



NURS13132 *Maternal and Neonatal Nursing*

Term 1 - 2018

Profile information current as at 08/05/2024 01:58 pm

All details in this unit profile for NURS13132 have been officially approved by CQU University 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

The unit introduces you to normal processes of human reproduction, pregnancy, birth and post natal. You will examine factors that influence maternal and newborn health and identify key health promotion and health education strategies designed to improve health outcomes. You will also explore legal and ethical issues related to maternal and neonatal nursing.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites Students must have completed 96 credit points and NURS12158 Clinical Nursing Practice 3 or NURS13126 Critical Care Nursing

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2018

- 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. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback and unit evaluation report.

Feedback

Positive feedback regarding the quality of teaching and learning materials. Student Feedback: 'The modules were clear and were explained well by the lecturer' 'Tanya was incredibly helpful and more than happy to assist at all times. She was quick to respond to queries and supportive to all students. The content was presented in an interesting, user friendly way and Tanya made the effort to explain everything thoroughly' 'Tanya was always willing to answer any questions regarding the assessment in the forums, which I found helpful. She had plenty of resources for our learning and I found this subject utterly enjoyable' 'I found this unit very interesting. The Moodle site was easy to navigate and the weekly work was set out in a way that it was achievable. The assignment tasks were based around topics that are important and the questions allowed me to gain a greater understanding of breastfeeding and immunisations. I found the task sheets very clear and Tanya's guides made the world of difference- even just to gain a basic understanding of what we needed to do and then spark ideas. Tanya was also great with answering forum posts and helping when I was in need. Greatly appreciated and have enjoyed this unit'

Recommendation

To continue with the current format of unit materials including study guides and accompanying lectures.

Unit Learning Outcomes

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

1. Explore the nursing role in supporting women and their families through pregnancy, birth and postnatal care.
2. Consider key health promotion and health education strategies for women and their families through pregnancy, birth and the post natal period.
3. Evaluate the principles of cultural competence and communication to enable effective collaboration with women and their families to facilitate positive outcomes.
4. Discuss the legal and ethical issues related to maternal and neonatal nursing.

The learning outcomes are linked to the Australian Nursing and Midwifery Accreditation Council (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

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

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work	•	•	•	•
6 - Information Technology Competence				
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•	•		•	•		
2 - Written Assessment - 50%	•	•	•	•	•		•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Adele Baldwin Unit Coordinator
a.baldwin@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Australian maternal and neonatal health service		

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Anatomy and physiology of reproduction and pregnancy		

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Anatomy and physiology of birth		

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
The role of the nurse (midwife) in the provision of early postnatal care of the mother and baby		

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Infant nutrition and the benefits of breastfeeding		

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Critically analysing the social and cultural context of mothering		Assessment1 due 20/04/2018 Essay based on a case study relating to Baby Friendly Health Initiative (BFHI) Essay based on case study provided Due: Week 6 Friday (20 Apr 2018) 11:59 pm AEST

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Critically analysing the factors that influence maternal and neonatal health (Part A)		

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Critically analysing the factors that influence maternal and neonatal health (Part B)

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Explore the role of the midwife in optimising maternal and neonatal health and wellbeing (Part A)		

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Explore the role of the midwife in optimising maternal and neonatal health and wellbeing (Part B)		

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Application of health promotion and education strategy principles applied to maternal and neonatal care		

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Looking through the maternal and neonatal world for legal and ethical issues		Assessment 2 due 1/06/2018 Essay based on a case study relating to childhood immunisation programs Essay based on case study provided Due: Week 12 Friday (1 June 2018) 11:59 pm AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Essay based on case study provided

Assessment Type

Written Assessment

Task Description

Task Description

2,500 word (+ or - 10%) essay on the topic of 'The Baby Friendly Health Initiative'. The Baby Friendly Health Initiative (BFHI) is a global strategy that was launched in 1991 by the United Nations Children's Fund (UNICEF) and the World Health Organization (WHO) to ensure that all maternity units become centres of breastfeeding support. After the initial launch, the strategy was extended to include all areas of health provision and community support. The aim is to implement practices that protect, promote and support breastfeeding.

