



# MEDI11004 *Professional Practice*

## Term 2 - 2018

Profile information current as at 19/05/2022 10:11 pm

All details in this unit profile for MEDI11004 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

Students learn to interact effectively with clients and peers through an understanding of professional and interprofessional relationships. This unit provides an overview of the social, legal and ethical issues that impact on the experience of illness, equity of health care and best practice. It contextualises therapeutic communication and collaborative teamwork skills and introduces the student to evidence based practice, reflective practice and decision making in the health professions.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

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 2 - 2018

- Distance
- Mackay

### 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. **Group Work**

Weighting: 40%

#### 2. **Written Assessment**

Weighting: 20%

#### 3. **Examination**

Weighting: 40%

### 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

##### Feedback

'The time given for the exam was not enough and 3 hour would have been more appropriate'. "More exam time would be helpful because I felt like I was frantically writing to answer all the questions within the time"

##### Recommendation

This is the first time the exam was in this format. Although many students finished, several cited not enough time. ? Increase the time allowed for exam from 90 mins to 2 hours.

## Unit Learning Outcomes

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

1. Collaborate with health care students demonstrating an understanding of professional and interprofessional relationships.
2. Describe the principles underlying effective communication skills in health care settings demonstrating cultural sensitivity.
3. Reflect on experiences to enhance your own personal and professional development.
4. Apply knowledge of evidence-based practice to gather information effectively.
5. Apply knowledge of legal and ethical issues that impact the provision of health care and best practice.
6. Describe the impact of social determinants, disability and culture on the experience of illness and access to health care for Indigenous and non-Indigenous Australians.
7. Identify national and international health reform initiatives to improve the quality and equity of health care.
8. Explain the concept of quality patient care and inclusive decision-making in the health professions.

This is a core unit for many of the allied health courses which are subject to external accreditation by a range of professional and regulatory bodies. It introduces a range of concepts and professional competencies at a foundational level.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes							
	1	2	3	4	5	6	7	8
<b>1 - Group Work - 40%</b>	•		•	•		•	•	
<b>2 - Written Assessment - 20%</b>		•	•	•	•			
<b>3 - Examination - 40%</b>		•			•	•		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes							
	1	2	3	4	5	6	7	8
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 - Group Work - 40%	•	•		•	•	•	•	•		
2 - Written Assessment - 20%	•	•	•	•			•	•		
3 - Examination - 40%	•	•		•			•	•		

## Textbooks and Resources

### Textbooks

MEDI11004

#### Prescribed

##### The Extra Mile

Edition: First (2017)

Authors: Christine Franklin

BevRyanPublishing.com

Unsure. Order can be made through [www.sybellamentoring.com.au](http://www.sybellamentoring.com.au) , QLD , Australia

ISBN: 978-0-6480526-0-9

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom meeting access

## Referencing Style

**All submissions for this unit must use the referencing styles below:**

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Hazel Harries-Jones** Unit Coordinator

[h.harries-jones@cqu.edu.au](mailto:h.harries-jones@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 1 - The professional and reflective practice	CRO - Clinical & Fieldwork Placement in the Health Professions by K. Stagnitti Chapter 3: Becoming a reflective practitioner, p 31-42 The Extra Mile, Chapter 5: Intrapersonal Skills, p 61-78 and Chapter 7: Essential Self-care Skills, p 99-116	1 hour tutorial

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Study guide chapter 2 -Teamwork and interprofessional collaborative care

CRO - Being interprofessional by M. Hammick  
 Chap 3: Learning and working in teams, p 38- 60  
 The Extra Mile, Chapter 3: Professional Matters, p 36-48

**Week 3 - 23 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 3 - Health and illness: Conceptual understanding	CRO - Indigenous Australians and Health: The wombat in the room by R. Hampton and M. Toombs Chap 4: Indigenous Australian concepts of health and well-being, p 73-86	1 hour tutorial

**Week 4 - 30 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 4 -The determinants of health and Illness	CRO - Indigenous Australians and Health: The wombat in the room by R. Hampton and M. Toombs Chap 5: Indigenous access to health and health services, p 93-110 The Extra Mile, Chapter 1, The Rural Health Context : p 3-18	You will be assigned to your group this week. You will make initial contact with group members.

