



# ENEC20003 Geotechnical Engineering Design

## Term 2 - 2022

Profile information current as at 09/12/2022 11:13 pm

All details in this unit profile for ENEC20003 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

Geotechnical Engineering Design will enable you to develop and apply your knowledge of Australian Standards and/or relevant guidance to analyse and design advanced geotechnical engineering structures involving a broad range of investigations. You will also learn to use computer software to analyse and design the geotechnical components; conduct site investigations; test and characterise geotechnical materials, design foundations, and earth retaining structures; and make assessments of geotechnical stability. You will also formulate, plan, manage, and complete projects individually and in teams in an ethical and professional manner by considering stakeholders and sustainability requirements. You will also document and communicate engineering information using appropriate language for a professional engineer. If you are enrolled in distance mode, you will be required to attend a compulsory residential school during the term.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: *12*

Student Contribution Band: *8*

Fraction of Full-Time Student Load: *0.25*

### Pre-requisites or Co-requisites

Antirequisite: ENEC14014 Structural and Geotechnical Design

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 - 2022

- Melbourne
- Mixed Mode
- Rockhampton

### 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### 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 12-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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: 20%

#### 3. **Practical Assessment**

Weighting: 20%

#### 4. **In-class Test(s)**

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 Moodle Website

**Feedback**

This is a very well run unit that covers complex engineering topics delivered very clearly and lucidly.

**Recommendation**

This practice will be continued and new innovations will be continued to further enhance the delivery.

#### Feedback from Moodle Website

**Feedback**

The use of GeoStudio provides students with a working knowledge of a standard industry software package. The variety of engineering topics was interesting.

**Recommendation**

This practice will be continued into the future. New and more industry-relevant problems will be included in the next offering.

#### Feedback from Moodle Website

**Feedback**

It would be good to have assignment feedback by way of comments mark-up on the submissions.

**Recommendation**

This issue will be investigated and ways to provide more comprehensive feedback will be explored.

## Unit Learning Outcomes

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

1. Design group piles, pad foundations and earth retaining structures and assess stability of slopes
2. Formulate, plan, manage and complete projects individually or in teams in an ethical and professional manner considering stakeholder requirements and principals of sustainable development
3. Apply site investigation and geotechnical testing techniques to characterise sites and geotechnical materials based on Australian Standards
4. Use appropriate software to analyse geotechnical components
5. Demonstrate a professional level of communication and leadership.

The Learning Outcomes for this unit are linked with the Engineers Australia Stage 1 Competency Standards for Professional Engineers in the areas of 1. Knowledge and Skill Base, 2. Engineering Application Ability and 3. Professional and Personal Attributes at the following levels:

#### Introductory

2.3 Application of systematic engineering synthesis and design processes. (LO: 1N )

#### Intermediate

1.3 In-depth understanding of specialist bodies of knowledge within the engineering discipline. (LO: 1I 2N )

3.3 Creative, innovative and pro-active demeanour. (LO: 1N 4I )

3.5 Orderly management of self, and professional conduct. (LO: 1I 4I )

#### Advanced

1.1 Comprehensive, theory-based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the engineering discipline. (LO: 1A 3N 4A )

1.2 Conceptual understanding of the mathematics, numerical analysis, statistics, and computer and information sciences which underpin the engineering discipline. (LO: 1I 4A )

1.4 Discernment of knowledge development and research directions within the engineering discipline. (LO: 2A )

2.1 Application of established engineering methods to complex engineering problem solving. (LO: 1A 3N 4I )

2.2 Fluent application of engineering techniques, tools and resources. (LO: 1I 3I 4A )

3.2 Effective oral and written communication in professional and lay domains. (LO: 2A 4I 5A )

3.4 Professional use and management of information. (LO: 1I 2A )

3.6 Effective team membership and team leadership. (LO: 2A 5I )

*Note: LO refers to the Learning Outcome number(s) which link to the competency and the levels: N - Introductory, I - Intermediate and A - Advanced.*

Refer to the Engineering Postgraduate Units Moodle site for further information on the Engineers Australia's Stage 1 Competency Standard for Professional Engineers and course level mapping information

<https://moodle.cqu.edu.au/course/view.php?id=11382>

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
<b>1 - Written Assessment - 30%</b>	•	•			•
<b>2 - Written Assessment - 20%</b>		•		•	
<b>3 - Practical Assessment - 20%</b>			•		•
<b>4 - In-class Test(s) - 30%</b>	•				

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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					