You are the registered nurse working in the surgical ward, admitting a new patient pre-operatively. Julia is being admitted to hospital for an appendectomy later this evening. Julia is a 25 year old mother of an 8 week old son, Harry. Harry is Julia and her husband Peter's first child. Peter works fly in-fly out at a mine site about 900km from home, but is

home at the moment to support Julia. She is worried about how the hospitalisation and the surgery will impact on breastfeeding Harry, which is going well to this point. This essay requires you to consider Julia's situation in relation to the BFHI and outline how you would use BFHI to provide support for mother and baby.

Your essay should address each of the following:

- Briefly explain the 'Baby Friendly Health Initiative' paying close attention to the aims of the initiative, and its recommendations.
- Discuss how the BFHI will frame the support you would offer Julia, Peter and Harry to promote successful breastfeeding.
- Outline three (3) strategies that you, as the registered nurse, can use to support women to maintain breastfeeding when admitted to hospital for a medical or surgical procedure.

Assessment Due Date

Week 6 Friday (20 Apr 2018) 11:59 pm AEST

Return Date to Students

Weighting

50%

Assessment Criteria

ASSESSMENT 1

MARKING RUBRIC TERM 1 2018 - NURS13132

Student name: Student Number:

F <50%	P 50-64%	C 65-74%	D 75-84%	HD 85-100%	Marks
Structure -5 marks available					
<2.5 Poorly presented assignment. Double spacing not used, 12 point font not used. Many inaccuracies in spelling, grammar or paragraph structure. No apparent introduction or conclusion	2.5 Satisfactory presentation of assignment with inclusion of all correct components including introduction and conclusion. Double line spaced with 12 point font. 4 to 7 consistent errors with spelling, grammar or paragraph structure.	3 Good presentation of assignment with inclusion of all correct components including clear introduction and conclusion. Well-presented assignment, double line spaced, 12 point font, 3 or 4 consistent errors with spelling, grammar or paragraph structure.	4 Very good presentation of assignment with inclusion of all correct components including clear and logical introduction and conclusion Well-presented assignment, double line spaced, 12 point font, 1 or 2 errors in spelling, grammar or paragraph structure.	5 Excellent presentation of assignment with inclusion of all correct components including clear and logical introduction and conclusion. Double line spaced, 12 point font. Consistently accurate with spelling, grammar and paragraph structure.	/5
Approach and Argument - 40 marks available					
<10 Poor or limited discussion about BFHI that does not address the assignment tasks adequately or contains incorrect information. There is limited or no evidence of linkage between overarching guidelines and clinical practice.	10-12.5 Accurate but basic discussion about BFHI that demonstrates a basic understanding of the overarching guidelines and limited ability to apply them in context in practice. Most key areas are included in the discussion, with some gaps in the discussion. Discussion is accurate but does not expand on presentation of facts.	13-14.5 Solid discussion about BFHI that demonstrates solid understanding including the process of taking a complex overarching principle and, through research and analysis, applying it in practice. Some gaps in the discussion and some areas that are vague or broad, requiring more detailed description or discussion.	15-16.5 Good discussion about BFHI that demonstrates a solid understanding including the process of taking a complex overarching principle and, through research and analysis, applying it in practice. There are some gaps in the discussion that could be expanded upon.	17-20 Comprehensive discussion about BFHI that demonstrates deep understanding including the process of taking a complex overarching principle and, through research and analysis, applying it in practice.	/20

>5 Evidence of critical analysis is not apparent. Key areas have been researched either poorly, not at all, or have been misinterpreted. The argument presented is incomplete with minimal support from the existing literature, which demonstrates a lack of analysis.

5-6 Evidence of critical analysis is not apparent or is limited. Key areas have been researched at a basic level and provide support for the argument presented. The analysis is evident at a basic level.

6.5-7 Critical analysis is evident in the overall discussion, although there are gaps apparent. This analysis demonstrates sound research and the discussion presents a coherent argument that could be stronger.

7.5-8 A high level of analysis is evident in the overall discussion. This analysis demonstrates high quality research, and linkage between the existing literature is evident throughout. Some parts of the discussion could have been expanded on, to more fully demonstrate the level of analysis

8.5-10 Deep analysis is evident in the overall discussion. This analysis demonstrates extensive research and critiquing that provides supporting literature for a strong argument throughout. /10

>5 Limited or no insight and understanding of the role of the nurse to promote continuing breastfeeding is evident. The links between the practical approaches and the overarching guidelines are absent or inaccurate.

