



NURS12163 *Chronic Health and Community Care*

Term 2 - 2021

Profile information current as at 03/05/2024 03:10 pm

All details in this unit profile for NURS12163 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.

Corrections

Unit Profile Correction added on 29-07-21

To achieve a passing grade for the unit, you are required to pass Assessment 2 The Case Study. If you do not pass the required assessment item, you will have an opportunity to reattempt. If you are required to reattempt you can only achieve a maximum of 50% of the available marks for the reattempted assessment.

General Information

Overview

In this unit, you will examine chronic conditions that may affect people across the lifespan. You will learn to recognise symptoms that commonly lead to an exacerbation or worsening of a chronic health condition. Taking into consideration individual socio-cultural and lifestyle choices, you will assist people living with a chronic health condition to implement self-management strategies and develop care plans from a person-centred, community, family and health care service perspective to minimise exacerbations. You will develop a discharge/education plan utilising aspects of behavioural change, psychosocial support and health literacy aimed at effecting change and supporting a person's self-management of chronic illness taking into consideration the roles of other members of the interdisciplinary care team.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites: NURS12161 Professional Experience Placement 2 or NURS12156 Clinical Practice 2BIOH12011

Pathophysiology and Pharmacology 1 or BIOH11006 Advanced Anatomy and Physiology and NURS12154 Pharmacology for Nursing Practice.

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 - 2021

- Online
- 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).

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. **Online Quiz(zes)**

Weighting: 40%

2. **Case Study**

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](#).

Unit Learning Outcomes

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

1. Discuss the National Health Priority Areas (NHPA) and their impact on a person's health status in the community
2. Identify factors associated with the early recognition of an acute exacerbation of a chronic health condition and determine appropriate nursing care
3. Discuss socio-cultural and lifestyle choices that may impact on a person's response to a chronic health condition
4. Explore the lived experience of a person with a chronic health condition
5. Develop a discharge/education plan for a person taking into consideration the input required from others, including members of the interdisciplinary care team and community services.

Content in this unit incorporates a number of professional nursing requirements

Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice

Thinks critically and analyses nursing practice

Maintains the capability for practice

Develops a plan for nursing practice

Evaluates outcomes to inform nursing practice

Nursing and Midwifery Board of Australia Nursing Code of Conduct

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Research in health

Health and wellbeing

International Council of Nursing Code of Ethics for Nursing

Nurses and People

Nurses and Practice

Nurses and the Profession

Nurses and co-workers

National Safety and Quality Health Service Standards

Clinical governance

Partnering with consumers

Preventing and Controlling healthcare-associated infection

Medication safety

Comprehensive care

Communicating for safety

Recognising and responding to acute deterioration

Patient Safety Competency Framework

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Clinical reasoning

Evidence-based practice

Preventing, minimising and responding to adverse events

Infection prevention and control

Medication safety

Aged Care Quality Standards

Consumer dignity and choice

Ongoing assessment and planning with consumers

Services and supports for daily living

Organisation's service environment

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Case Study - 60%	•	•	•	•	•
2 - Online Quiz(zes) - 40%	•	•	•		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Case Study - 60%	•		•			•		•		
2 - Online Quiz(zes) - 40%			•			•				

Textbooks and Resources

Textbooks

NURS12163

Supplementary

Critical conversations for patient safety. An essential guide for healthcare students.

Edition: 2 (2020)

Authors: Tracey-Levett Jones

Pearson

Melbourne , Victoria , Australia

ISBN: 9781488623004

Binding: Other

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Supplementary

Living with chronic illness and disability. Principles for nursing practice.

Edition: 3 (2018)

Authors: Esther Chang and Amanda Johnson

Elsevier

Chatswood , Victoria , Australia

ISBN: 9780729542616

Binding: Other

Additional Textbook Information

Chapter 20, pp.237-249 will be a digitalised eReading chapter within the unit.

If you prefer to study with your own copy, paper and eBook versions can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Module One What are Chronic Health Conditions - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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What are Chronic Health Conditions
This module aligns to unit learning outcome one:

- Discuss the National Health Priority Areas (NHPA) and their impact on a person's health status in the community.