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 30%	○	○		○	○	○		
2 - Written Assessment - 20%	○		○		○			
3 - Practical Assessment - 20%	○			○	○			
4 - In-class Test(s) - 30%	○							

## Textbooks and Resources

### Textbooks

ENEC20003

#### Prescribed

#### **FUNDAMENTALS OF GEOTECHNICAL ENGINEERING**

Edition: 5th (2017)

Authors: Braja M. Das, Nagaratnam Sivakugan

Cengage Learning

Florence , KY , United States

ISBN: 9781305635180

Binding: Hardcover

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom (with microphone and webcam facilities)
- Geostudio software package (available to access online via AnyDesk or physically in engineering computer labs at local campuses)

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Farzaneh Tahmoorian** Unit Coordinator

[f.tahmoorian@cqu.edu.au](mailto:f.tahmoorian@cqu.edu.au)

**Kali Nepal** Unit Coordinator

[k.nepal@cqu.edu.au](mailto:k.nepal@cqu.edu.au)

## Schedule

### **Week 1 Shallow Foundations and Bearing Capacity (1) - 11 Jul 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Shallow Foundations and Bearing Capacity	Das and Sivakugan (2017): Chapters 16 & 17 (Textbook)	Tutorial: Shallow Foundations and Bearing Capacity Workshop: Numerical Modelling (1)

### **Week 2 Shallow Foundations and Bearing Capacity (2) - 18 Jul 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Shallow Foundations and Bearing Capacity	Das and Sivakugan (2017): Chapters 16 & 17 (Textbook)	Tutorial: Shallow Foundations and Bearing Capacity Workshop: Numerical Modelling (2)

### **Week 3 Deep Foundations and Piles (1) - 25 Jul 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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Deep Foundations and Piles	Das and Sivakugan (2017): Chapter 18 (Textbook)	Tutorial: Deep Foundations and Piles Workshop: Numerical Modelling (3): Module I
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**Week 4 Deep Foundations and Piles (2) - 01 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Deep Foundations and Piles	Das and Sivakugan (2017): Chapter 18 (Textbook)	Tutorial: Deep Foundations and Piles Workshop: Numerical Modelling (3): Module II

**Week 5 Earth Pressure and Retaining Walls (1) - 08 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Earth Pressure and Retaining Walls	Das and Sivakugan (2017): Chapters 14 & 15 (Textbook)	Tutorial: Earth Pressure and Retaining Walls Workshop: Numerical Modelling (3): Module III and IV Team Research Project Due: Week 5 Friday (11:55 pm AEST)

**Team Research Project** Due: Week 5 Friday (12 Aug 2022) 11:55 pm AEST

**Vacation Week - 15 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 Earth Pressure and Retaining Walls (2) - 22 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Earth Pressure and Retaining Walls	Das and Sivakugan (2017): Chapters 14 & 15 (Textbook)	Tutorial: Earth Pressure and Retaining Walls Workshop: Numerical Modelling (3): Modules V and VI

**Week 7 Soil Reinforcement - 29 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Soil Reinforcement	Das (2011): Chapter 8 (Supplementary) Murthy (2002): Chapter 19 (Supplementary)	Tutorial: Soil Reinforcement Workshop: Team Research Project Presentations

**Week 8 Slope Stability - 05 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Slope Stability	Das and Sivakugan (2017): Chapters 13 (Textbook)	Tutorial: Slope Stability Workshop: Numerical Modelling for Assessment Task 2 (DIY) Analyse/design a geotechnical structure using GeoStudio Software (individual project) Due: Week 8 Friday (11:59 pm AEST)

**Analyse/design a geotechnical structure using GeoStudio Software (individual project)** Due: Week 8 Friday (9 Sept 2022) 11:55 pm AEST

**Week 9 Difficult Soils and Ground Improvement Techniques - 12 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Difficult Soils and Ground Improvement Techniques	Das and Sivakugan (2017): Chapter 11 (Textbook)	

**Week 10 Site Investigation - 19 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Site Investigation	Das and Sivakugan (2017): Chapter 12 (Textbook)	<b>Laboratory report and Quiz</b> Due: Week 10 Friday (23 Sept 2022) 11:55 pm AEST

**Week 11 Advanced Topics in Geotechnical Engineering - 26 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Advanced Topics in Geotechnical Engineering	Lecture notes	Laboratory report and Assessment (Individual report) Due: Week 10 Friday (11:59 pm AEST)

**Week 12 Review all contents - 03 Oct 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Review all contents	All chapters and lecture notes	

**Review/Exam Week - 10 Oct 2022**

Module/Topic	Chapter	Events and Submissions/Topic

**Exam Week: Class test - 17 Oct 2022**

Module/Topic	Chapter	Events and Submissions/Topic
All contents	All chapters and learning resources	<b>Class test.</b> Due exam week <b>Class test</b> Due: Exam Week Monday (17 Oct 2022) 11:55 pm AEST

## Assessment Tasks

### 1 Team Research Project

**Assessment Type**

Written Assessment

**Task Description**

For this assessment task, students will form teams and will conduct research on the available topics provided in the unit website. These topics are related, but not limited to, the advanced methods for estimating the bearing capacity of the soil for foundation design, stability analyses, retaining structures design and exploration of the related Australian Standards. In some cases, students may also require using related geotechnical software packages for their report (GeoStudio software is available to access online from AnyDesk or on lab computers at campuses). Students are required to submit their report and also present it orally. Additional details of the task will be provided on unit Moodle site.

**Assessment Due Date**

Week 5 Friday (12 Aug 2022) 11:55 pm AEST

Report should be formally submitted in a single PDF document by ONLY one of the team members

**Return Date to Students**

Week 7 Monday (29 Aug 2022)

**Weighting**

30%

**Assessment Criteria**

1. The following criteria will be used for assessment of the submissions:



- Format of the report and including cover page, table of contents, abstract, literature, conclusion and examples (if any);
- Work breakdown among team members;
- The coherence of the research;
- Completeness of the research and its details;
- Complete Referencing; and
- Quality of the presentation.

## 2. Professional presentation:

- The research is clearly identified;
- A clear statement of each topic and its details and requirements;
- Appropriate use of diagrams and clear diagrams;
- Correct use of terminologies; and
- Clear English in the explanation of the procedure and interpretation of the results.

3. Grades for the assessment will be determined based on the evidence and substantiation of attainment of the LOs (learning outcomes).

4. After submission of the team report, students will present their report orally to the class as a team and all are required to contribute to delivering the presentations. Students must be well prepared to answer any questions raised by the lecturer during the presentation about the topic of their research.

5. Calculation of an individual student's grade:

Initially, team submission will be assessed and a grade will be given to each team. Then individual grade will be determined based on the contribution and performance of each student during the presentation (i.e., quality of the presentation and answers to the raised questions). Each student's contribution will be determined by peer assessment. It may be possible that the individual grade is higher than the team mark component. 50% of the total grade is attributed to the team report and 25% for the team presentation and the other 25% is attributed to the individual students' performance during the presentation.

For Example: Team A (4 students) has gained 80% on its team report. During the presentation, team received 70% for their presentation and the performance values of the students were 50%, 100%, 90% and 70%, respectively. The final grade of each student for the team project (out of 30%) will be:

Student 1:  $(80*50\%+70*25\%+50*25\%)*30\%=21$  out of 30

Student 2:  $(80*50\%+70*25\%+100*25\%)*30\%=24.8$  out of 30

Student 3:  $(80*50\%+70*25\%+90*25\%)*30\%=24$  out of 30

Student 4:  $(80*50\%+70*25\%+70*25\%)*30\%=22.5$  out of 30

6. A similarity check will be always done before assessing the submitted assignments for all students. Upon detection of any plagiarism including:

- Similarity between submitted reports within the same cohort or with the previous cohorts or submitted works to other institutes or using the material provided by cheating websites will result in failing that assignment without marking and the student will be reported to the CQU Academic Misconduct team for further actions.

## Referencing Style

- [Harvard \(author-date\)](#)

## Submission

Online Group

## Submission Instructions

One of the team members (project manager) should submit the project to the unit website

## Learning Outcomes Assessed

- Design group piles, pad foundations and earth retaining structures and assess stability of slopes
- Formulate, plan, manage and complete projects individually or in teams in an ethical and professional manner considering stakeholder requirements and principals of sustainable development

- Demonstrate a professional level of communication and leadership.

### **Graduate Attributes**

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility

## **2 Analyse/design a geotechnical structure using GeoStudio Software (individual project)**

### **Assessment Type**

Written Assessment

### **Task Description**

The aim of this assessment is to allow the students to demonstrate their understanding of various concepts, theories and processes developed in the course. This may include but is not limited to foundation design, foundation settlement, soil reinforcement, slope stability, site investigation, earth retaining wall and soil improvement techniques and use of GeoStudio Software. Formal assessment is by submission of a report which contains evidence of all the individual works done. Additional details of the task will be provided on Moodle.

