



NURS13143 Digital Health, Technology and Informatics in the Profession of Nursing

Term 3 - 2021

Profile information current as at 27/04/2024 04:06 pm

All details in this unit profile for NURS13143 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

Digital health is being used in hospitals and private health care providers in the community. Using electronic systems to communicate and store personal health care data is fast becoming the norm and is yet another expectation of contemporary health care. Hospital digital health systems require health care professionals to enter patient information, while the Australia wide My Health Record ensures all health care professionals have access to individual health records. This unit examines the different types of telecommunication and virtual technologies available in health care that promote individualised and person-centred care. You will explore the history of digital health care systems as well as analyse contemporary issues and concerns including cybersecurity, privacy, consent and electronic exchange of information.

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 BIOH12012 Pathophysiology and Pharmacology 2 or BIOH12008 Human Pathophysiology or NURS12158 Clinical Nursing Practice 3

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 3 - 2021

- Online

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](#).

Unit Learning Outcomes

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

1. Discuss considerations related to cybersecurity, privacy, consent and electronic exchange of information when using digital health technology
2. Explore how digital health technology can support person-centred care
3. Evaluate the use of electronic health records when working in the community
4. Analyse the role of telehealth in assisting people from regional and remote areas to access appropriate health care.

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

Engages in therapeutic and professional relationships

Maintains the capability for 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

Teaching, supervising and assessing

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

Comprehensive care

Communicating for safety

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

Feedback and complaints

Human resources

Organisation governance

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				

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Penny Heidke Unit Coordinator
p.heidke@cqu.edu.au

Schedule

Week 1 - 08 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Digital Health: A History	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online

Week 2 - 15 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Ethical, Security, and Privacy Considerations in Digital Health	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online

Week 3 - 22 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Digital Platforms in Health Care	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online

Week 4 - 29 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Person-centred care amongst the digital Forest	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online

Vacation Week - 06 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
N/A	N/A	N/A

Week 5 - 13 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Weekly Lecture - PowerPoint
Weekly Tutorial - Zoom online

Telehealth and its use in Australian healthcare

Readings as per Moodle and recommended text

Blog Due: Week 5 Monday (13 Dec 2021) 12:00 pm AEST

Week 6 - 20 Dec 2021

Module/Topic

Chapter

Events and Submissions/Topic

How Telehealth improves health outcomes in regional, rural and remote areas

Readings as per Moodle and recommended text

Weekly Lecture - PowerPoint
Weekly Tutorial - Zoom online

Vacation Week - 27 Dec 2021

Module/Topic

Chapter

Events and Submissions/Topic

N/A

N/A

N/A

Week 7 - 03 Jan 2022

Module/Topic

Chapter

Events and Submissions/Topic

Daily digital practices of the registered nurse

Readings as per Moodle and recommended text

Weekly Lecture - PowerPoint
Weekly Tutorial - Zoom online

Week 8 - 10 Jan 2022

Module/Topic

Chapter

Events and Submissions/Topic

Engagement, coordination, and empowerment through digital systems- The consumer perspective

Readings as per Moodle and recommended text

Weekly Lecture - PowerPoint
Weekly Tutorial - Zoom online

Week 9 - 17 Jan 2022

Module/Topic

Chapter

Events and Submissions/Topic

The impact of digital health on safety and quality of health care

Readings as per Moodle and recommended text

Weekly Lecture - PowerPoint
Weekly Tutorial - Zoom online

Week 10 - 24 Jan 2022

Module/Topic

Chapter

Events and Submissions/Topic

How do nurses use data to inform system and practice changes?

Readings as per Moodle and recommended text

Weekly Lecture - PowerPoint
Weekly Tutorial - Zoom online

Week 11 - 31 Jan 2022

Module/Topic

Chapter

Events and Submissions/Topic

Digital health systems, enhancing healthcare

Readings as per Moodle and recommended text

Weekly Lecture - PowerPoint
Weekly Tutorial - Zoom online

Case Study Due: Week 11 Monday (31 Jan 2022) 12:00 pm AEST

Week 12 - 07 Feb 2022

Module/Topic

Chapter

Events and Submissions/Topic

The future of digital systems

Readings as per Moodle and recommended text

Weekly Lecture - PowerPoint
Weekly Tutorial - Zoom online

Exam Week - 14 Feb 2022

Module/Topic

Chapter

Events and Submissions/Topic

Term Specific Information

You must **submit and pass** both assessment items to successfully pass this unit. That is, you must submit and achieve a minimum of 50% for assessments one and two.

