, Taylor and Francis Online (2006) https://doi.org/10.1080/07418829900094051</p> <p>Marsh D McConnell A (2010) Towards a Framework for establishing Policy Success, <i>Public Administration</i> V88:2 ,pp 564-583, Online Wiley Publications https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1467-9299.2009.01803.x</p> <p>McConnell A,(2015) What is policy failure? A primer to help navigate the maze, <i>Public Policy and Administration</i> V 30:3-4,pp221-242, Sage Publications, London. https://www.researchgate.net/publication/272384417_What_is_policy_failure_A_primer_to_help_navigate_the_maze</p>	<p>Assessment Interview submission Due: Week 11 Monday (25th May 2020) 9am AEST</p>

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Professionalism, Workplace Safety and Self Care	<p>Black Dog Institute (2019)<i>Workplace Wellbeing</i> https://www.blackdoginstitute.org.au/clinical-resources/wellness/workplace-wellbeing</p> <p>Bone K D (2015) <i>The Bioecological Model:applications in holistic workplace well being management</i> International Journal of Workplace Health Management V8: 4, pp. 256-271 https://www.emerald.com/insight/content/doi/10.1108/IJWHM-04-2014-0010/full/html</p>	<p>Recorded Interview and Written Report Due: Week 12 Monday (1 Jun.2020) 9:00 am AEST</p> <p>Recorded Interview and Written Report Due: Week 12 Monday (1 June 2020) 9:00 am AEST</p>

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Although readings and visual/audio material is provided, for those students who prefer a text book there are two recommended(*optional*) texts for this unit.

Trotter, C. (2015) Working with Involuntary Clients A Guide to Practice (3rd ed), London, United Kingdom, Routledge.
And/ or

Lewis S (2016) Therapeutic Correctional Relationships, Abingdon Oxon United Kingdom, Routledge

Both of these texts are available in hard copy or electronic form.

Assessment Tasks

1 Annotated Bibliography

Assessment Type

Written Assessment

Task Description

The aim of case management is to provide a consistent quality service as offenders pass through the complex criminal justice system. Effective case management can reduce incarceration, decrease re-offending (recidivism), manage integration of offenders back into society with meaningful employment, reunite and support families and prevent substance abuse. This annotated bibliography assessment task will enable students to research into a range of case management practices which will help inform case management practices. Students are required to locate and evaluate 10 appropriate peer reviewed journal articles. This is a research based assessment ie you cannot use any articles which have provided to you in unit materials.

- Word count for this assessment is 1500 words
- Referencing is to be strictly APA.
- You MUST have a reference list.
- Reference list is to be commenced on a new page which is headed 'References'.
- Only include authoritative references that have an author (i.e., dictionary websites are not acceptable). Avoid non-authoritative sources such as dictionaries and Wikipedia.
- Lecture notes are not to be used as part of the reference list.
- Each page is to be numbered, 12pt font size, font is to be either Arial or New Times Roman, Line spacing is to be double, margins are to be 2.54 cm ('normal' setting in Microsoft Word)
- Additional information will be made available on the MOODLE site for this unit.

Assessment Due Date

Week 6 Monday (20 Apr 2020) 9:00 am AEST

Return Date to Students

Week 8 Monday (4 May 2020)

Weighting

30%

Assessment Criteria

Research Skills

Location of appropriate research materials

Critical thinking skills

Application of research to issue/practice

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Discuss the theoretical and practical applications of case management
- Identify and outline strategies to deal with ethical, safety, privacy and confidentiality issues in case management

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence

2 Recorded Interview and Written Report

Assessment Type

Written Assessment

Task Description

The client interviewing process is an important skill for all case managers. As many of the clients you will encounter will be not voluntary participants this raises the question of how client managers deal with those clients - is there a common ground where client and Case Manager can meet ?

Sometimes, no matter how hard you try, you are not the right person so it is important a case manager recognizes and accepts the 'fit' with a client may not exist and it may be time to hand the client over to another case manager. Additionally, it is important for case managers to recognize what is in the best interest of the client and refer the client to various specialised people, groups or organisation. Following an interview it is vital to provide and maintain a report of the events/ issues discussed/raised during the interview.

This assessment has been designed with stakeholders in mind and is aimed at equipping students with the necessary skills to be 'job ready'.

This assessment item consists of 3 parts. *****All three parts must be submitted for this assessment to be considered as submitted****.

Part A

Students will access a video of an interview or an interview simulation. After watching/engaging with the video/simulation, you are then tasked with writing a 200 words reflection on what you have learnt from this interaction and what might you change.

Part B

Students will participate with an another student in a simulated interview, acting as either a client or case manager. These roles will be allocated randomly and made available to students 2 weeks prior to the due submission date. The session is to be recording and links to be submitted to the participants' portfolio. After completing the interview process, you will then complete a report (template to be provided).

Part C

Write a 500 word reflection on what you would have done differently in Part B and what you will take into practice ?

Assessment Due Date

Week 12 Monday (1 June 2020) 9:00 am AEST

Return Date to Students

Exam Week Monday (15 June 2020)

Weighting

40%

Assessment Criteria

Interview skills

Reflective practice

Ability to write a report for an organisation

Application of theories and practices discussed in this unit

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Plan case management strategies for different types of client
- Identify, access and integrate various resources and networks to support case management plans.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

3 Online tests

Assessment Type

Online Test

Task Description

This assessment item will consist of two on line tests aimed at assessing students understanding of the weekly content.

This assessment item consists of two parts: Part A and Part B. Both tests are weighted 15% = 30% in total.

The online tests **may** comprise of true/false, multiple choice or short answer questions.

Material for the tests will be drawn from the weekly lectures, tutorials, readings and unit directed internet resources (including the ones presented in the lectures and tutorials).

Assessment Due Date

Week 8 Monday (4 May 2020) 9:00 am AEST

Return Date to Students

Weighting

30%

Assessment Criteria

Understanding of unit materials

Internet literacy skills

Critical thinking skills

Application of concepts/theory to practice

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Discuss the theoretical and practical applications of case management
- Plan case management strategies for different types of client
- Identify and outline strategies to deal with ethical, safety, privacy and confidentiality issues in case management
- Identify, access and integrate various resources and networks to support case management plans.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem