



# MEDS13009 *Obstetric and Paediatric* **Sonography** Term 2 - 2017

Profile information current as at 06/05/2024 04:07 pm

All details in this unit profile for MEDS13009 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.

## Corrections

## General Information

### Overview

In this unit you will explore the sonographic assessment of normal and pathological third trimester obstetric cases. You will study the sonographic appearance, scanning techniques and pathological complications associated with multiple pregnancies as well as become familiar with investigations and interventions relevant to the management of gynaecological patients and pre natal anomalies of the fetus with a correctable defect. You will consider the amendment and management of the gynaecological and post partum patients and the fetus with a correctable defect. Students will be introduced to the paediatric patient. Common paediatric anomalies as well as inherent congenital diseases will be reviewed to include their sonographic appearance, safe scanning techniques, prognosis and treatment. You will discuss ethical considerations regarding the impact of a diagnosis on the patient and their family.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisite: MEDS13001 Ultrasound Of Obstetrics and Gynaecology 2

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 - 2017

- Distance

### 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. **Presentation and Written Assessment**

Weighting: 40%

#### 2. **Online Test**

Weighting: 60%

### 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 course content was sometimes repetitive of O&G 2 and students would of preferred more practical scanning information.

##### **Recommendation**

Although the advanced topics that O&G 3 covered required review and re enforcement of key areas from O&G 2 so as to ensure understanding of new content more attention will be given to streamlining the collaboration with Yr 2 material. O&G 3 is a theoretical course and whilst practical "how to" scanning tips are included the emphasis is on providing a foundation of knowledge. More detailed descriptions and explanation of technique will be included where appropriate.

#### Feedback from Student Feedback

##### **Feedback**

Some restricted access to course support due to course coordinator working three days a week with one of those days engaged with lab commitments.

##### **Recommendation**

More emphasis placed on contacting CC early when issues encountered with content/assessment etc. Consider including a "drop in" tutorial time mid term to troubleshoot concerns although students on clinical placement concurrently may not engage with this option. Although the Course co ordinator did reply to enquires promptly and in detail and on days other than contracted clarification of part time appointment to students at beginning of term will be made clear.

#### Feedback from Student Feedback

##### **Feedback**

The number of assessment items did not suit the distance student cohort on clinical placement. The written assessment in addition to the two quizzes and Pamphlet submission was challenging and students found the course content difficult to prioritize.

##### **Recommendation**

Consider replacing the written assessment with an additional quiz to ensure ongoing engagement throughout the term. In addition students will be provided with some tips from the previous years cohort in terms of time management and balancing clinical work and study.

## Unit Learning Outcomes

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

1. Describe safe ultrasound assessment of the paediatric patient, the fetus(s) and maternal pelvis in multiple pregnancies and during singleton pregnancies in the third trimester.
2. Differentiate the aetiology, ultrasound appearance and Doppler haemodynamics of abnormalities in singleton and multiple pregnancies, post partum patients and other pelvic imaging.
3. Differentiate the aetiology of paediatric and congenital disease in relation to sonographic appearance.
4. Critically evaluate clinical data to communicate a differential diagnosis which includes ethical and management considerations.

Australasian Sonography Association Competency Standards for the Entry Level Sonographer Units: 1-5, 6, 10, 12

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Presentation and Written Assessment - 40%	•	•		
2 - Online Test - 60%	•	•	•	•

### 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 - Presentation and Written Assessment - 40%	•	•		•		•		•		
2 - Online Test - 60%	•	•	•	•		•	•	•		

## Textbooks and Resources

### Textbooks

MEDS13009

#### Prescribed

##### **Diagnostic Medical Sonography: Obstetrics and Gynecology**

3rd Edition (2012)

Authors: Susan Raatz Stephenson

Lippincott Williams and Wilkins: Julie K Stegman

Baltimore, MD 21201 and Philadelphia PA 19103 , MD and PA , USA

Binding: Hardcover

MEDS13009

#### Prescribed

##### **Workbook for Diagnostic Medical Sonography: A guide to Clinical Practice, Obstetrics and Gynecology, 3rd edition**

3rd Edition (2012)

Authors: Barbara Hall-Terracciano and Susan Raatz Stephenson

Lippincott, Williams & Wilkins: Julie K Stegman

Baltimore, MD 21201 and Philadelphia PA 19103 , MD and PA , USA

Binding: Hardcover

#### Additional Textbook Information

The prescribed texts are the same textbook and workbook utilised for MEDS13001.