Module One will take approximately 15 hours to complete.

This module covers Wk 1, and 2 of your study.
View allocated resources and complete activities.
There is no prescribed textbook for this unit.

Topics discussed include:
1.1 The National Health Priority Areas (NHPA)
1.2 Chronic health conditions
1.3 Primary health care

Module Two The Biopsychosocial/Cultural Approach to Care - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>The Biopsychosocial/Cultural Approach to Care</p> <p>This Module aligns to unit learning outcome three:</p> <ul style="list-style-type: none"> • Discuss socio-cultural and lifestyle choices that may impact a person's response to a chronic health condition. <p>Module Two will take approximately 15 hours to complete.</p>	<p>This module covers Wk 3, and 4 of your study. View allocated resources and complete activities. There is no prescribed textbook for this unit.</p>	<p>Topics discussed include: 2.1 The biopsychosocial/cultural approach to care 2.2 Person-centred care in partnering with consumers. 2.3 Communication and Interviewing- the key to successful relationships</p>

Module Three Management of Chronic health Conditions - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>Management of Chronic Health Conditions.</p> <p>This module aligns to unit learning outcome two:</p> <ul style="list-style-type: none"> • Identify factors associated with the early recognition of an acute exacerbation of a chronic health condition and determine the appropriate nursing care. <p>Module Three will take approximately 15 hours to complete.</p>	<p>This module covers Wk 5, and 6 of your study. View allocated resources and complete activities. There is no prescribed textbook for this unit.</p>	<p>Topics discussed include: 3.1 Self-management of chronic health conditions 3.2 Recognition of acute exacerbation in chronic illness. 3.3 Rehabilitation in the community.</p> <p>Assessment One Short Answer Quiz questions due week 7 30th August and to be completed by 3rd September.</p>

Vacation Week Module Three between week 5 and week 6 - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Take a break and try to recuperate!		

Module Four The Lived Experience of Chronic Health Conditions - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>The Lived Experience of Chronic Health Conditions</p> <p>This module aligns with learning outcome four:</p> <ul style="list-style-type: none"> • Explore the lived experience of a person with chronic health conditions. <p>Module Four will take approximately 15 hours to complete.</p>	<p>This module covers Wk 7, and 8 of your study. There is no prescribed textbook for this unit. View allocated resources and complete activities.</p>	<p>Topics discussed include: 4.1 Lived Experience 4.2 Seamless service or "cracks" in care</p>

Module Five Transitions Through the Healthcare Journey - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Transitions Through the Healthcare Journey

This module aligns with learning outcome five:

- Develop a discharge/education plan for a person taking into consideration the input required from others, including members of the interdisciplinary care team and community services.

Module Four will take approximately 15 hours to complete.

This module covers Wk 9, and 10 of your study.

View allocated resources and complete activities.

There is no prescribed textbook for this unit.

Topics discussed include:

- 5.1 What is transitional care planning
- 5.2 The importance of continuity

Assessment Two due to be completed and handed in by 27th September.

Module Six Palliation in Chronic Health Conditions in the Community - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Palliation in Chronic Health Conditions in the Community The Module aligns with unit learning outcomes: <ul style="list-style-type: none">• Explore the lived experience of a person with a chronic health condition• Develop a discharge/education plan for a person taking into consideration the input required from others, including members of the interdisciplinary care team and community services. Module Six will take approximately 15 hours to complete.	<p>This module covers Wk 11, and 12 of your study.</p> <p>View allocated resources and complete activities.</p> <p>You will be referred to digitalised chapters (in the e-Reading list) from the following texts to complete your learning.</p> <p>Haley, C, & Daley, J. (2018). Palliation in chronic illness. In J. Chang & A. Johnson (Eds.), <i>Living with Chronic Illness and Disability: Principles for nursing practice</i> (4th ed., pp. 215-229). Elsevier Australia</p> <p>Palmer, L. & Horton, G. (2020). Communication about end-of-life care and decisions. In T Levett-Jones (Ed), <i>Critical conversations for consumer safety: An essential guide for healthcare students</i> (2nd ed., pp. 236-250). Pearson Australia</p>	<p>Topics discussed include:</p> <ul style="list-style-type: none">6.1 The palliative approach6.2 The role of the nurse in palliative care6.3 The importance of communicating about end-of-life care and decisions.

