



DSMG29001 *Disaster Risk Reduction*

Term 2 - 2023

Profile information current as at 08/05/2024 02:25 am

All details in this unit profile for DSMG29001 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

According to the United Nations (UNISDR), there is no such thing as a 'natural' disaster, only natural hazards. Disaster Risk Reduction (DRR) is a contemporary approach that aims to reduce the damage caused by natural hazards in disaster situations. DRR applies an ethic of prevention and combines the principles of disaster management, disaster preparedness, disaster mitigation and sustainable development. In this unit, you will learn how to reduce disaster risk through sustainable planning, building community partnerships, reducing vulnerability and increasing resilience, with a particular emphasis on risks that impact upon public health.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite for all courses except CL45 and CC27: DSMG28001. Co-requisite (CL45 and CC27 only): DSMG28001.

Students enrolled in the CM40 Bachelor of Paramedic Science/Graduate Certificate in Emergency and Disaster Management must have a minimum of 156 credit points to enrol in 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 2 - 2023

- 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 Postgraduate 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. **Presentation**

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 Student Evaluations

Feedback

Course content was easy to follow and relevant.

Recommendation

Continue to offer contemporary and relevant content.

Feedback from Student Evaluations

Feedback

Assessment feedback has been constructive and timely.

Recommendation

Continue to provide constructive and timely feedback to students on their assessment pieces.

Unit Learning Outcomes

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

1. Apply the Sendai Framework for Disaster Risk Reduction to disaster risks at a community level
2. Conduct a disaster risk assessment within a community in partnership with relevant professional agencies, businesses and/or community groups
3. Develop appropriate disaster risk reduction strategies for a business, agency or community group
4. Facilitate collaborative and evidence-based decision-making regarding disaster resilience, preparedness and hazard mitigation.

Not applicable.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

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

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	◦	◦	◦	◦
2 - Communication		◦	◦	◦
3 - Cognitive, technical and creative skills	◦	◦	◦	◦
4 - Research		◦	◦	◦
5 - Self-management		◦	◦	◦
6 - Ethical and Professional Responsibility		◦	◦	◦
7 - Leadership		◦	◦	◦
8 - Aboriginal and Torres Strait Islander Cultures				

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

For further information, see the Assessment Tasks.

Teaching Contacts

Shannon Delport Unit Coordinator

s.delport@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme One: <ul style="list-style-type: none">Defining disasters and disaster risk reductionThe Sendai Framework of Disaster Risk ReductionUnited Nations Sustainable Development Goals.		Online Virtual Drop-in Session - Introduction and Unit Overview (Thursday 12:00 pm to 1:00 pm AEST - QLD time).

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme One: <ul style="list-style-type: none">Defining disasters and disaster risk reductionThe Sendai Framework of Disaster Risk ReductionUnited Nations Sustainable Development Goals.		

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: <ul style="list-style-type: none">Understanding disaster risk		Online Virtual Drop-in Session (Thursday 12:00 pm to 1:00 pm AEST - QLD time).

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: <ul style="list-style-type: none">Understanding disaster risk		

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: <ul style="list-style-type: none">Managing disaster risk		Online Virtual Drop-in Session (Thursday 12:00 pm to 1:00 pm AEST - QLD time).
		Community-Based Disaster Risk Assessment Due: Week 5 Friday (11 Aug 2023) 4:00 pm AEST

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: • Managing disaster risk		
Week 7 - 28 Aug 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: • Resourcing Disaster Risk Reduction for Resilience		Online Virtual Drop-in Session (Thursday 12:00 pm to 1:00 pm AEST - QLD time).
Week 8 - 04 Sep 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: • Resourcing Disaster Risk Reduction for Resilience		
Week 9 - 11 Sep 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: • Resourcing Disaster Risk Reduction for Resilience		Improving Disaster Resilience in the Community Due: Week 9 Friday (15 Sept 2023) 4:00 pm AEST
Week 10 - 18 Sep 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Theme Five: • Disaster Preparedness for Effective Post-disaster Actions		Online Virtual Drop-in Session (Thursday 12:00 pm to 1:00 pm AEST - QLD time).
Week 11 - 25 Sep 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Theme Five: • Disaster Preparedness for Effective Post-disaster Actions		
Week 12 - 02 Oct 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Theme Five: • Disaster Preparedness for Effective Post-disaster Actions		Implementation and Monitoring Plan Due: Week 12 Monday (2 Oct 2023) 4:00 pm AEST
Review/Exam Week - 09 Oct 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 16 Oct 2023		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Your Unit Coordinator this term is Shannon Delport (CQUniversity, Rockhampton). Shannon can be contacted via the Unit Moodle forum or via email (s.delport@cqu.edu.au).