If you receive a Fail grade for either assessment, the Unit Coordinator may allow you an opportunity to re-attempt the assessment. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that you have made a reasonable attempt in the assessment item. If a re-attempt is offered, you will have only 7 consecutive days to resubmit your assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

Assessment Tasks

1 Blog

Assessment Type

Written Assessment

Task Description

Aim

The aim of this assessment is to provide you with an opportunity to demonstrate your knowledge and understanding of the Moodle content within the course thus far. This assessment also provides you with the opportunity to demonstrate your ability to apply this theoretical knowledge to the community setting.

Instructions

This assessment offers you an opportunity to engage in an informal and real-world process (blogging) that may assist you in your transition from student to professional RN. Blogging is a form of reflective journaling and has been shown to promote clinical reasoning, self-reflective practice, deepen individual understanding of strengths and weaknesses, develop conflict resolution skills, reinforce new learning, and enhance communication skills. These are all skills you will have been developing throughout your studies.

NB: In keeping with the informal presentation style of blogging this introduction is not referenced, however the information can be validated in the literature and is not the result of the author's personal opinions.

You must submit and pass this assessment to pass the unit. If you receive a Fail grade for this assessment, the Unit Coordinator may allow you an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, you will have only 7 consecutive days to resubmit your assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

Assessment Due Date

Week 5 Monday (13 Dec 2021) 12:00 pm AEST

Return Date to Students

Week 7 Monday (3 Jan 2022)

Weighting

50%

Minimum mark or grade

50

Assessment Criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Consistently no errors with spelling, grammar or use of punctuation. Word count adheres to 500 words (+/- 10%) per blog.	1-2 consistent errors with spelling, grammar, or use of punctuation. Word count adheres to 500 words (+/- 10%) per blog	3-4 consistent errors with spelling, grammar, or use of punctuation. Word count adheres to 500 words (+/- 10%) per blog	5 consistent errors with spelling, grammar, or use of punctuation. Word count adheres to 500 words (+/- 10%) per blog	> 5 errors with spelling, grammar and use of punctuation. Word count does not adhere to 500 words (+/- 10%) per blog	/15
A concise and clearly written piece in the style of a blog. Presentation is appealing; factual but personal in tone. Content is engaging.	A clearly written piece in the style of a blog. Presentation is mostly appealing to the reader, factual yet personal tone. Content is mostly engaging.	Generally adheres to the style of a blog with a personal tone. Presentation is somewhat appealing to the reader, is factual and personal in tone. Content is somewhat engaging.	Generally adheres to the style of a blog, however the writing may be unclear at times. Presentation is generally neat, however may not be appealing. Balance between factual and personal tone may lead to confusion or misinterpretation. Content is relevant to the topic.	Writing is unclear and does not adhere to the style of a blog. Presentation is not appealing. Is not factual and/or too personal in tone. Content is neither interesting or relevant to the topic.	/25
Approach and Argument (60%)					
Blog 1					

Provides a comprehensive, concise and clear discussion of one digital technology experience that occurred during any clinical placement or as a result of a personal experience. Experience is exceptionally relevant to the assessment task. Explicit consideration given to the concepts of cybersecurity, privacy, and consent.	Detailed of discussion of one experience that occurred during any clinical placement or as a result of a personal experience. Experience is very relevant to the assessment task. Comprehensive consideration given to the concepts of cybersecurity, privacy, and consent.	Evidence of discussion of one experience from any clinical placements or as a result of a personal experience. Experience is relevant to the assessment task. Consideration given to the concepts of cybersecurity, privacy, and consent.	Some evidence of discussion of one experience during any clinical placement or as a result of a personal experience. Experience is somewhat relevant to the assessment task. Basic consideration given to the concepts of cybersecurity, privacy, and consent.	Little to no evidence of discussion. Discusses many experiences rather than focusing on one, or the chosen experience is not relevant to the assessment task. No consideration is given to the concepts of cybersecurity, privacy, and consent. /20
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Blog 2

An exceptional discussion of how the student will incorporate digital health technology into your future nursing practice in such a way as to support and enhance person-centred care.	A clear and comprehensive discussion of how the student will incorporate digital health technology into your future nursing practice in such a way as to support and enhance person-centred care.	A sound discussion of how the student will incorporate digital health technology into your future nursing practice in such a way as to support and enhance person-centred care.	A basic discussion of how the student will incorporate digital health technology into your future nursing practice in such a way as to support and enhance person-centred care.	Limited or no discussion of how the student will incorporate digital health technology into your future nursing practice in such a way as to support and enhance person-centred care. /20
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Blog 3

An exceptional discussion of the use of electronic health records in community care settings. Comprehensive consideration given to the benefits and limitations of electronic health records in the community. Proposed strategies are realistic and explicitly address all the identified limitations.	A clear and comprehensive discussion of the use of electronic health records in community care settings. Mostly comprehensive consideration given to the benefits and limitations of electronic health records in the community. Proposed strategies are mostly realistic and address all of the identified limitations.	A sound discussion of the use of electronic health records in community care settings. Some consideration given to the benefits and limitations of electronic health records in the community. Proposed strategies are somewhat realistic and address some of the identified limitations.	A basic discussion of the use of electronic health records in community care settings. Basic consideration given to the benefits and limitations of electronic health records in the community. Strategies are proposed for some of the identified limitations, however the strategies are unrealistic.	Limited or no discussion of the use of electronic health records in community care settings. Limited or no consideration given to the benefits and limitations of electronic health records in the community. No strategies are proposed, or the strategies proposed do not address the identified limitations. /20
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Mark/100 /100
 Alpha Grade

Marker Name: Comments:

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Discuss considerations related to cybersecurity, privacy, consent and electronic exchange of information when using digital health technology
- Explore how digital health technology can support person-centred care
- Evaluate the use of electronic health records when working in the community

2 Case Study

Assessment Type

Written Assessment

Task Description

Aim

This assessment is related to the rights of all individuals to access adequate health care using telehealth models of care. Lower availability of services is a recognised health risk factor and a determinant of poorer health. Affordable and timely access to health services can prevent illness and can cure, stop, or slow the development of, or make bearable, illnesses or chronic conditions.

Telehealth models of care lower the burden of travel and access to health services for many people. It is important to be familiar with telehealth models as a care model that is available to healthcare providers and consumers. In this assessment, you are to explore the benefits and challenges of telehealth by completing a short answer written assessment.

You must submit and pass this assessment to pass the unit. If you receive a Fail grade for this assessment, the Unit Coordinator may allow you an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, you will have only 7 consecutive days to resubmit your assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

Assessment Due Date

Week 11 Monday (31 Jan 2022) 12:00 pm AEST

Return Date to Students

Exam Week Monday (14 Feb 2022)