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Smart phone video access or desktop/laptop webcam with recording capabilities

## 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

**Ailsa Dicarlo** Unit Coordinator

[a.dicarlo@cqu.edu.au](mailto:a.dicarlo@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1</b> • The Postpartum Uterus	<b>Chapter 30</b> pgs 767 - 774	

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 2**

- Interventional Ultrasound
- Pregnancy procedures
- Transvaginal procedures

**Chapter 31**  
pgs. 775 - 796

**Formative Quiz 1**  
Content in Modules 1 and 2.

**Week 3 - 24 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 3</b> <ul style="list-style-type: none"> <li>• Multiple Pregnancies</li> <li>• Adaptation of technique</li> <li>• Complications</li> </ul>	<b>Chapter 26</b> pgs. 664 - 679	

**Week 4 - 31 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 4</b> <ul style="list-style-type: none"> <li>• Emergent techniques for O&amp;G Imaging</li> <li>• 3D/4D</li> <li>• STIC</li> </ul>	<b>Chapter 32</b> and provided reading materials	<b>Formative Quiz 2</b> Content in Modules 3 and 4.

**Week 5 - 07 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 5</b> <ul style="list-style-type: none"> <li>• Effects of Maternal Disease on Pregnancy</li> </ul>	<b>Chapter 29</b> pgs. 745 - 766	

**Vacation Week - 14 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Break week</b> <ul style="list-style-type: none"> <li>• No new content</li> </ul>	Revision/Assessment work	

**Week 6 - 21 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 6 Part A</b> <ul style="list-style-type: none"> <li>• IUGR methods of assessment</li> <li>• Doppler use in the 3rd Trimester</li> </ul>	<b>Chapter 24</b> pgs. 634 - 641 <b>Chapter 27</b> pgs. 684 - 687 <b>Table and Summary on Pg. 704</b>	

**Week 7 - 28 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 6 - Part B</b> <ul style="list-style-type: none"> <li>• The Biophysical Profile Normal and Abnormal</li> </ul>	<b>Chapter 25</b> pgs. 645-658	<b>Formative Quiz 3</b> Content in Modules 5 and 6.

**Week 8 - 04 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 7</b> <ul style="list-style-type: none"> <li>• Neonatal Head and Spine</li> </ul>	Provided lecture content and readings	

**Week 9 - 11 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 8</b> <ul style="list-style-type: none"> <li>• Paediatric Hip</li> </ul>	Provided lecture content and readings	<b>Pamphlet (written) and Presentation</b> Week 9 Thurs Sept 14th 4pm  <b>Written Assessment (Pamphlet) and Presentation</b> Due: Week 9 Wednesday (13 Sept 2017) 4:00 pm AEST

### Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 9</b> • Paediatric Renal Tract and Adrenals	Provided lecture content and readings	

### Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 10</b> • Paediatric Gastro Intestinal Tract	Provided lecture content and readings	

### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
• No new content		<b>Online Exam Open</b> Wk 12 - Wed Oct 4th 9am  <b>Online Test</b> Due: Week 12 Wednesday (4 Oct 2017) 9:00 am AEST

### Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Online Exam Closed</b> Exam week - Wed Oct 11th 9am

### Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

The unit co ordinator for MEDS13009 is Ailsa Dicarlo.

Contact details: a.dicarlo@cqu.edu.au PH 07 30234244

The coordinators's university working days are Tuesday, Wednesday and Thursday.

Students undertaking this unit are concurrently on clinical placement block 1 or block 2.

Although the unit schedule outlines content relevant to university calendar weeks the format of the unit has been constructed as a series of modules so as to permit students to complete the content self directed.

This enables the student flexibility with regard to their workload and their personal circumstances surrounding the timing of clinical commitments. Care and attention obviously needs to be given by students to the requirements of assessment, ensuring that the timelines pertaining to assessment are still met.

## Assessment Tasks

### 1 Written Assessment (Pamphlet) and Presentation

#### Assessment Type

Presentation and Written Assessment

#### Task Description

#### Outline:

The range of Obstetric fetal anomalies encountered in clinical practice is often extensive with the prevalence and frequency of those diagnosed sometimes unpredictable.