5-6 A basic insight and understanding of the role of the nurse to promote continuing breastfeeding is evident. The links between the practical approaches and the overarching guidelines are accurate but broad and vague.

6.5-7 Some insight and understanding of the role of the nurse to promote continuing breastfeeding is evident. However, it could be more specific to better demonstrate understanding. There are some links made between the practical approaches and the overarching guidelines but there are gaps in the content.

7.5-8 Some good ideas that can be implemented to promote breastfeeding for a hospitalised mother are presented. The links between the overarching guidelines and the clinical setting are evident, but the supporting discussion is not conclusive.

10 Clear, well thought out strategies that can be implemented to promote breastfeeding for a hospitalised mother. Clear links are made between the practical approaches, the overarching guidelines and demonstrate a woman-centred approach. /10

Referencing - 5 marks available

<2.5 Citations do not adhere to APA guidelines (<4 minor errors AND multiple major errors)

2.5 Citations somewhat adhere to APA guidelines (4 minor errors AND 1 major error)

3 Citations generally adhere to APA guidelines (3 minor errors or 1 major error)

4 Citations mostly adhere to APA guidelines (2 - 3 minor errors)

5 All citations adhere to APA guidelines. Two or less minor errors /5

Total Marks

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explore the nursing role in supporting women and their families through pregnancy, birth and postnatal care.
- Consider key health promotion and health education strategies for women and their families through pregnancy, birth and the post natal period.
- Evaluate the principles of cultural competence and communication to enable effective collaboration with women and their families to facilitate positive outcomes.
- Discuss the legal and ethical issues related to maternal and neonatal nursing.

Graduate Attributes

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

2 Essay based on case study provided

Assessment Type

Written Assessment

Task Description

Task Description

2,500 word (+ or - 10%) case study focussing on the topic of childhood immunisation. You are a registered nurse working at a child health clinic in an inner city suburb with a diverse cultural demographic. You meet Kylie, the 20 year old mother of Adam during a routine visit. Kylie asks whether it is really necessary to immunise Adam as she has heard lots of conflicting information about the safety of, and the need for, childhood immunisation. Kylie was not born in Australia, English is not her first language and she, along with Adam and her husband, live with extended family in a large family home. Kylie's concerns have been exacerbated by some of her female relatives who have very firm, if not evidence-based, opinions about vaccinations. Kylie does not want to upset anyone, but she is becoming increasingly concerned about what is right for Adam.

There are many issues for consideration in the above case study. This assignment requires you to present an academic paper discussing what you would say to Kylie, using the current literature to support your work. Please include the following key points in your discussion:

- Explain the aims of childhood immunisation programs from both a global and an individual standpoint;
- Discuss the advantages and disadvantages of childhood immunisation, taking into consideration, the influence of culture, traditional values and beliefs;
- In the Australian context, discuss the current limitations on childcare and schooling opportunities

Assessment Due Date

Week 12 Friday (1 June 2018) 11:59 pm AEST

Return Date to Students

Weighting

50%

Assessment Criteria

NURS13132 ASSESSMENT TWO MARKING RUBRIC TERM 1 2018

Student name: Student Number:

F <50%	P 50-64%	C 65-74%	D 75-84%	HD 85-100%	Marks
Structure -5 marks available <2.5 Poorly presented assignment. Double spacing not used, 12 point font not used. Many inaccuracies in spelling, grammar or paragraph structure. No apparent introduction or conclusion	2.5 Satisfactory presentation of assignment with inclusion of all correct components including introduction and conclusion. Double line spaced with 12 point font. 4 to 7 consistent errors with spelling, grammar or paragraph structure.	3 Good presentation of assignment with inclusion of all correct components including clear introduction and conclusion. Well-presented assignment, double line spaced, 12 point font, 3 or 4 consistent errors with spelling, grammar or paragraph structure.	4 Very good presentation of assignment with inclusion of all correct components including clear and logical introduction and conclusion Well-presented assignment, double line spaced, 12 point font, 1 or 2 errors in spelling, grammar or paragraph structure.	5 Excellent presentation of assignment with inclusion of all correct components including clear and logical introduction and conclusion. Double line spaced, 12 point font. Consistently accurate with spelling, grammar and paragraph structure.	/5
Approach and Argument - 40 marks available <2.5 Key areas have been researched poorly, not at all, or have been misinterpreted. The argument presented is incomplete with minimal support from the existing literature, which demonstrates a lack of analysis.	2.5 Limited use of the existing literature to present an evidence based argument. Research, review and analysis skills are apparent.	3 Use of existing literature and scientific evidence is accurate but use of old or unreliable sources detracts from the argument.	4 Use of existing literature and scientific evidence demonstrates good research skills, interpretation and analysis.	5 Use of existing literature and scientific evidence demonstrates extensive and comprehensive research, review and analysis.	/5