The Unit and Learning Content:

The Learning Content has been divided into five (5) main themes. The learning materials for each theme are located within the themed tiles. The following information and links will be provided for each theme:

- Lecture and slides
- Theme Learning Guide readings and activities
- Online Drop-in virtual classes
- Additional reading materials.

Virtual Drop-in Sessions:

Throughout the term (Weeks 1-12), Virtual Drop-in Zoom classes will be held online only. The day and time of these are written in the schedule and can also be found on the 'Virtual Classes' Tile in your Moodle site. These Virtual Drop-in Sessions are not compulsory but will allow you to ask questions relevant to learning outcomes, assessment tasks or learning content and revise learning activities. All Virtual Drop-in Sessions will be recorded to enable all students to view the content if they cannot attend the live session. If you have never used Zoom before, please review the Zoom information provided in the Moodle Help for Students in the Support tab on Moodle.

Student Communications:

Open discussion is important. However, it is expected that you will weigh up the evidence (from reputable sources only) and respect the right of every student to have an opinion, even if it differs from your own. Please respect your peers, always maintain a polite, respectful dialogue, and always communicate professionally.

Throughout the term, all NON-PERSONAL communications between students and the Unit Coordinators (for example, questions relating to assessment tasks, due dates, learning activities etc.) should be conducted via the relevant forums in the unit Moodle site. Any PERSONAL communications (personal illness, life events) should be held with the Unit Coordinators via email or telephone. All emails must include your name, contact details, the unit code and a brief message outlining your question/communication.

All requests for extensions on assessment task due dates must be made via the Assessment Extension Request (AER) system in Moodle.

Assessment Tasks

1 Community-Based Disaster Risk Assessment

Assessment Type

Written Assessment

Task Description

Note: Assessment One, Two, and Three are linked.

Assessment One asks you to apply the Sendai Framework principles to identify and address disaster risk at a community level.

You are a disaster risk management specialist tasked with applying the Sendai Framework for Disaster Risk Reduction to a specific community (select a community to analyse). Your report should be 3000 words (10% deviation accepted) and address, at a minimum, the following points:

- Overview of the Sendai Framework for Disaster Risk Reduction.
- Purpose of the Sendai Framework in guiding disaster risk reduction efforts at various levels, including the community level.
- Introduce the specific community that will be the focus of the assessment.
- Identify and assess the hazards that pose a risk to the community, considering both natural and human-induced

hazards.

- Evaluate the vulnerability of the community to the identified hazards.
- Evaluate the existing capacities and resources within the community that can be utilised for disaster risk reduction.

Please see the Assessment One Criteria, marking rubric, and guidance notes on your Moodle page for further information.

This is an individual assessment, and teamwork is not permitted for this assessment.

Assessment Due Date

Week 5 Friday (11 Aug 2023) 4:00 pm AEST

Submitted as a word document on Moodle

Return Date to Students

Week 7 Friday (1 Sept 2023)

Weighting

30%

Assessment Criteria

A detailed marking rubric is available on Moodle.

Assessment Formatting and Structure:**Content:**

- **Sections:** Your assessment should contain at a minimum the following sections: Cover Page, Introduction, Report body, Conclusion, and Reference List. (You may add subsections to the body if you wish.)
- **Style:** This task requires writing at a professional standard, with the information presented in a clear & logical sequence, and written in academic style with correct grammar, syntax, and spelling.
- **Citations & references:** All statements must be correctly cited and referenced in APA 7th Edition style, using reference sources appropriate to the task level.