Weighting

50%

Minimum mark or grade

50

Assessment Criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					
Consistently no errors with spelling, grammar and use of punctuation. Word count is within 10% 500 words per section.	1-2 errors with spelling, grammar and use of punctuation. Word count is within 10% of 500 words per section.	3-4 errors with spelling, grammar and use of punctuation. Word count is within 10% of 500 words per section.	5 errors with spelling, grammar, and use of punctuation. Word count is within 10% of 500 words per section.	> 5 errors with spelling, grammar and use of punctuation. Word count is not within 10% of 500 words per section.	/5
A concise and well-written piece using academic language. Presentation and structure form a clear discussion of the topic.	A well-written piece using academic language. Presentation and structure form a clear discussion of the topic.	A clearly written piece with some academic language. Presentation and structure form a discussion of the topic.	An adequately written piece with evidence of academic language. Presentation and structure allow for minor misinterpretation of information.	Piece is poorly written with little evidence of academic language used. Presentation and structure allow for significant misinterpretation of information.	/10
Approach and Argument (75%)					
Section One					
Provides a concise and clear discussion on the benefits and advantages of telehealth specifically related to those living in rural and remote locations.	Provides a clear discussion on the benefits and advantages of telehealth related to those living in rural and remote locations.	Provides some discussion on the benefits and advantages of telehealth with some relation to those living in rural and remote locations.	Provides basic discussion on the benefits or advantages of telehealth with basic relation to those living in rural and remote locations.	Provides very little or no discussion on the benefits or advantages of telehealth with little or no relation to those living in rural and remote locations.	/25
Section Two					
Provides a concise and clear discussion on the challenges or barriers of telehealth specifically related to those living in rural and remote locations. Includes at least one link to cyber security, privacy and/or electronic exchange of information	Provides a clear discussion on the challenges or barriers of telehealth specifically related to those living in rural and remote locations. Includes at least one link to cyber security, privacy and/or electronic exchange of information	Provides some discussion on the challenges or barriers of telehealth specifically related to those living in rural and remote locations. Includes at least one link to cyber security, privacy and/or electronic exchange of information	Provides basic discussion on the challenges or barriers of telehealth specifically related to those living in rural and remote locations. Makes basic connection to at least one element of cyber security, privacy and or electronic exchange of information	Provides little to no discussion on the challenges or barriers of telehealth. Does not specifically relate to those living in rural and remote locations. Makes little or no connection to at least one element of cyber security, privacy and/or electronic exchange of information	/25
Section Three					
Provides a concise and clear discussion around the concept of person-centred care and how telehealth supports person-centred care. Includes a well-developed discussion around culturally sensitive care as part of person-centred care.	Provides a clear discussion around the concept of person-centred care and how telehealth supports person-centred care. Includes a discussion around culturally sensitive care as part of person-centred care.	Provides some discussion around the concept of person-centred care and how telehealth supports person-centred care. Includes some discussion around culturally sensitive care as part of person-centred care.	Provides basic discussion around the concept of person-centred care and how telehealth supports person-centred care. Includes basic discussion around culturally sensitive care as part of person-centred care.	Provides little to no discussion around the concept of person-centred care and how telehealth supports person-centred care. Includes little to no discussion around culturally sensitive care as part of person-centred care.	/25
References (10%)					
Consistently accurate with APA 7 th referencing and citation style. Referencing and citations support and reflect all ideas, information, and quotations. No apparent errors.	1 or 2 consistent errors in APA 7 th referencing and citation style. Referencing and citations mostly support and reflect all ideas, information and quotations.	3 or 4 consistent errors in APA 7 th referencing and citation style. Referencing and citations frequently support and reflect ideas, information and quotations.	5 or 6 inconsistent errors in APA 7 th referencing and citation style. Referencing and citations generally support and reflect ideas, information and quotations.	Referencing is not consistent with APA 7 th style. Referencing and citations do not support and reflect ideas, information and quotations.	/5

<p>A minimum of 10 up-to-date credible references are included. These include peer-reviewed journal articles <5 years old, reliable government sites/credible sites (e.g. WHO) and/or textbooks published within 5 years or less.</p>	<p>8-9 up-to-date credible references are included. These include peer-reviewed journal articles <5 years old, reliable government sites/credible sites (e.g. WHO) and/or textbooks published within 5 years or less.</p>	<p>6-7 up-to-date credible references are included. These include peer-reviewed journal articles <5 years old, reliable government sites/credible sites (e.g. WHO) and/or textbooks published within 5 years or less.</p>	<p>5 up-to-date credible references are included. These include peer-reviewed journal articles <5 years old, reliable government sites/credible sites (e.g. WHO) and/or textbooks published within 5 years or less.</p>	<p>Fewer than 5 up-to-date credible references are included. These include peer-reviewed journal articles <5 years old, reliable government sites/credible sites (e.g. WHO) and/or textbooks published within 5 years or less.</p>	<p>/5</p>
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Mark/100

Alpha Grade

/100

Marker Name Comments

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Discuss considerations related to cybersecurity, privacy, consent and electronic exchange of information when using digital health technology
- Explore how digital health technology can support person-centred care
- Analyse the role of telehealth in assisting people from regional and remote areas to access appropriate health care.

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