



EDCU11031 *Development and Learning through Life*

Term 1 - 2019

Profile information current as at 17/04/2024 11:37 pm

All details in this unit profile for EDCU11031 have been officially approved by CQUUniversity 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

Development and Learning through Life introduces students to theoretical perspectives on human development and learning that acknowledge the significance of the diversity of children, their social and cultural contexts and the systems of relationships that influence their development. Students develop knowledge and understanding of the complex interactions between physical, social, emotional, linguistic and intellectual aspects of development and reflect on that knowledge to interpret the impact of social and cultural contexts on learning, engagement, and the educational pathways and outcomes of students with diverse socioeconomic, linguistic and cultural backgrounds. Theoretical perspectives are applied to challenge notions of universal and predictable pathways of learning and draw implications for the importance of connectedness, positive learning environments and experiences, quality care and responsive education provision in the early years and in school settings.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

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 - 2019

- Bundaberg
- Cairns
- Gladstone
- Mackay
- Noosa
- 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. **Practical and Written Assessment**

Weighting: 50%

2. **Practical and Written Assessment**

Weighting: 50%

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 Feedback via email, in class and in phone calls.

Feedback

Students have requested more constructive feedback from markers on the first assessment task so they can use it to guide their second assessment task.

Recommendation

Provide tutors and external markers with guidance around providing explicit and detailed constructive feedback within the submitted assignment in addition to comments on the criteria sheet, so that students have a reference point for improvement.

Feedback from Student feedback via email, class, phone & moodle

Feedback

More explicit and consistent assessment explanations across all campuses and online learning environments for both assessment tasks. Students felt there were inconsistencies between each learning setting and therefore were concerned they didn't have the same understandings as others.

Recommendation

Provide tutors with explicit and detailed task descriptors for both assessment tasks to ensure that they understand these thoroughly and a consistent message about assessment requirements is distributed across all learning environments. Provide these also to all students undertaking the unit both via moodle and tutors.

Unit Learning Outcomes

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

1. Analyse observations of children's learning and behaviour through reference to theoretical perspectives on development and the influence of social and cultural contexts
2. Explain the impact that factors such as gender, socio-economic, linguistic and cultural background and identity can have on educational pathways, experiences and outcomes
3. Identify factors, including the use of ICTs, that influence the development of dispositions to lifelong learning
4. Propose strategies to promote engagement, relevance and connectedness for young children and school-aged students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 3.4 Select and use resources
- 4.1 Support student participation

In addition, competency elements from the Diploma of Children's Services (Early Childhood Education and Care) are taught and assessed in this unit.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical and Written Assessment - 50%	•	•	•	
2 - Practical and Written Assessment - 50%		•	•	•

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 - Practical and Written Assessment - 50%	•		•	•	•	•				
2 - Practical and Written Assessment - 50%	•		•	•						

Textbooks and Resources

Textbooks

EDCU11031

Prescribed

Child Development and Learning

(2019)

Authors: Garvis, S., Phillipson, S., Clarke, S., Harrison, L., McCormack, J., & Pendergast, D.

Oxford University Press Australia

Docklands , Victoria , Australia

ISBN: 9780190306403

Binding: Paperback

Additional Textbook Information

Both the hardcopy and eBook versions are at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

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

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Jodie Riek Unit Coordinator

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Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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WHAT IS HUMAN DEVELOPMENT AND WHY SHOULD WE STUDY IT?

READ Textbook - Section 1:
p.3-7

Engage with and READ

Course Learning

Materials for Week 1 in

Moodle

Watch Life at 1 - Episode

1: Personality

READ Textbook - Chapter 1:

p.8-30 (Infancy Physical
Development)

Engage with and READ

Course Learning

Materials for Week 2 in

Moodle

Week 2 - 18 Mar 2019

Module/Topic

Chapter

Events and Submissions/Topic

WHAT ARE THE MAIN DEVELOPMENTAL THEORIES?

