



# CRIM12002 Case Management Practice

## Term 1 - 2021

Profile information current as at 26/04/2024 04:02 pm

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

There are no requisites for this unit.

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 - 2021

- Online

#### 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](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Students' reflection assessment and feedback from students

##### Feedback

Students enjoyed the opportunity to hone their interview skills through the use of a branching scenario. 'I found I had to change my interview style that I had picked up from my current employment'

##### Recommendation

This is a useful assessment which will be increased/upgrading with assistance from stakeholders

#### Feedback from Via email and Moodle sites

##### Feedback

Students enjoyed knowing the assessments were real life examples of scenarios applied by stakeholders in their training 'Thank you also for a great semester'

##### Recommendation

Being able to use real world examples the students were able to gain some 'real world' experience on how difficult it can be to engage with clients.

## 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%	•					•	•		•	
3 - Online Test - 30%		•		•		•	•	•	•	

## Textbooks and Resources

### Textbooks

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#### Supplementary

##### **Indigenous People, Crime and Punishment**

(2013)

Authors: Thalia Anthony

Routledge

Oxon OX14 4RN , United Kingdom

ISBN: 978-0-203640296

Binding: eBook

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#### Supplementary

##### **Rethinking What Works with Offenders Probation, Social Context and Desistance from Crime**

(2012)

Authors: Stephen Farrell

Routledge

Oxon OX14 4RN , United Kingdom

ISBN: ISBN 13: 978-1-84392-102-8 (paperback)

Binding: Other

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#### Supplementary

##### **Therapeutic Correctional Relationships Theory, research and practice**

(2016)

Authors: Sarah Lewis

Routledge

Oxon OX14 4RN , United Kingdom

ISBN: 978-1-315-70885-0 (ebk)

Binding: eBook

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#### Supplementary

##### **Working with Involuntary Clients A Guide to Practice**

Edition: 3rd (2015)

Authors: Chris Trotter

Routledge

Oxon, OX14 4RN , United Kingdom

ISBN: ISBN 978-1-315-88058-7 (e-book)

Binding: eBook

#### **Additional Textbook Information**

These are supplementary/ recommended text only. Can be accessed as e book or paperback

### 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Kelsey Buchanan** Unit Coordinator  
[k.e.buchanan@cqu.edu.au](mailto:k.e.buchanan@cqu.edu.au)

## Schedule

### Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	<p>Alford C Fred (2000) What would it matter if everything Foucault said about prison were wrong? Discipline and Punish after twenty years, <i>Theory and Society</i> V29 pp 125-146, Kluwer Academic Publishers, Netherlands.</p> <p>Tadros V., (1998) Between Governance and Discipline: The Law and Michel Foucault, <i>Oxford Journal of Legal Studies</i>, V 18:1, pp 75-103</p>	<p><b>Annotated Bibliography Assessment :</b>            Opens Friday 12th March 9am</p>

### Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Case management	<p>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.</p> <p>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.</p> <p>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</p>	<p><b>On line quiz 1;</b>            Opens-Monday 15th March 9am (Qld time)</p> <p><b>Interview Part A :</b>            Opens Monday 15th March 9am</p> <p>Friday 19th March last day to add units</p>

### Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Principles of Risk Assessment and Treatment	<p>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.</p> <p>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.</p>	On line quiz 1: Closes Monday 23/3 9am
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**Week 4 - 29 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Interventions and Alternatives	<p>Moore D(2006) 'Translating justice and therapy: The drug treatment court networks' <i>British Journal of Criminology</i>, Vol47:1 pp42-60</p> <p><a href="#">Viljoen J L.</a>, 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 Vol46:1</i>, Sage Publications, Sydney</p>	<p>Interview Part A Submission: Monday 29th March 9am</p> <p>Census Date:30th March 2021</p>

**Week 5 - 05 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Education and Crime	<p>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.</p> <p>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</p>	<p><b>Annotated Bibliography</b> Submission Monday 5th April 9am</p> <p><b>Annotated Bibliography</b> Due: Week 5 Monday (5 Apr 2021) 9:00 am AEST</p>

**Vacation Week - 12 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 19 Apr 2021**

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, Sage Journals 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.	<b>On Line quiz 2:</b> Opens Monday 19th April 9am

**Week 7 - 26 Apr 2021**

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	<b>Online quiz 2</b> Closes Monday 26th April 9am <b>Interview Part B:</b> Opens Monday 26th April 9am

**Week 8 - 03 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Aggression Violence and Anger		

**Week 9 - 10 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Criminalising Indigenous People	Cunneen, C. (2011) Postcolonial Perspectives for Criminology' in M Bosworth and C Hoyle (eds) What is Criminology Oxford University Press, Oxford. Chapter 17. <a href="#">UNSW Law Research Paper No. 2011-6</a> 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.	