Report formatting:

- **Cover page:** State the title of your paper, your name and student number, your course of study, this unit code and title, and the word count excluding the title page, in-text citations, reference list, and any appendices. Start these 1/3 down from the top, and make them horizontally centered.
- **Margins:** One-inch margins (2.54cm) on all sides (usually MS Word default margins).
- **Page numbers:** Top right in the header, starting from the cover page.
- **Alignment:** Left margin alignment throughout; do NOT use justified margins.
- **Body indentation:** The first line of each paragraph of the report body is indented 3-5 characters.
- **Font:** Times New Roman or Arial font, size 12. Either is fine, but use just one font for the entire document.
- **Spacing:** Double spacing throughout the entire document; no extra returns after each paragraph or reference (this is why we have the indentations, headings, and hanging indents).
- **Headings:** Section headings are centered and bolded in the title case; use APA style headings for any subheadings.
- **Content:** All required subsections are present and completed as directed.
- **Referencing:** All sources must be cited and referenced appropriately throughout this task in the correct APA 7th Edition style; ensure that you use the Library guide for APA 7E style.
- **Word count:** 3,000 words +/-10%, **excluding the cover page, in-text citations, the reference list, and appendices.** Calculate your word count minus exclusions prior to submission and include this on the cover page; if you do not do this, your submission will be returned.
- **File format:** Submit your document in Microsoft Word format (.doc or .docx).

Grading:

- **Grading rubric:** Please refer to the Moodle site for additional task information, such as the assignment marking rubric.
- **Turnitin:** All submissions are subject to Turnitin scans, and all Turnitin reports are scrutinised. All instances of Academic Misconduct are reported to the Academic Misconduct Board for review.
- **Late submissions:** Late submissions will be accepted, but penalties will accrue at 5% for every part or full calendar day past the due date.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submitted as a Word document via Moodle

Learning Outcomes Assessed

- Apply the Sendai Framework for Disaster Risk Reduction to disaster risks at a community level
- Conduct a disaster risk assessment within a community in partnership with relevant professional agencies, businesses and/or community groups
- Develop appropriate disaster risk reduction strategies for a business, agency or community group
- Facilitate collaborative and evidence-based decision-making regarding disaster resilience, preparedness and hazard mitigation.

2 Improving Disaster Resilience in the Community

Assessment Type

Written Assessment

Task Description

Based on the findings from Assessment One, identify and develop appropriate disaster risk reduction strategies and propose measures to mitigate or reduce the identified risks tailored to your chosen community.

Prioritise interventions that target the root causes of vulnerability and enhance community resilience to disasters and that include appropriate stakeholders in the chosen community.

Your report should be 3000 words (10% deviation accepted) and address, at a minimum, the following points:

- Propose specific disaster risk reduction strategies aligned with the Sendai Framework principles.
- Discuss how these strategies can be implemented at the community level.
- Address the unique challenges and opportunities associated with the community's geographical, socioeconomic, and cultural context.
- Identify relevant stakeholders, including professional agencies, businesses, and community groups that contribute to your disaster risk reduction strategies and disaster resilience.
- Describe how you would engage these stakeholders in your strategies and the risk reduction process.

Please see the Assessment Two Criteria, marking rubric, and guidance notes on your Moodle page for further information.

This is an individual assessment, and teamwork is not permitted for this assessment.

Examples of relevant stakeholders include – but are not limited to – the following:

- Local government
- State/provincial government
- National/federal government
- Local business interests/corporate actors
- National business interests/corporate actors
- Community organisations (e.g. social clubs or fraternities, cultural societies, religious organisations)
- International agencies (e.g. United Nations, World Bank, WHO).

Assessment Due Date

Week 9 Friday (15 Sept 2023) 4:00 pm AEST

Submitted as a word document on Moodle

Return Date to Students

Week 11 Friday (29 Sept 2023)

Weighting

40%

Assessment Criteria

A detailed marking rubric is available on Moodle.

Assessment Formatting and Structure:

Content:

- **Sections:** Your assessment should contain at a minimum the following sections: Cover Page, Introduction, Report body, Conclusion, and Reference List. (You may add subsections to the body if you wish.)
- **Style:** This task requires writing at a professional standard, with the information presented in a clear & logical sequence, and written in academic style with correct grammar, syntax, and spelling.
- **Citations & references:** All statements must be correctly cited and referenced in APA 7th Edition style, using reference sources appropriate to the task level.