<7.5 Poor or limited discussion about the aims of childhood immunisation that does not address the assignment tasks adequately or contains incorrect information.	7.5-9.5 Accurate but basic discussion about the aims of childhood immunisation that demonstrates a basic understanding, and does not expand on presentation of facts.	9.75 -11 Discussion about the aims of childhood immunisation program is well presented and demonstrates a solid understanding of the basic issues. Limitations are evident in the interpretation.	11.25 -12.5 Good discussion that provides good explanation of the aims of childhood immunisation.	12.75-15 Comprehensive discussion that provides good explanation of the aims of childhood immunisation programs. /15
<5 Poor or limited discussion about the advantages, disadvantages and outcomes of childhood immunisation that does not address the assignment tasks adequately or contains incorrect information.	5-6 Accurate but basic discussion about the advantages, disadvantages and outcomes that demonstrates a basic understanding, and does not expand on presentation of facts.	6.5-7 Good, solid coverage of the advantages, disadvantages and outcomes of childhood immunisation. The discussion is expands on most of the key issues. There are some gaps in the discussion.	7.5-8 Very good discussion about the advantages, disadvantages and outcomes of childhood immunisation. All key issues identified with one or two areas lacking in depth of discussion.	8.5-10 Excellent discussion about advantages, disadvantages and outcomes of childhood immunisation. All key issues are identified and discussed in appropriate depth. /10
<5 Poor understanding of the key issues surrounding childhood immunisation evident in the support, resources and strategies identified for Kylie. There are multiple areas that are not covered and the link between theoretical knowledge and practice is not apparent.	5-6 Satisfactory understanding of the key issues surrounding childhood immunisation evident in the support, resources and strategies identified for Kylie. More than one key area for support and reassurance is absent or requires clarification. The link between theoretical knowledge and practice is apparent but not clearly demonstrated.	6.5-7 Good understanding of the key issues surrounding childhood immunisation evident in the support, resources and strategies identified for Kylie. Some areas for support and reassurance require clarification. The link between theoretical knowledge and practice is apparent and demonstrated in the discussion	7.5-8 Very good understanding of the key issues surrounding childhood immunisation evident in the support, resources and strategies identified for Kylie. The link between theoretical knowledge and practice is apparent and demonstrated in the discussion	8.5-10 High level understanding of the key issues surrounding childhood immunisation evident in the support, resources and strategies identified for Kylie. Comprehensive discussion about the social and population health issues related to legislative guidelines. The link between theoretical knowledge and practice is apparent and demonstrated very well in the discussion. /10
Referencing - 5 marks available				
<2.5 Citations do not adhere to APA guidelines (<4 minor errors AND multiple major errors)	2.5 Citations somewhat adhere to APA guidelines (4 minor errors AND 1 major error)	3 Citations generally adhere to APA guidelines (3 minor errors or 1 major error)	4 Citations mostly adhere to APA guidelines (2 - 3 minor errors)	5 All citations adhere to APA guidelines. No errors /5
Total Marks				/50

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explore the nursing role in supporting women and their families through pregnancy, birth and postnatal care.
- Consider key health promotion and health education strategies for women and their families through pregnancy, birth and the post natal period.
- Evaluate the principles of cultural competence and communication to enable effective collaboration with women and their families to facilitate positive outcomes.
- Discuss the legal and ethical issues related to maternal and neonatal nursing.

Graduate Attributes

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy
- Team Work
- 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