



# **NURS20175 Advanced Practice for Registered Nurses 1**

## **Term 2 - 2019**

Profile information current as at 30/04/2024 12:32 am

All details in this unit profile for NURS20175 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.

## General Information

### Overview

This unit will extend your knowledge of normal homeostatic mechanisms and the pathophysiological basis of health disorders and injuries relevant to your chosen clinical specialisation using a person centred approach. Your clinical decision making and problem solving skills in managing episodes of care will be enhanced through examining biological, physiological processes and psychosocial concepts. You will also explore the legal and ethical issues relevant to clinical practice within your specialisation area.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Students must be enrolled in CL22 Master of Clinical Nursing to undertake this unit.

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

### Offerings For Term 2 - 2019

- 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 Postgraduate 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. **Reflective Practice Assignment**

Weighting: Pass/Fail

#### 2. **Portfolio**

Weighting: Pass/Fail

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## 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 Discussion at industry sites and Zoom sessions

##### **Feedback**

It was good that the number of discussion forums was cut back. The Zoom sessions were seen as beneficial and students voiced their opinion that they would like to see more of the Unit Coordinator in Zoom sessions.

##### **Recommendation**

In 2019 the discussion forums were cut back as requested by students as they had felt pressured to attend when they had a number of other competing demands. To address this the recorded Zoom sessions were increased to fortnightly to facilitate engagement with students and minimise their stress. Maintain regular (fortnightly) contact with discussion postings.

#### Feedback from Discussion at partnered industry sites.

##### **Feedback**

Students suggested that the portfolio was 'hard work' although they recognised the need for an eportfolio.

##### **Recommendation**

Recommended that students document their experiences as they happen, while they are still fresh in their memory to prevent the stress arising from completing the entire portfolio at the end of term.

## Unit Learning Outcomes

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

1. Analyse and apply contemporary national and international initiatives to patient management
2. Analyse psychosocial and ethical and legal issues in clinical decision making
3. Evaluate therapeutic and rehabilitative approaches that may be applied to individuals/groups within area of clinical specialisation
4. Evaluate physiological and psychosocial interventions, and therapies that maintain and/or restore homeostasis
5. Reflect critically on practice to identify strengths and areas for improvement.

NA

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Reflective Practice Assignment - 0%		•			•
2 - Portfolio - 0%	•		•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge					
2 - Communication					
3 - Cognitive, technical and creative skills					
4 - Research					
5 - Self-management					
6 - Ethical and Professional Responsibility					
7 - Leadership					
8 - 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
1 - Reflective Practice Assignment - 0%								
2 - Portfolio - 0%								

## 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)
- CQ U library search engines for research articles
- Online access to Austroads manuals and Australian Standards (through CQU Library)

## 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

**Joyce Hendricks** Unit Coordinator  
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**Lydia Mainey** Unit Coordinator  
[l.maine@cqu.edu.au](mailto:l.maine@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the topic <ul style="list-style-type: none"><li>• Advancing practice</li><li>• Legal and ethical elements of practice</li><li>• international perspectives</li><li>• Delegation framework</li></ul>	Nil	Readings ZOOM tutorial Introduce yourselves

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
The logic in practice <ul style="list-style-type: none"><li>• Comprehensive assessment</li><li>• Understanding principles to manage complexity</li><li>• Clinical reasoning models Guidelines</li><li>• Protocols and pathways</li></ul>	Nil	Readings related to the topic ZOOM tutorial Discussion Forum <b>Self Assessment Due:</b> Friday 26th July

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Clinical practice – understanding the major changes over the lifespan, focusing on the adult years.	Nil	Prescribed readings ZOOM Tutorial

### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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- Integrated care
- Chronic and complex conditions
- Innovation in models of care

Nil

Readings related to the topic  
ZOOM tutorial  
Discussion Forum

#### Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Correlations in infections, illness and nutrition and hydration	Nil	Readings related to the topic ZOOM tutorial

#### Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Nil	Nil	Nil

#### Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cardiac and respiratory conditions Revision of cardiac pathophysiology Management of common cardiac conditions	Nil	Portfolio Prescribed readings

#### Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Revision of respiratory pathophysiology Management of common respiratory conditions	Nil	Portfolio Prescribed readings Discussion forum

#### Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Endocrine disorders	Nil	Portfolio Clinical practice self-assessment for reflection on practice (Assessment 1 preparation) Prescribed readings

#### Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Gastrointestinal disorders	Nil	Portfolio Prescribed readings Discussion Forum <b>Self Assessment Due:</b> Friday 20th September

#### Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Neurological disorders Revision of pathophysiology	Nil	Portfolio Prescribed readings Discussion Forum <b>Assessment 1:</b> Reflective Practice : <b>Due:</b> Week 10: Wednesday 25th September 2019; 11:55pm  <b>Reflective Practice Assignment</b> Due: Week 10 Wednesday (25 Sept 2019) 11:55 pm AEST

#### Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Renal conditions Revision of pathophysiology	Nil	Portfolio Prescribed readings Discussion Forum
<b>Week 12 - 07 Oct 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The whole patient – bringing everything together	Nil	Portfolio
<b>Review/Exam Week - 14 Oct 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Nil	Nil	<b>Assessment 2: Portfolio</b> <b>Due:</b> Wednesday 16th October, 2019, 11.55pm  <b>Clinical Portfolio</b> Due: Review/Exam Week Wednesday (16 Oct 2019) 11:55 pm AEST
<b>Exam Week - 21 Oct 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Nil	Nil	

## Assessment Tasks

### 1 Reflective Practice Assignment

#### Assessment Type

Reflective Practice Assignment

#### Task Description

#### Master of Clinical Nursing

#### NURS20175 - Advanced Practice for Registered Nurses 2

**Assessment 1: Reflective Practice Assignment**      **Assessment Type:** Essay

**Weighting: Pass/Fail**

**Word Count:** 2500 (+- 10%)

**Due Date:** Week 10 Wednesday 25th September, 2019

**Return Date to Students:** Wednesday 9th October 2019

**This assessment addresses the following learning outcomes:**

2. Analyse psychosocial and ethical and legal issues in clinical decision making
5. Reflect critically on practice to identify strengths and areas for improvement.

#### Assessment

For this assessment you are asked to use the Gibb's Reflective Model (see information under Assessments) to reflect on a nursing situation or incident that you have experienced working in your specialty. Your reflection needs to highlight the ethical and legal implications of the situation/incident and your role in this incident.

Reflecting in this way will allow you to explore the situation/incident, your cognitive reasoning, decision making skills and demonstrate learning.

#### Gibb's steps to reflective practice are:

- ☐ Description – what happened (situation/experience)?
- ☐ Feelings – What are you thinking or feeling about this?
- ☐ Evaluation – What was good and what was bad about the experience?
- ☐ Analysis – What can you learn from this experience?
- ☐ Conclusion – What could you have done differently?
- ☐ Action – If you faced this situation again, how would you act differently (Gibb's, 1988)

**Before you begin writing, follow these guidelines to help you prepare the reflection:**

1. Review the situation/incident thoroughly
  - ☐ Take notes, highlight relevant facts, and review relevant literature.
2. Focus your analysis
  - ☐ Identify two to three key nursing issues
  - ☐ Explain the situation
  - ☐ Illustrate how this impacted on the patient's care
  - ☐ Justify who was responsible for the different aspects of care provision
  - ☐ Relate how the care did/ did not meet the standards of best practice
  - ☐ Appraise the legal and ethical considerations related to care
  - ☐ Summarise your role in the case
3. Uncover possible solutions
  - ☐ Review unit readings, discussions, outside research, your experience.
4. Select the best solution
  - ☐ Consider strong supporting evidence, pros, and cons: was this care provided at a gold standard level?

**Format**

- ☐ The reflection should be written in essay form
  - ☐ You should use the APA Formatting Checklist (Academic Learning Centre, 2019)
    - ☐ Your Case Study should be page numbered and include a title page
    - ☐ Font size is Calibri 11 or Times New Roman 12 and double spaced
  - ☐ Your reflection should have a clear introduction, body and conclusion.
  - ☐ The reflection can be written in the first person where appropriate.
  - ☐ The reflection should be substantiated with reference to the contemporary literature with no less than 15 peer reviewed journals cited to support the reflection in particular, the reflection on the ethical and legal implications as well as the identified decisions and actions taken.
  - ☐ You should use the American Psychological Association (APA) abridged guide Term 1 2019 referencing style
- Refer to the marking rubric prior to writing the reflection

**Assessment Due Date**

Week 10 Wednesday (25 Sept 2019) 11:55 pm AEST  
Submit via TURNITIN on Unit Moodle site

**Return Date to Students**

Week 12 Wednesday (9 Oct 2019)  
Online

**Weighting**

Pass/Fail

**Assessment Criteria**

## **NURS20175 Assessment 1 Reflective Practice Marking Criteria**

Name of Student:

Date of completion:



Grade:

Pass:

Fail:

Marker's Name and Comments:

Assessment criteria	Pass	Fail
<b>Reflection</b> <b>Maximum 2500 words</b>	<ul style="list-style-type: none"><li>Reflections demonstrate an understanding of concepts by examining openly own experiences in the past as they relate to the topic, to illustrate points.</li><li>Shares selected aspects of experiences related to the topic with consideration.</li><li>Makes clear connections between what is learned from outside experiences and the topic itself.</li><li>Reflection identifies specialty specific areas of practice, that demonstrate advancing practice in accordance with the NMBA Standards of Practice (2018) and the NMBA guidelines for Continuing Professional Development (2016).</li></ul>	<ul style="list-style-type: none"><li>Reflection does not demonstrate an understanding of concepts by examining openly own experiences in the past as they relate to the topic, to illustrate points.</li><li>Does not share selected aspects of experiences related to the topic with consideration.</li><li>Does not make clear connections between what is learned from outside experiences and the topic itself.</li><li>Does not identify specialty specific areas of practice, that demonstrate advancing practice in accordance with the NMBA Standards of Practice (2018) and the NMBA guidelines for Continuing Professional Development (2016).</li></ul>
<b>Writing provides a clear, coherent and independent exposition of knowledge and ideas</b>	Writing reflects the writer's own voice  All ideas are <ul style="list-style-type: none"><li>presented logically</li><li>demonstrate fresh, original thought and reflections</li></ul>	Writing does not reflect the writer's own voice  All ideas are not <ul style="list-style-type: none"><li>presented logically</li><li>demonstrate fresh, original thought and reflections</li></ul>
<b>Knowledge of content area and development of ideas are demonstrated</b>	<ul style="list-style-type: none"><li>Points are fully elaborated and support ideas</li><li>Original thoughts and ideas are presented and supported with clear, accurate and detailed information and references (min 15 peer review sources)</li></ul>	<ul style="list-style-type: none"><li>Points are not elaborated and do not support ideas</li><li>Original thoughts and ideas are not well presented nor are they supported with clear, accurate or detailed information and references</li></ul>
<b>Critical thinking</b>	<ul style="list-style-type: none"><li>Successfully explains why/how main issues are problems or questions</li><li>Formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these.</li><li>Evaluates all important evidence offered.</li><li>Provides new data or information for consideration.</li></ul>	<ul style="list-style-type: none"><li>Cannot explain why/how main issues are problems or questions.</li><li>Does not formulate a clear and precise personal point of view and does not acknowledge objections and rival positions or provide convincing replies to these.</li><li>Evaluation of all-important evidence is not offered.</li><li>Does not provide new data or information for consideration.</li></ul>
<b>Engagement with the literature</b>	<ul style="list-style-type: none"><li>Concepts are drawn from wider literature and evaluated with reference to own experience and context of practice.</li></ul>	<ul style="list-style-type: none"><li>Concepts are not drawn from wider literature nor are they evaluated with reference to own experience and context of practice.</li></ul>

Adapted from CarnegieMellon Learning and Teaching Principles, available at:

<http://www.cmu.edu/teaching/design/teach/rubrics.html>

## Referencing Style

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

## Submission

Online

## Submission Instructions

Please submit your assignment through the section provided in MOODLE

## Learning Outcomes Assessed

- Analyse psychosocial and ethical and legal issues in clinical decision making
- Reflect critically on practice to identify strengths and areas for improvement.

## Graduate Attributes

- Knowledge
- Self-management
- Ethical and Professional Responsibility

## 2 Clinical Portfolio

### Assessment Type

Portfolio

### Task Description

## Master of Clinical Nursing NURS20175 - Advanced Practice for Registered Nurses 1

**Assessment 2: Clinical Portfolio**

**Weighting: Pass/Fail**

**Assessment Type: Portfolio**

**Due Date: Wednesday 16th October 2019 (Review/Exam Week)**

**Return Date to Students: Friday 1st November**

### This assessment addresses the following learning outcomes:

1. Analyse and apply contemporary national and international initiatives to patient management
3. Evaluate therapeutic and rehabilitative approaches that may be applied to individuals/groups within area of clinical specialisation
5. Evaluate physiological and psychosocial interventions, and therapies that maintain and/or restore homeostasis

### Assessment

For this unit of study, you are going to develop your clinical portfolio, in which you will seek out and develop those practices that are specific to your own specialty area. This will form part of your overall professional portfolio that you will need to get into the habit of keeping up to date as you progress with your nursing

1. Using the WORKPLACE ASSESSMENT GUIDE, review your clinical practice at the beginning of the term and plan your learning.
2. Identify the areas you need to focus on in your skills development from this guide.
3. Commencing early in the term, to begin working on your CLINICAL PORTFOLIO (template provided in Moodle).
4. Towards the end of the term, go back to the CLINICAL ASSESSMENT GUIDE and repeat the self-assessment to see how you have progressed during the term.
5. Use this self-assessment to reflect on your practice and to complete your CLINICAL PORTFOLIO.
6. With your clinical educator or a mentor in your workplace, complete the WORKPLACE APPRAISAL RUBRIC.