Assessment Tasks

1 Short Answer Vignettes

Assessment Type

Online Quiz(zes)

Task Description

Type: Online quiz

Quiz Opens: 9am (AEST) Monday 30th August (Week 7)

Quiz Closes: 5pm (AEST) Friday 3rd September (Week 7)

Completion time: 2 hrs 30 mins (150 mins)

Weighting: 40%

Length: 4 short answer vignettes with 5 questions to answer in each vignette.

Aim

The aim of this assessment is to enhance your critical thinking and knowledge for a person living with a chronic health condition in the community.

Instructions

You are to complete the quiz in the allotted time and dates. Please note the following:

- Each student will get 4 vignettes to complete.
- These have been based on case studies and content you have encountered in Modules 1 to 3 in the unit.
- The vignettes will be shuffled so students will receive different vignettes.

- You will be allocated 10 marks per vignette, 2 marks per question.
- You have a maximum of 150 minutes to complete the quiz.
- You must complete the quiz in one sitting.
- Once you start the quiz, you must complete it in 150 minutes.
- The quiz will automatically close at the end of 150 minutes and will submit your result even if you have not finished.
- You can have a maximum of 1 attempt for the quiz.
- Once you have started the quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.

Number of Quizzes

1

Frequency of Quizzes

Assessment Due Date

Week 7 Friday (3 Sept 2021) 5:00 pm AEST

Quiz Opens: 9am (AEST) Monday 30th August (Week 7) Quiz Closes: 5pm (AEST) Friday 3rd September (week 7)

Return Date to Students

Note that marking of the short answer quiz can take upto 3 weeks post submission date.

Weighting

40%

Assessment Criteria

There are no assessment criteria for this short answer quiz.

Referencing Style

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

Submission

Online

Submission Instructions

The Online Quiz is accessed via the NURS12163 Moodle site within the Assessment Tile

Learning Outcomes Assessed

- Discuss the National Health Priority Areas (NHPA) and their impact on a person's health status in the community
- Identify factors associated with the early recognition of an acute exacerbation of a chronic health condition and determine appropriate nursing care
- Discuss socio-cultural and lifestyle choices that may impact on a person's response to a chronic health condition

Graduate Attributes

- Critical Thinking
- Information Technology Competence

2 Written Assessment-Lived Experience

Assessment Type

Case Study

Task Description

Aim

To discuss the lived experience of a person with a chronic health condition and develop a discharge/education plan.

Instructions

This assessment is broken into two parts; however, it will create one document that the student will submit for assessment. In this assessment, you will be asked to watch 2 short videos and choose one to base your assessment on. Each video explores the lived experience of a consumer in the community.

Part 1: You are to discuss the lived experience of a person with a chronic health condition living in the community.

Part 2: Create an Education Plan

Students will complete the assessment with the provided template.

Literature and references

In this assessment use at least 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as

textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- Use the template provided.
- You can use unit-provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific [library guide](#): the [Nursing and Midwifery Guide](#)
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

Submit your assessment as one document via the unit Moodle site in Microsoft Word format only.

Assessment Due Date

Week 11 Monday (27 Sept 2021) 5:00 pm AEST

Return Date to Students

Assessments will be returned to students three weeks after the due date-Friday, 15th October, 1700hrs AEST