Watch Life at 1 - Episode

1: Personality

READ Textbook - Chapter 1:

p.8-30 (Infancy Physical
Development)

Engage with and READ

Course Learning

Materials for Week 2 in

Moodle

Week 3 - 25 Mar 2019

Module/Topic

Chapter

Events and Submissions/Topic

PHYSICAL DEVELOPMENT - INFANCY TO EARLY CHILDHOOD

Watch Life at 3 - Episode

1: Fighting Fat

READ Textbook

Section 2: p.87-90;

Chapter 5: p.90-119 (Infancy

Cognitive Development);

Chapter 6: p. 120-143 (Early

Childhood Cognitive

Development).

Engage with and READ

Course Learning

Materials for Week 4 in

Moodle

Week 4 - 01 Apr 2019

Module/Topic

Chapter

Events and Submissions/Topic

Watch Life at 3 - Episode 2: Bad Behaviour

COGNITIVE
DEVELOPMENT - INFANCY
TO EARLY CHILDHOOD

READ Textbook
Section 3: p. 187-191;
Chapter 9: p. 192-215
(Infancy Language &
Communication
Development)
Chapter 10: p. 216-245
(Early Childhood Language
& Communication
Development)

Engage with and READ
**Course Learning
Materials** for Week 5 in
Moodle

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
LANGUAGE DEVELOPMENT - INFANCY TO EARLY CHILDHOOD	READ Textbook Section 4: p.292-296; Chapter 13: p.297-330 (Infancy Social Development); Chapter 14: p. 331-357 (Early Childhood Social Development).	
	Engage with and READ Course Learning Materials for Week 6 in Moodle	

NON TEACHING WEEK - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
NON TEACHING WEEK - READINGS ONLY	READ Textbook Section 5: p.398-404; Chapter 17: p.405-438 (Infancy Emotional Development); Chapter 18: p. 439-464 (Early Childhood Emotional Development).	

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Watch Life at 5 - Episode 1: Resilience

SOCIAL - EMOTIONAL
DEVELOPMENT - INFANCY
TO EARLY CHILDHOOD

READ Textbook
Chapter 3: p. 51-67
(Middle Childhood Physical
Development);
Chapter 7: p. 144-165
(Middle Childhood Cognitive
Development).

Assessment Task 1 Child Study
Due: Week 6 Friday (26 Apr 2019)
11:59 pm AEST

Engage with and READ
**Course Learning
Materials** for Week 7 in
Moodle

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
	<i>Watch Life at 5 - Episode 2: Great Expectations</i>	
	READ Textbook Chapter 11: p. 246-267 (Middle Childhood Language and Communication Development); Chapter 15: p. 358-377 (Middle Childhood Social Development).	
COGNITIVE, LANGUAGE AND PHYSICAL DEVELOPMENT - MIDDLE CHILDHOOD		
	Engage with and READ Course Learning Materials for Week 8 in Moodle	

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
	<i>Watch Life at 7 - Episode 1: Tackling Temperament</i>	
	READ Textbook Chapter 19: p. 465-486 (Middle Childhood Emotional Development).	
SOCIAL DEVELOPMENT - MIDDLE CHILDHOOD		
	Engage with and READ Course Learning Materials for Week 9 in Moodle	

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
EMOTIONAL DEVELOPMENT - MIDDLE CHILDHOOD	<p>Watch Life at 7 - Episode 2: Finding Your Tribe</p> <p>READ Textbook Chapter 22: p. 549-576 (Programming and Planning for Australian Primary Schools).</p> <p>Engage with and READ Course Learning Materials for Week 10 in Moodle</p>	

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
SUPPORTING SOCIAL AND EMOTIONAL DEVELOPMENT IN THE SCHOOL CONTEXT	<p>Watch Life at 9 - Episode 1: Independence</p> <p>READ p. 5 - 24. <i>Gifted and Talented Students</i> (found on moodle)</p> <p>READ <i>The Journey 'To Big School': supporting Aboriginal and Torres Strait Islander Children's transition to primary school.</i> (found on moodle)</p> <p>Engage with and READ Course Learning Materials for Week 11 in Moodle</p>	

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
TEACHING STRATEGIES FOR DIVERSE LEARNING NEEDS AND ENGAGEMENT IN THE SCHOOL CONTEXT	<p>Watch Life at 9 - Episode 2: Creativity</p>	

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
REVIEW AND ASSESSMENT SUPPORT		<p>Assessment Task 2 Child Profile Due: Week 12 Friday (7 June 2019) 11:59 pm AEST</p>

Assessment Tasks

1 Assessment Task 1 Child Study

Assessment Type

Practical and Written Assessment

Task Description

This task requires you to collect information related to one child in the form of observations of aspects of development, as well as their ecological contexts to draw conclusions about the possible risk or protective factors that may impact on his/ her entry to primary school.