**Week 5 - 06 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 5 - Cultural issues in health care provision	ebook - Cultural Awareness in Nursing and Health Care by K. Holland & C. Hogg. Chap 5: Cultural Awareness, p 63-77 Working with older Aboriginal and Torres Strait Islander people An introduction to Aboriginal and Torres Strait Islander health cultural protocols and perspectives, p 25-38. The Extra Mile, Chapter 2, Cultural Matters: p 19-35	1 hour tutorial Groups should hold first 'meeting' to discuss the group work component of Assessment 1.

**Vacation Week - 13 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 20 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 6 - Disability access	A Way with Words: Department of Communities CRO - Health Care and Public Policy: An Australian Analysis by G. Palmer & S. Short Chap 9: Health services for disadvantaged groups, p 320-324 NDIS: In context by Marlene Butteriss	<b>Self and Peer Assessment (1) for Assessment 1 (Individual and Group Work on Health Initiatives)</b> Due: 24/08/2018 11.59pm AEST.

**Week 7 - 27 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 7 - Therapeutic communication in health practice	CRO - Transforming Communication by R. Bolstad Chap 3: The context of communication, p 47-71 Communicating Positively: A guide to appropriate Aboriginal terminology The Extra Mile, Chapter 6: Interpersonal Skills, p 79-95	1 hour tutorial

**Week 8 - 03 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Time for assessment completion		<b>Individual Work on Health Initiatives</b> Due: Monday 03/09/2018 11.59pm AEST <b>Group Work on Health Initiatives</b> Due: Friday 07/09/2018 11.59pm AEST  <b>Individual and Group Work on Health Initiatives</b> Due: Week 8 Friday (7 Sept 2018) 11:59 pm AEST

**Week 9 - 10 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 8 - Ethics in health practice	ebook - Ethics in Clinical Practice edited by G. Hawley Chap 10: Making decisions that are ethical, p 214-241	1 hour tutorial <b>Self and Peer Assessment (2) for Assessment 1 (Individual and Group Work on Health Initiatives)</b> Due: Friday 14/09/2018 11.59pm AEST

**Week 10 - 17 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 9 - Disclosure and consent to treatment	CRO - Legal Issues for Nursing Students by P. Savage. Chap 4: Consent: Legal principles and practice considerations, p 48-64	<b>Reflective report on group work</b> Due: Friday 21/09/2018) 11.59pm AEST  <b>Reflective Report on Group Work</b> Due: Week 10 Friday (21 Sept 2018) 11:59 pm AEST

**Week 11 - 24 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 10 - Leadership, change and decision making in health practice	CRO - Understanding influence for leaders at all levels Australian Institute of Management, p 77-85, 188, 250-251 The Extra Mile, Chapter 8: Maintaining Momentum, p 119-126	

**Week 12 - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Revision and examination technique		1 hour tutorial

**Review/Exam Week - 08 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic

**Exam Week - 15 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		Final Exam

## Term Specific Information

Unit Coordinator: Hazel Harries-Jones. h.harries-jones@cqu.edu.au

- Tutorials in this unit support the assessment items. These tutorials are held both on campus at Mackay and on line via Zoom. You are strongly advised to attend these in order to be successful in the unit.
- Q and A support is available on the unit Moodle site.
- Emails of a personal nature can be sent directly to the unit coordinator.
- If you experience a problem within your group, please contact the unit coordinator as soon as possible.

### Time Budget

Students are expected to spend on average 10-12 hours of time each week in their study activities for this unit. A suggested time budget for your weekly study is:

- Reading weekly study guides, completing activities and revision questions (3 hours)
- Extra readings (1 hour)
- Watching lectures and videos (2 hours)
- Attending tutorials or group meetings (1 -2 hours)
- Prepare and review assessment items (3 hours)

This will vary each week depending on the stage of the unit.

## Assessment Tasks

### 1 Individual and Group Work on Health Initiatives

#### Assessment Type

Group Work

#### Task Description

Australia is a very diverse country. In future practice you will be dealing with patients from many different social backgrounds and cultures. It is important to have some understanding of such diversity in order for you to address your patients' needs. By week 4 of this unit, you will be developing an awareness of the lack of equity in terms of health outcomes for those living in rural areas, for migrant families, Indigenous communities and people living with disabilities.