The newly graduated sonographer has a solid foundation of Obstetric knowledge but when faced with an unexpected obstetric anomaly access to **concise and relevant** information specific to an anomaly is invaluable.

**A succinct reference pamphlet would greatly assist the student by highlighting additional information to complete a comprehensive scan.**

Communication of the sonographic features of an anomaly verbally to the reporting doctor is also an important clinical skill and summarising and **prioritising key relevant points** vital to expedite discussion.

**An appropriate and relevant summary utilizing effective communication techniques is an important skill to master in the clinical setting.**

The student is required to produce a digital pamphlet and brief oral summary pertaining to their chosen obstetric anomaly from the selection provided in the task description.

## **Task Description:**

### **Pamphlet:**

Your assessment task is to source, collate and edit relevant information pertaining to your choice of one (1) out of the 3 obstetric anomalies provided to you below:

- Immune Hydrops Fetalis
- Achondroplasia
- Agenesis of the Corpus Callosum.

This task requires you to produce a 6-panel digital pamphlet with the target audience being the **recently graduated sonographer**.

Emphasis should be placed on the following **succinct** information that is needed by the sonographer to perform a comprehensive scan:

**1) Background/overview** E.g. Occurrence, risk factors, aetiology and/or pathogenesis

**2) Important clinical information** to acquire before concluding the sonographic examination E.g. Previous prenatal testing, relevant history

**3) Characteristic sonographic features**

- How to sonographically confirm these features and what else to look for
- Compare with at least one differential diagnosis

**4) Further pre-natal investigations and prenatal clinical management options.**

**5) Prognosis**

- Postnatal and early childhood

Creating this pamphlet will involve researching the relevant information and being creative in design so that the information is engaging to the reader and **suitable for the scenario outlined**.

Images and diagrams are **recommended** to aid in the visual communication of information. Submissions that are text heavy are discouraged as is the use of small font as these features are not conducive to the proposed pamphlet purpose.

This assessment is due at the end of Week 9 to allow those students who are on first placement to finalise their assessment task post placement. Those of you who are on second clinical placement should take advantage of the study time to predominately complete your assessment/s before starting your clinical appointment.

All assessment details are available at the commencement of Term 2 to allow for earlier completion and maintain equity for both placement groups.

- The marking rubric for this assessment is available for perusal via this [LINK](#)
- Specific important information pertaining to the format requirements for this assessment are available via this [LINK](#)

## **Task Description:**

### **Presentation:**



- Effectively communicate using an oral presentation details of your chosen anomaly and its' key specific sonographic features. The format should take the form of a clinical setting scenario where you are presenting your findings to the consultant radiologist having completed your scan
- This component entails producing an **up to 5 min** video recording utilising a smart phone, laptop or tablet device.
- This recording is to be uploaded to You-tube with students submitting a link to the unit coordinator with their Written Moodle submission
- PowerPoint slides, images and worksheets are not required

More specific important information pertaining to the format requirements for this assessment are available via this [LINK](#)

#### **Assessment Due Date**

Week 9 Wednesday (13 Sept 2017) 4:00 pm AEST

Both Written (Pamphlet) and Presentation are to be submitted together

#### **Return Date to Students**

Week 11 Friday (29 Sept 2017)

#### **Weighting**

40%

#### **Minimum mark or grade**

50%

#### **Assessment Criteria**

##### **Assessment criteria:**

##### **Written:**

- **Construct** a high quality submission addressing the topic which has clear structure and purpose. It must be free of grammatical error and reflect an appropriate level of critical analysis balancing discussion with the appropriate use of clinical and scientific terminology.
- **Evaluate** current information and clinical consensus around the given topic by demonstrating thorough, appropriate, and up to date literature searches to support the selected background information that you include.
- **Highlight the sonographic relevance** of the specified topic (analyse the historical/current/future applications of sonographic imaging in the diagnosis/treatment/management of the topic, provide suggested guidelines or protocols for use of ultrasound in this context)
- **Describe the sonographic appearance** and give examples of images used with appropriate commentary to support the demonstration of your understanding of the sonographers' role in the diagnosis and management of this anomaly.