To complete this task, follow the steps outlined below.

1. You will be allocated one child from the ABC Life Series. Analyse the videos (Life at 1 and Life at 3 series only) to extract evidence of the child's physical, social, emotional, cognitive and linguistic development and the interaction between these characteristics and the contexts he/she experiences. Note: A model for this process will be provided throughout the course.

a. Keep records of your observations of the child in the table provided for this task (*Australian Professional Standards for Teachers 1.1*).

b. Analyse the observations you have made and collected in the table to identify what these tell us about the child's development in the five domains: physical, cognitive, linguistic, social and emotional (*Australian Professional Standards for Teachers 5.4*).

c. Identify and describe the implications of these understandings for their teachers (*Australian Professional Standards for Teachers 1.3 & 1.5*).

d. This table of observations, analysis and implications should be located as an appendix at the end of your paper.

2. Construct a table describing possible risk and protective factors and the possible consequences of the interaction between these factors on the child's areas of development and entry to primary school. You may construct your table using colour, images, arrows, symbols, words or any other codes you devise to show connections between the ideas (*Australian Professional Standards for Teachers 4.4*). This table should be located as an appendix at the end of your paper.

3. Write a paper describing the findings of your child study, using your tables to justify the conclusions you have drawn and which clearly shows your understanding of the impact of potential risk and protective factors on a child's development. Your findings should:

a. Written in third person.

b. Be no more than 1200 words.

c. Indicate why you have identified a particular characteristic as a possible influence on learning and successful transition to primary school by making reference to one or more of the developmental theories studied throughout the course (*Australian Professional Standards for Teachers 1.2*).

d. You should consider both positive and negative influences and ways in which potential risk or protective factors are offset by other influences operating in the child's family and / or community contexts (*Australian Professional Standards for Teachers 4.4*).

e. Include references used to construct the written component using APA style (6th edition).

4. Your entire paper should be presented using APA style format.

WORD COUNT for written assignments:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date

Week 6 Friday (26 Apr 2019) 11:59 pm AEST

Return Date to Students

Week 9 Friday (17 May 2019)

Students receive timely and useful feedback on all assessment tasks completed during Term, with sufficient time to allow for academic support and advice where necessary, prior to the submission of the next assessment task.

Weighting

50%

Assessment Criteria

Criterion 1:

Child observations:

Demonstrates knowledge and understanding of physical, social, emotional, cognitive and linguistic development and characteristics of students and how these may affect learning (*Australian Professional Standards for Teachers 1.1*).

Criterion 2:

Analysis and Implications for Teachers :

Demonstrate the capacity to interpret student assessment data (observations) to evaluate student learning and modify teaching practice (*Australian Professional Standards for Teachers 5.4*). Demonstrates knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds (*Australian Professional Standards for Teachers 1.3*).

Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (*Australian Professional Standards for Teachers 1.5*).

Criterion 3:

Justification of assumptions:

Student adopts a critical perspective demonstrating knowledge and understanding of research into how students learn and the implications for teaching (*Australian Professional Standards for Teachers 1.2*), to explain and justify the assumptions drawn that are related to the child's development.

Criterion 4:

Influence on enrolment:

Demonstrates an understanding of the risk and protective factors that may influence entry into educational settings, and strategies which support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements (*Australian Professional Standards for Teachers 4.4*). Demonstrate broad knowledge and understanding of the impact of family / home / community contexts on the education of students; including the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds (*Australian Professional Standards for Teachers 1.4*).