For this assessment you will work in a group of 3-4 students to research the causes of poor health outcomes and both identify and describe health initiatives that could improve the current situation. You will identify a rural community with a population that includes an Indigenous community, migrant families and community members with disabilities. Each group member will select a subgroup from the list below and research current health outcomes associated with this subgroup, causative factors and health initiatives that have been proven to be successful in improving health outcomes. You may need to use a problem-solving approach and adapt a successful health initiative sourced from one country or circumstance to 'fit' the community and subgroup you are working with.

These health initiatives can be sourced either nationally or internationally. Each group will identify their chosen rural community by location and population, you will then work on this assessment item both individually and as a group, discussing and sharing ideas in weekly group meetings.

You have the role of investigating what the problems are within your chosen community (causative factors of poor health outcomes), and identifying initiatives which could be used to improve the situation.

1. Problems accessing health care for this rural and remote community.
2. Social exclusion and poor health care experienced by community members with disabilities.



3. Poor health outcomes amongst the community's Indigenous Australians.
4. Reluctance of newly settled migrant women and children to seek health care.

### **Task Process**

Work on this assessment will be between weeks 4 and 8. You will be allocated to a group of students from different disciplines.

**Information and guidance on working in groups and investigating the topics will be provided in tutorials in weeks 3 and 5. It is important that you attend these. You will be expected to take an active part during this time and attend on line or face to face meeting with your group members.**

**\*\*Lack of contribution to group work by week 6 may result in you being removed from the group by the unit coordinator. You will then be required to complete this part of the assessment alone.**

Lack of contribution by a student will be identified by SPA results and consultation with unit coordinator and group members.

**This assessment has 4 parts:**

#### **Part 1: INDIVIDUAL WORK 15%**

Each team member will individually prepare a section of the report on one of the issues selected from topics 1- 4 above, as allocated in the initial group activity. This part of the report will describe causative factors, identify 2-3 possible health initiatives for their community with examples of existing initiatives, adaptations and implementation strategies relating to the allocated issue.

Required word count: 500 +/- 10% per person. You will submit this work individually through the submission link on the unit's Moodle site

#### **Part 2: GROUP WORK - Summary Report 20%**

This summary report is prepared by the group as a whole. The summary will identify the five most suitable health initiatives overall taken from the individual reports.

The group will identify their chosen rural community by location and population. Each member will have identified 2-3 initiatives in their individual report. This activity requires each of the individual reports to be shared within the group for evaluation. The group will create a rating criteria to evaluate all the health initiatives. Criteria will then be used to rate each initiative. Consideration will be given to the appropriateness of the initiatives to the community they have chosen. The group summary must describe the rating criteria used and submit the 5 initiatives chosen in the final document and the reason for their selection.

The group summary will be submitted by *one group member only* and the mark and feedback will apply to each group member named on the front page of the submission.

Required word count: 500 words +/- 10%

#### **Parts 3 and 4: SELF AND PEER ASSESSMENT (SPA) 5%**

Self and Peer assessment will be undertaken in weeks 6 and 9.

To assess each member's contribution to the group work, you will take part in TWO self and peer assessments. You will receive your SPA form access in each of weeks 6 and 9. In confidence, each person within a group will score themselves and the other team members for their degree of contribution to the team work process. Each time you will be asked 10 questions concerning your own and your peers' participation as team members. The average of your assessment by your peers will form part of your mark for this part of the group assessment.

Collectively parts 3 and 4 are worth 5% of the final mark for this unit.

Further details on the SPA assessment and marking criteria are available on the unit Moodle site.

### **Assessment Due Date**

Week 8 Friday (7 Sept 2018) 11:59 pm AEST

SPA 1 due 24/8/18, Individual Work Due 3/9/18, Group Work due 7/9/18, SPA 2 due 14/9/18.

**Return Date to Students**

Week 10 Friday (21 Sept 2018)

Within 3 weeks of submission

**Weighting**

40%

**Minimum mark or grade**

50%

**Assessment Criteria**

- Form (citation of sources, writing style, spelling, format, grammar, punctuation, word limit).
- Structure and organisation (clarity of expression, succinctness, logical sequencing of ideas, cohesiveness, information presented at a level appropriate to the community).
- Content (rationale for health initiative selected, health initiative related to causative factor(s) appropriate to the issue and theoretical aspects of the unit, credibility and viability of proposed health initiative established through sourced example, description of health initiative and implementation strategies outlined, prioritisation of information researched for inclusion, identification and application of selection criteria to identify 'best' health initiatives).
- Peer assessment of the team work process (dependability, task acceptance, timely productivity, contribution to team discussions and collaboration with team members).
- More detailed marking criteria will be posted on the unit Moodle site.