### Guide to this activity:

There are PORTFOLIO GUIDELINES provided on Moodle, as well as a CLINICAL PORTFOLIO TEMPLATE for you to use for your assessment.

□ You will also need to identify your area of specialty practice (in week 1), and then you will choose the CLINICAL ASSESSMENT GUIDE that is provided for each specialty domain on Moodle. You need go through the list provided at the beginning of the term (in week 2), in order to identify what clinical and skills development, you need to undertake during the term. This forms your learning plan for the term, and also forms part of your reflective practice. You then need to repeat this process towards the end of the term (in week 9) to see how you have progressed in your development. You will need to upload both of these reflective assessments onto MOODLE in the tab provided under ASSESSMENTS.

□ Each CLINICAL ASSESSMENT GUIDE follows the Bondy Assessment Tool that identifies the standard of procedure, the quality of performance and level of assistance required. There are 5 levels of competency for this, graded as 1 = Dependent; 2 = Marginal; 3 = Assisted; 4 = Supervised; 5 = Independent. Even if you are dependent or marginal in a skill, it does not mean you have failed, it just means you need more work on refining the skill. Please do be realistic in your reflections and your planning. You cannot complete all the skills in one term, but you can monitor and plan your learning constructively. Part of your reflection is to identify what clinical processes and skills you will focus on during the term.

### As evidence of your completion, you will need to submit:

- The WORKPLACE APPRAISAL RUBRIC
- Both WORKPLACE SELF-ASSESSMENTS (from weeks 2 and 9)
- CLINICAL PORTFOLIO

### Format

- Your assignment is to be written in the Portfolio format
- You should use the APA Formatting Checklist (Academic Learning Centre, 2019)
  - Your Case Study should be page numbered and include a title page
  - Font size is Calibri 11 or Times New Roman 12 and double spaced

- The discussion should be substantiated with reference to the contemporary literature (last 10 years), with no less than 10 peer reviewed journals cited.
  - You should use the the □ American Psychological Association (APA) abridged guide Term 1 2019 referencing style
- Refer to the marking rubric prior to writing your portfolio.**

### **Assessment Due Date**

Review/Exam Week Wednesday (16 Oct 2019) 11:55 pm AEST  
Submit via TURNITIN on the course Unit Site

### **Return Date to Students**

Exam Week Friday (25 Oct 2019)  
Online

### **Weighting**

Pass/Fail

### **Assessment Criteria**

<b>Criteria</b>	<b>Infrequently assisted &amp; good performance (Pass)</b>	<b>Dependent &amp; unsatisfactory performance (Fail)</b>
<b>Patient Assessment &amp; Management of Care</b>		
Uses interview skills effectively		
Takes a comprehensive history		
Assesses the patient comprehensively		
Uses clinical judgement and decision making in managing care		
Manages emergency care effectively		
Manages interim care ensuring that it is patient centre and clinically appropriate		
Continuing care covers all aspects of the patient's needs		
Understands diagnostic investigations and can identify change relevant to patient care needs		
Collaborates effectively with the interdisciplinary team, including managing referrals across services and teams		
Records and reporting care are clear and succinct		
Knowledge of medications is effectively applied to practice		
All procedures and skills relevant to the service requirements have been addressed		
<b>Professional Communication</b>		
Demonstrates effective interaction I regard to patient/family/ community relationships		
Communicated effectively with the extended team		
Demonstrates effective completion of patient education & discharge planning		
<b>Knowledge</b>		
Uses best practice information		

Criteria	Infrequently assisted & good performance (Pass)	Dependent & unsatisfactory performance (Fail)
Contributes to overall care of the patient		
Service integration and utilisation is demonstrated		
Health education/ promotion is provided to patients		

### Referencing Style

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

### Submission

Online

### Submission Instructions

Please upload tyour assignment in the section provided.

### Learning Outcomes Assessed

- Analyse and apply contemporary national and international initiatives to patient management
- Evaluate therapeutic and rehabilitative approaches that may be applied to individuals/groups within area of clinical specialisation
- Evaluate physiological and psychosocial interventions, and therapies that maintain and/or restore homoeostasis

### Graduate Attributes

- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility
- Leadership

## 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