Weighting

60%

Assessment Criteria

HD 85 - 100%	D 75 - 84%	C 65 - 74%	P 50 - 64%	F <50%	Fail (content absent) Marks 0%
Presentation, flow, spelling, grammar and referencing (20%)					
An engaging and well-planned assessment. The assessment material is logical, clear, concise, and persuasive. Clear and succinct introduction that outlines the information requested and direction of the paper. Conclusion that clearly and succinctly brings the assessment to a close. Written material is very well-presented and free from spelling, grammar, and structural errors. The assessment is within the set word count and the student's work is original. Accurate APA referencing in text and within the reference list. No errors (17-20)	A well-planned submission. It is logical and clear. At times it is not concise or persuasive but mostly clear and comprehensive. Clear and appropriate introduction that outlines the information requested and direction of the paper. Conclusion that clearly and appropriately brings the assessment to a close. There are 1-2 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission. The assessment is within the set word count and the students' work is original. References in text and within the list may have 1-2 consistent formatting errors (maybe made multiple times). (15-16.5)	The submission is clearly presented. It is generally logical and somewhat clear and comprehensive. Appropriate introduction that outlines information requested and the direction of the paper. Conclusion outlines most of the main points and brings some sense of closure. There are 3-4 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission. The assessment is within the set word count and the students' work is original. References may have 3-4 consistent formatting errors in text and within the list (maybe made multiple times) (13-14.5)	The submission is clearly presented. It is generally logical and somewhat clear and comprehensive. Introduction is apparent although consists only of a list of the contents of the paper. Conclusion apparent - outlines most of the main points and endeavours to bring the argument to a close - some incongruity. There are 4-5 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission. The assessment is within the set word count and the students' work is original. References may have 4-5 consistent formatting errors in text and within the list (maybe made multiple times). (10-12.5)	The submission is unclear. It is not logical OR unclear OR is perfunctory. No recognisable introduction there is no direction offered in respect of the paper. No recognisable conclusion - little reference to the main points does not offer a clear conclusion to the paper. There are >5 errors (in spelling, grammar, and paragraph structure) that affect the meaning and flow of the submission. The assessment is above or below the set word count. References may have >5 consistent formatting errors in text and within the list (maybe made multiple times). (<10)	Poor presentation prevents understanding large tracts of the submission. References are not provided according to APA or are missing. (0)
Approach and Argument- Discussion and Education Plan (80%)					
Comprehensive (thorough) discussion of the lived experience of a person with a chronic health condition in the community, addressing all the points requested. All content relates to the chosen consumer from the supplied video excerpts. (40.00-33.80)	Detailed discussion of the lived experience of a person with a chronic health condition in the community, addresses 3 out of 4 points requested. All content relates to the chosen consumer from the supplied video excerpts. (33.79-29.80)	Detailed discussion of the lived experience of a person with a chronic health condition in the community, addresses 3 out of 4 points requested. All content relates to the chosen consumer from the supplied video excerpts. (29.79-25.80)	Basic discussion of the lived experience of a person with a chronic health condition in the community, addresses 2 out of 4 points requested. All content relates to the chosen consumer from the supplied video excerpts. (25.79-19.80)	Minimal/No discussion of the lived experience of a person with a chronic health condition in the community, addresses only 1-2 out of 4 points requested. little content relates to the chosen consumer from the supplied video excerpts. (<19.80)	No discussion of the lived experience of the person with a chronic health condition provided. (0)

Education plan comprehensively covers the content requested within the provided template and is entirely relevant to the requested tasks. (40.00-33.80)	Education plan is detailed and covers the content requested within the provided template and is very relevant to the requested tasks. (33.79-29.80)	Education plan is detailed and covers the content requested within the provided template and is entirely relevant to the requested tasks. (29.79-25.80)	Education plan is basic covers the content requested within the provided template and is somewhat relevant to the requested tasks. (25.79-19.80)	Education plan content is irrelevant and or does not address all the requested tasks. (19.79-0.00)	Education plan not provided. (0)	/40
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Mark/100

Alpha Grade

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Discuss the National Health Priority Areas (NHPA) and their impact on a person's health status in the community
- Identify factors associated with the early recognition of an acute exacerbation of a chronic health condition and determine appropriate nursing care
- Discuss socio-cultural and lifestyle choices that may impact on a person's response to a chronic health condition
- Explore the lived experience of a person with a chronic health condition
- Develop a discharge/education plan for a person taking into consideration the input required from others, including members of the interdisciplinary care team and community services.

Graduate Attributes

- Communication
- Critical Thinking
- Information Technology 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