**Referencing Style**

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

**Submission**

Online Group

**Learning Outcomes Assessed**

- Collaborate with health care students demonstrating an understanding of professional and interprofessional relationships.
- Reflect on experiences to enhance your own personal and professional development.
- Apply knowledge of evidence-based practice to gather information effectively.
- Describe the impact of social determinants, disability and culture on the experience of illness and access to health care for Indigenous and non-Indigenous Australians.
- Identify national and international health reform initiatives to improve the quality and equity of health care.

**Graduate Attributes**

- Communication
- Problem Solving
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Reflective Report on Group Work

**Assessment Type**

Written Assessment

**Task Description**

This assessment is completed by students as individuals and not as group work. As a health professional, your ability to work as part of a team is essential, this will be valued by your future employer above all other attributes. Reflection will also be used throughout your career. In assessment 1, you worked as a team member to complete the assessment task. In this assessment you are going to reflect on your experience of working within your team during assessment 1. You will reflect on your role within the team and identify ways to improve your future contribution to a team dynamic.

Guidance will be given in Tutorial Week 7. It is important for you to attend this.

You will write one (1) critical incident report reflecting on a particular aspect of your experience as an interprofessional group member in this unit. You will describe an incident and then identify a key related issue for analysis, such as:

1. An aspect of the group communication process
2. An aspect of the group decision-making process or outcome
3. An aspect of the group conflict resolution process or outcome
4. Another aspect of your group work

Your reflection can be about a positive or negative experience. You will reflect to identify a key issue involved in the incident described which you will then research. During your analysis of this issue you will demonstrate your theoretical knowledge, related experience and the ability to recognise your own preferences for working, assumptions and bias. Finally you will suggest a plan of action in the form of a series of steps or actions you will take to improve your next group work experience in relation to the issue identified. It is suggested that you structure your reflection in three defined sections:

- a. Description of your experience
- b. Analysis, research and discussion of key issue related to experience, including recognition of personal contribution, assumption and bias
- c. Action plan for future team work

- A suggested template is available on the Unit Moodle site.
- You will submit an appendix with your reflection - details are in the unit Moodle site and the contents can be referred to within your reflection.  
The maximum word limit is 500 +/- words. The appendix, references and in-text citations are not included in the word count.  
Please submit your reflection as a .doc or .docx. Assessments submitted as PDF documents will not be accepted for submission.
- More details on formatting is available in unit Moodle site.

## **APPENDIX**

You will need to submit an appendix with your reflection to include the following forms.

1. Belbin's self-perception inventory for team role assessment
2. Team rules
3. Completed evaluation of team's processes and performance.
4. Completed meeting scale for evaluating your overall teamwork experience including observations as examples where appropriate.
5. Completed student self-assessment sheet.

These documents will be on the unit Moodle site.

Each document can be referred to by number, or other means, within the reflective report itself if appropriate.

### **Assessment Due Date**

Week 10 Friday (21 Sept 2018) 11:59 pm AEST

Submit via Moodle

### **Return Date to Students**

Exam Week Monday (15 Oct 2018)

### **Weighting**

20%

### **Minimum mark or grade**

50%

### **Assessment Criteria**

#### **Assessment Criteria**

- Form (citation of sources, writing style, spelling, format, grammar, punctuation, word limit).
- Structure and organisation (clarity of expression, succinctness, logical presentation of work)
- Original analysis and interpretation of the experience of working in a team, related to own ideas and supported by literature

A more detailed marking criteria will be posted on the unit Moodle site.

### **Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Upload via Moodle site for this unit

**Learning Outcomes Assessed**

- Describe the principles underlying effective communication skills in health care settings demonstrating cultural sensitivity.
- Reflect on experiences to enhance your own personal and professional development.
- Apply knowledge of evidence-based practice to gather information effectively.
- Apply knowledge of legal and ethical issues that impact the provision of health care and best practice.

**Graduate Attributes**

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

## Examination

**Outline**

Complete an invigilated examination

**Date**

During the examination period, at a CQUniversity examination centre

**Weighting**

40%

**Length**

120 minutes

**Minimum mark or grade**

50%

**Details**

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

Closed Book

## 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