Report formatting:

- **Cover page:** State the title of your paper, your name and student number, your course of study, this unit code and title, and the word count excluding the title page, in-text citations, reference list, and any appendices. Start these 1/3 down from the top, and make them horizontally centered.
- **Margins:** One-inch margins (2.54cm) on all sides (usually MS Word default margins).
- **Page numbers:** Top right in the header, starting from the cover page.
- **Alignment:** Left margin alignment throughout; do NOT use justified margins.
- **Body indentation:** The first line of each paragraph of the report body is indented 3-5 characters.
- **Font:** Times New Roman or Arial font, size 12. Either is fine, but use just one font for the entire document.
- **Spacing:** Double spacing throughout the entire document; no extra returns after each paragraph or reference (this is why we have the indentations, headings, and hanging indents).
- **Headings:** Section headings are centered and bolded in the title case; use APA style headings for any subheadings.
- **Content:** All required subsections are present and completed as directed.
- **Referencing:** All sources must be cited and referenced appropriately throughout this task in the correct APA 7th Edition style; ensure that you use the Library guide for APA 7E style.
- **Word count:** 3,000 words +/-10%, **excluding the cover page, in-text citations, the reference list, and appendices.** Calculate your word count minus exclusions prior to submission and include this on the cover page; if you do not do this, your submission will be returned.
- **File format:** Submit your document in Microsoft Word format (.doc or .docx).

Grading:

- **Grading rubric:** Please refer to the Moodle site for additional task information, such as the assignment marking rubric.
- **Turnitin:** All submissions are subject to Turnitin scans, and all Turnitin reports are scrutinised. All instances of Academic Misconduct are reported to the Academic Misconduct Board for review.
- **Late submissions:** Late submissions will be accepted, but penalties will accrue at 5% for every part or full calendar day past the due date.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submitted as a Word document via Moodle

Learning Outcomes Assessed

- Apply the Sendai Framework for Disaster Risk Reduction to disaster risks at a community level
- Conduct a disaster risk assessment within a community in partnership with relevant professional agencies, businesses and/or community groups
- Develop appropriate disaster risk reduction strategies for a business, agency or community group
- Facilitate collaborative and evidence-based decision-making regarding disaster resilience, preparedness and hazard mitigation.

3 Implementation and Monitoring Plan

Assessment Type

Presentation

Task Description

In the form of a recorded PowerPoint presentation, you are required to present a detailed implementation and monitoring plan from your identified risk reduction strategy/ies in Assessment One & Two. You will be presenting to the council members of your chosen community and your identified stakeholders.

• Requirements:

- Present your detailed implementation and monitoring plan from your identified strategy/ies from Assessments One & Two to the community leader/s and the stakeholders of your selected community.
- You have been allocated 5 minutes (+/- 10%) to deliver a presentation outlining at a minimum:
 - A detailed implementation and monitoring plan for your identified disaster risk reduction strategy/ies and rationale for your implementation and monitoring plan choices. Ensure your implementation and monitoring plan recommendations are based on critical thought, analysis and appropriate research to support the implementation plan. Ensure organisational and community capacity are clearly considered in the development of the plan.
 - Implementation and Monitoring:
 - Outline an action plan for implementing the identified risk reduction strategies.
 - Identify the responsible stakeholders and allocated resources.
 - Develop a monitoring plan to assess the effectiveness of the implemented strategies.

Submission instructions:

- You are required to present the assessment using PowerPoint with your embedded audio recording. This will be submitted as an MP4 (see instructions on how to record and submit on Moodle).
- Submit your Powerpoint with speaker notes through Turnitin.

Please see further instructions on your Assessment three criteria, marking rubric, and guidance notes. This will not be a live presentation and should be submitted via Moodle.

Assessment Due Date

Week 12 Monday (2 Oct 2023) 4:00 pm AEST

Submitted as a PowerPoint in Moodle

Return Date to Students

Exam Week Monday (16 Oct 2023)

Weighting

30%

Assessment Criteria

A detailed marking rubric is available on Moodle.

Please also see the guidance notes and instructions for this assessment on your Moodle page.

Instructions on how to submit:

ALC Computing Portal - How to record with PPT

<https://moodle.cqu.edu.au/course/view.php?id=1499>

1. If you have used Powerpoint to do your recording, convert/export your recording to an MP4 file in Powerpoint (in the recording tab - "Export to video" option).
2. Then follow this link to "Moodle Help for Students - Submitting Video Assessments using Echo 360" for instructions on how to submit the video on Moodle. (includes a video, screenshots and instructions)
3. Go to the Unit's Moodle page and submit as per instructions.
4. If you have any IT issues or questions following this process please call CQU on 132 786 and choose the IT option for assistance.

Please also submit your Powerpoint with speaker notes of your presentation for Turnitin.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submitted via Moodle.

Learning Outcomes Assessed

- Apply the Sendai Framework for Disaster Risk Reduction to disaster risks at a community level
- Facilitate collaborative and evidence-based decision-making regarding disaster resilience, preparedness and hazard mitigation.

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