Criterion 5:

Academic detail:

Student presents information in accordance with accepted academic conventions including spelling, grammar, paragraphing and accurate use of APA formatting and APA referencing.

Referencing Style: American Psychological Association (6th Edition)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Analyse observations of children's learning and behaviour through reference to theoretical perspectives on development and the influence of social and cultural contexts
- Explain the impact that factors such as gender, socio-economic, linguistic and cultural background and identity can have on educational pathways, experiences and outcomes
- Identify factors, including the use of ICTs, that influence the development of dispositions to lifelong learning

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

2 Assessment Task 2 Child Profile

Assessment Type

Practical and Written Assessment

Task Description

This is a written task that builds on your child study completed for Assessment Task 1. This task requires you to construct a profile that describes your focus child at age twelve. Although the profile will be invented, you should use your knowledge of the child's characteristics and contextual factors experienced up to the age of five, seven and nine as identified in the "Life Series" examined in this course. You are also expected to draw on course readings that describe the changes that occur as children move from early to middle childhood.

To complete this task, follow the steps outlined below:

1. Describe the child's physical, social, emotional, linguistic and cognitive characteristics at twelve years of age.
2. Describe any events or interaction in social contexts that could have shaped the child's development, including the relationship between their identity, wellbeing and their learning.
3. Describe protective and risk factors which may impact the child's engagement in schooling and learning including behaviour and attitude, school culture, teacher expectations, self-image, self-identity and social interactions.
4. Research and describe teaching strategies and possible resources, including Information Communication Technologies (ICTs) that are responsive to "your" child's identified strengths, interests and developmental needs and that encourage his/her active participation in classroom activities; promote learning; and support the development of social relationships and self-esteem.

5. Use theories/theorists and other authoritative sources to support your claims and assumptions about your child's development, protective and risk factors, and why you have chosen particular teaching strategies and resources.

6. Your entire paper should be presented using APA format.

The total word limit of this assignment is a maximum of 2000 words.

WORD COUNT for written assignments:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date

Week 12 Friday (7 June 2019) 11:59 pm AEST

Return Date to Students

Feedback on the final assessment task will be provided following moderation and prior to the date of certification of grades for the term.

Weighting

50%

Assessment Criteria

Criterion 1:

Child Profile

A realistic profile of the focus child at age twelve is developed which demonstrates knowledge and understanding of physical, social, emotional, cognitive and linguistic development and characteristics of students and how these may affect learning (*Australian Professional Standards for Teachers 1.1*).

Criterion 2:

Influences on Development

Demonstrate knowledge and understanding of the impact of the interconnections between home and school settings; including culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds (*Australian Professional Standards for Teachers 1.4*). Demonstrate knowledge and understanding of research into how students learn and the implications for teachers (*Australian Professional Standards for Teachers 1.2*). Describe strategies which support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements (*Australian Professional Standards for Teachers 4.4*).

Criterion 3:

School contexts

Identifies strategies to support inclusive student participation and engagement in classroom activities (*Australian Professional Standards for Teachers 4.1*), including consideration of protective and risk factors, school culture, and teacher expectations that supports learning, motivation and engagement in schooling. This includes social interaction, choice, decision-making, self-image, identity and how teachers use their knowledge of practical approaches to manage challenging behaviours (*Australian Professional Standards for Teachers 4.3*)

Criterion 4:

Identification and attention to child's needs

Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and

socioeconomic backgrounds (*Australian Professional Standards for Teachers 1.3*).

Demonstrate knowledge of a range of resources, including Information Communication Technologies (ICTs) that engage students in their learning (*Australian Professional Standards for Teachers 3.4*).

Criterion 5:

Academic writing

Student presents information in accordance with accepted academic conventions including the conventions of writing, including spelling, grammar, paragraphing through the accurate use of APA style and APA referencing format.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain the impact that factors such as gender, socio-economic, linguistic and cultural background and identity can have on educational pathways, experiences and outcomes
- Identify factors, including the use of ICTs, that influence the development of dispositions to lifelong learning
- Propose strategies to promote engagement, relevance and connectedness for young children and school-aged students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Graduate Attributes

- Communication
- 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