### **Assessment Due Date**

Week 8 Friday (9 Sept 2022) 11:55 pm AEST

Report should be formally submitted in a single PDF document

### **Return Date to Students**

Week 10 Friday (23 Sept 2022)

### **Weighting**

20%

### **Assessment Criteria**

1. Each question in this assessment will be assessed separately for the:

- Criterion accuracy and correct results;
- Correct application of mathematics and arithmetic;
- Answers clearly identified; and
- Correct results.

2. In addition, the assessment as a whole will be assessed against the following criteria:

- Evidence of correct procedures;
- All necessary steps in the analysis are present in the correct order;
- Clear presentation of the mathematical and arithmetical working linking is given;
- Details of the problem with the results are obtained; and
- Evidence of checking results (mathematical, graphical, logic common sense) are presented.

3. Evidence of an understanding of the topic:

- Explanation of choices made in the analysis (why is the procedure required, why this particular procedure); and
- Interpretation of results.

4. A similarity check will be always done before marking the submitted assignments for all students. Upon detection of any plagiarism including:

- Similarity between submitted reports within the same cohort or with the previous cohorts or submitted works to other institutes or using the material provided by cheating websites will result in failing that assignment without marking and the student will be reported to the CQU Academic Misconduct team for further actions.

## Referencing Style

- [Harvard \(author-date\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Formulate, plan, manage and complete projects individually or in teams in an ethical and professional manner considering stakeholder requirements and principals of sustainable development
- Use appropriate software to analyse geotechnical components

## Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Self-management

## 3 Laboratory report and Quiz

### Assessment Type

Practical Assessment

### Task Description

In this assessment task, students are required to write a professional laboratory report on practical activities completed/demonstrated and complete an online quiz. Total marks for this assessment task will be average of report and quiz. Additional details of the task will be provided on unit Moodle site.

### Assessment Due Date

Week 10 Friday (23 Sept 2022) 11:55 pm AEST

Laboratory report should be formally submitted in a single PDF document

### Return Date to Students

Week 12 Friday (7 Oct 2022)

### Weighting

20%

### Minimum mark or grade

50%

### Assessment Criteria

1. Assessment of laboratory report:

- Each student must prepare a technical description of the test and associated procedures and should prepare a data sheet to be used to record the results during the test.
- Each student must prepare a short test report for each experiment. This includes calculations and discussion on the results and the test procedure description.
- Test reports must be short and precise to point out calculations/results/graphs and discussion. The limit for explaining the procedure, results and conclusions is a maximum of 3-5 pages.
- Submit in a single PDF file.

Please also note that the practical report is an individual submission and each student should do their own analysis and explanations.

A similarity check will be always done before marking the submitted assignments for all students. Upon detection of any plagiarism including:

- Similarity between submitted reports within the same cohort or with the previous cohorts or submitted works to other institutes or using the material provided by cheating websites will result in failing that assignment without marking and the student will be reported to the CQU Academic Misconduct team for further actions.

2. Online quiz will be assessed based on the correctness of the answers.

## Referencing Style

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Apply site investigation and geotechnical testing techniques to characterise sites and geotechnical materials based on Australian Standards
- Demonstrate a professional level of communication and leadership.

**Graduate Attributes**

- Knowledge
- Research
- Self-management

## 4 Class test

**Assessment Type**

In-class Test(s)

**Task Description**

The time-restricted class test will be conducted. Class test covers all learning outcomes and all learning resources of the entire trimester. The format of the test will be announced/advised/published towards the end of trimester.

**Assessment Due Date**

Exam Week Monday (17 Oct 2022) 11:55 pm AEST

Day and time of the class-test will be announced/advised/published towards the end of trimester

**Return Date to Students****Weighting**

30%

**Minimum mark or grade**

50%

**Assessment Criteria**

1. The following assessment criteria will be used for assessing the test:

- The correctness of the answers;
- The correct process followed; and
- Accuracy of the calculations.

2. A similarity check will be always done before marking the submitted test papers for all students. Upon detection of any plagiarism including:

- Similarity between submitted document within the same cohort or with the previous cohorts or submitted works to other institutions or using the material provided by cheating websites will result in failing that assignment without marking and the student will be reported to the CQU Academic Misconduct team for further actions.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Offline Online

**Learning Outcomes Assessed**

- Design group piles, pad foundations and earth retaining structures and assess stability of slopes

**Graduate Attributes**

- Knowledge

## 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