For more detailed marking criteria please see the **MARKING RUBRIC on the Moodle site for this unit which is available [HERE](#)**

##### **Assessment criteria:**

##### **Presentation:**

##### **Video**

- **Demonstrate creativity and decision making skills** to appropriately construct a presentation which engages the target audience and effectively communicates the pertinent information required. This is to be undertaken as a first person role play.
- **Determine** optimal video and audio settings so that you are clearly visible, well heard and that the background/location appropriate for the sensitivity of the information being conveyed.
- **Utilise** appropriate verbal, nonverbal communication skills and correct terminology and do so in a timely manner.

##### **Content**

- **Analyse and highlight** content details that are relevant based on the literature review used for your pamphlet

component and the presentation scenario provided. You must briefly comment on recommendations for the management of the affected pregnancy.

- **Interpret and select** any additional information that will enhance your chosen anomaly scenario.
- **Discern** an effective and appropriate methodology as to the format your presentation will take.
  
- **Display** your understanding of the sonographer's role within this clinical setting scenario by constructing and delivering a presentation that is clinically relevant.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Written (Pamphlet) - Online Moodle Submission, Presentation - Paste youtube link in the comments section on the Moodle submission page

### Learning Outcomes Assessed

- Describe safe ultrasound assessment of the paediatric patient, the fetus(s) and maternal pelvis in multiple pregnancies and during singleton pregnancies in the third trimester.
- Differentiate the aetiology, ultrasound appearance and Doppler haemodynamics of abnormalities in singleton and multiple pregnancies, post partum patients and other pelvic imaging.

### Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence
- Ethical practice

## 2 Online Test

### Assessment Type

Online Test

### Task Description

An online test will be conducted to assess your understanding of content in this unit. The test can be accessed through the assessment tab on Moodle.

It will be open for one week during week 12. and will comprise of 12 questions which will require written answers. Students will need to note opening and closing times so as to complete the exam at some stage during this time period. The test will be open for 2 hours (allowing 10 minutes per question) and only one attempt is allowed. Once started, it must be completed in one sitting.

As the test is online and open book, you will find it useful if you have produced your own notes from the lectures and that you are familiar with the unit information. You cannot afford to use time searching for information (either in texts, notes or online) to assist you in providing your answer. You will have 40 lines to comprise your answer in for each question

Content to be examined will include Module topics 1 -10 with the exception of paediatric spine.

Questions will be drawn from a pool of questions to allow tests to be different for each student.

This assessment is to be undertaken as an individual. As with all other university examination, colluding with other students on non group work tasks is considered academic misconduct, and may lead to action being taken (Deputy Dean of Learning and Teaching HMAS).

### Assessment Due Date

Week 12 Wednesday (4 Oct 2017) 9:00 am AEST

One attempt of the online exam is permitted. Once opened your submission time to complete is 2 hours

### Return Date to Students

Results will be available after the collation of grades

**Weighting**

60%

**Minimum mark or grade**

50%

**Assessment Criteria**

The test will be open from Wednesday 4 October at 9 am (in week 12) and will shut on Wednesday 11 October at 9am. You will need to allocate a 120 minute time period during this time that the test is open to complete the test. Please note: You must start the test before Wednesday 11 October 7.00am as the test will close at 9 am Wednesday 11 October.

Once started the test cannot be paused, stopped or re-started. Once you have completed the test, it cannot be re-taken. Students will need to provide medium length typed responses to 12 online questions within the 2 hour time period.

Film viewing questions may be included and you are required to be familiar with normal and pathological sonographic imaging of the areas discussed in Modules 1 -10 of this unit (excluding the fetal spine)

Each question is worth 10 marks (giving a max total of 120 marks available)

Responses will be assessed according to

- the accuracy of content, use of appropriate terminology and descriptors as well as the quality of the academic writing utilised.
- the students ability to appropriately interpret sonographic images/graphs/tables and then to succinctly compose an appropriate response based on their learning from the unit.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

The Online exam is accessed via the assessment tab in Moodle

**Learning Outcomes Assessed**

- Describe safe ultrasound assessment of the paediatric patient, the fetus(s) and maternal pelvis in multiple pregnancies and during singleton pregnancies in the third trimester.
- Differentiate the aetiology, ultrasound appearance and Doppler haemodynamics of abnormalities in singleton and multiple pregnancies, post partum patients and other pelvic imaging.
- Differentiate the aetiology of paediatric and congenital disease in relation to sonographic appearance.
- Critically evaluate clinical data to communicate a differential diagnosis which includes ethical and management considerations.

**Graduate Attributes**

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

## 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