**Week 10 - 17 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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Probation Parole and In Between

Bunting AM, Staton M, Winston E, Pangburn K (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

McNeil F (2018) Rehabilitation, Corrections and Society, *Advancing Corrections Journal*, ed 5, Distinguished Scholar Lecture, "Rehabilitation, Corrections and Society": The 2017 ICPA

Meurer K., Woessner G (2018) Does electronic monitoring as a means of release preparation reduce subsequent recidivism? A randomized controlled trial in Germany, *European Journal of Criminology*, Sage Publications

Strnadovd, I, Cumming TM, O'Neill S C (2017) Young People Transitioning from Juvenile Justice to the Community: Transition Planning to Interagency Collaboration, *Current Issues in Criminal Justice*, V29:1 pp19-39, HeinOnline

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

**Week 11 - 24 May 2021**

Module/Topic

Chapter

Events and Submissions/Topic

Evaluation Ethics Accountability and Policy Decision

Josi D A, Sechrest D K (1999) A pragmatic approach to parole aftercare: Evaluation of a community reintegration program for high-risk youthful offenders, *Justice Quarterly* V16: 1 pp51-80, Taylor and Francis Online  
 Marsh D McConnell A (2010) Towards a Framework for establishing Policy Success, *Public Administration* V88:2 ,pp 564-583, Online Wiley Publications  
 McConnell A,(2015)What is policy failure? A primer to help navigate the maze, *Public Policy and Administration* V 30:3-4,pp221-242, Sage Publications, London.

**On line quiz 3**

Opens Monday 24th May 9am

**Interview Part B :**

Submission Monday 24th May 9am

**Week 12 - 31 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Professionalism Workplace Safety and Self Care		<p><b>Online quiz 3:</b> Closes Monday 31st May 9am <b>Interview Part C:</b> Submission Monday 31st May 9am</p> <p><b>Interview and Case Report Due:</b> Week 12 Monday (31 May 2021) 9:00 am AEST <b>On Line Quizzes Due:</b> Week 12 Monday (31 May 2021) 9:00 am AEST</p>

**Review/Exam Week - 07 Jun 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 14 Jun 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**Assessment Tasks**

**1 Annotated Bibliography**

**Assessment Type**

Written Assessment

**Task Description**

The aim of case management is to provide a consistent quality service as offender's 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.

This is a research based assessment ie you cannot use any articles which have provided to you .

Students are required to **locate and evaluate** 10 peer reviewed journal articles about the role case management plays in the criminal justice system.

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. All of the sources have to be connected or related to each other, usually around the topic or question you are answering or researching.

**Word count for this assessment is 1500 words**

- Referencing is to be strictly APA 7.
- 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 including exemplars will be made available on the MOODLE site for this unit.

**Late penalties will be applied for late submission of this assessment item**

**Assessment Due Date**

Week 5 Monday (5 Apr 2021) 9:00 am AEST

**Return Date to Students**

Week 7 Monday (26 Apr 2021)

**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 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

On line submission

**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**

- Problem Solving
- Information Literacy

- Cross Cultural Competence
- Ethical practice

## 2 Interview and Case 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'.

Scenarios and report templates have been provided by stakeholders to provide an authentic experience.

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.

Reflections can include but not limited to

- Were you prepared for the unexpected?
- Did you consider any possible safety issues for your own or your client ?

Word count for this task in 200 words.

#### 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 4 weeks prior to the due submission date. The session is to be recorded and links to be submitted to the participants' portfolio.

Scenarios have been provided by various stakeholders and will be allocated randomly.

After completing the interview process, you will then complete a report (template to be provided) .

Word count for this task is 1500 words

#### Part C

Once the interview and report have been completed take time to reflect on the actual interview process.

Reflect on but not limited to

- What you could have done better
- Would you have done something differently?
- Is there something you would no longer do or ask your client.

Reflect also on what you can take into your professional practice

- Would you take time to know your individual client?
- Send your client to a specialist for specific issues/problems?
- Be aware of your limitations

Word count for this task is 500 words

### Assessment Due Date

Week 12 Monday (31 May 2021) 9:00 am AEST

All three parts must be submitted on their specified due date.

### Return Date to Students

**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 7th Edition \(APA 7th edition\)](#)

**Submission**

No submission method provided.

**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
- Information Technology Competence
- Cross Cultural Competence
- Social Innovation

## 3 On Line Quizzes

**Assessment Type**

Online Test

**Task Description**

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

This assessment item consists of three online quizzes all are weighted equally 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 12 Monday (31 May 2021) 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 7th Edition \(APA 7th edition\)](#)

**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
- Identify, access and integrate various resources and networks to support case management plans.

**Graduate Attributes**

- Problem Solving
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

## 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