OCHS13020 *Future Paradigms in OHS A*

Term 1 - 2020

Profile information current as at 29/04/2024 08:09 am

General Information

Overview
This unit is Part A of a two-unit learning series which will provide students the opportunity to consolidate and practically apply all of the knowledge, skills and attitudes developed during their learning journey in the OHS course. In particular as related to analyses which draw on human factors, occupational hygiene, safety science and risk management knowledge. There is a specific emphasis on developing higher order skills and understandings which are representative of the holistic application of core skills that occurs when the professional understands the interaction between core disciplinary domains in solving complex problems. In addition, students will explore professional practice through the lens of futures methods and thinking, applied research methodology, project management and return on prevention analyses. During this unit (Part A), students will negotiate with an industry sponsor to complete project work during Part B of this unit series and will prepare appropriate documentation in readiness for approval. Students will create and submit a professional portfolio of their work.

Details
Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *2*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
Pre-requisite:- 48 credit point, including OCHS12002 Occupational Health and Safety Practice Co-requisite:- OCHS13016 and either OCHS12019 or OCHS13008.
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 - 2020
- Brisbane
- Bundaberg
- Gladstone
- Mackay
- Mixed Mode
- 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).

Residential Schools
This unit has a Compulsory Residential School for distance mode students and the details are:
Click here to see your [Residential School Timetable](#).

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. **Practical and Written Assessment**
Weighting: 30%
2. **Portfolio**
Weighting: 70%

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 Have Your Say

Feedback

Students suggested that residential school Human Factors activities should provide opportunities to apply additional Human Factors tools to build on learning from previous units.

Recommendation

Review the suite of Human Factors tools presented in this unit to ensure their application builds on learning from previous units.

Feedback from Have Your Say

Feedback

Students appreciate the opportunity to visit a range of different heavy industrial sites during the residential school.

Recommendation

Continue to access a variety of heavy industrial sites for residential school site visits.

Feedback from Residential School Feedback

Feedback

Students suggested that more time be provided on Hazard and Operability (HAZOP) Studies.
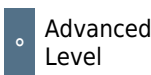
Recommendation

Identify opportunities to increase the time spent on Hazard and Operability Studies.

Unit Learning Outcomes

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

1. Select and apply tools and techniques used to investigate and analyse human factors, occupational hygiene, accidents and other complex problems.
2. Design risk management strategies for a variety of settings and communicate 'return on prevention' effectiveness.
3. Evaluate the usefulness of futures methods to OHS related domains.
4. Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue.
5. Lead professional OHS practice through effective project management and facilitation of teams.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	◦ Introductory Level	• Intermediate Level	• Graduate Level	◦ Professional Level	◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Practical and Written Assessment - 30%	•	•	•	•	•
2 - Portfolio - 70%	•	•	•	•	•

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 - Practical and Written Assessment - 30%	•	•	•	•	•	•	•	•		
2 - Portfolio - 70%	•	•	•	•	•	•	•	•		

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: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Allison Hutton Unit Coordinator
a.hutton@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Module/Topic	Chapter	Events and Submissions/Topic
Pre-recorded Lecture Module 1 : Welcome • Topic 1 : What Is Future Paradigms in OHS A? **Live Lecture** Module 2 : Preparing for Residential School • Topic 1 : Advanced Risk Management in Practice	**Readings** Module 1 Topic 1 • BoK Ch 3.1 "The Generalist OHS Professional in Australia" • BoK Ch 4 "Work" • BoK Ch 5 "Safety" • BoK Ch 37.1 "Introduction to Practice as a Concept" • BoK Ch 37.2 "A Problem-Solving Model of OHS Practice" • BoK Ch 38.3 "Ethics and Professional Practice" Module 2 Topic 1 (Risk) • BoK Ch 9.1 "Socio-political context for OHS in Australia" • BoK Ch 9.2 "Work Health and Safety Law in Australia" • BoK Ch 13 "Managing process safety" • BoK Ch 15 "Hazard as a Concept" • BoK Ch 31.1 "Risk" • BoK Ch 31.2 "OHS Risk and decision-making" • BoK Ch 34.1 "Control: Prevention and intervention" • BoK Ch 34.3 "Health and safety in design" • Relevant Australian and international standards **Additional Video** • Reading Piping and Instrumentation Drawings (P&ID) Links to these and additional readings will be provided in the Moodle site.	**Tutorial** • Preparing for your Placement

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

Live Lecture
Module 2 : Preparing for the Residential School
• Topic 2 : Human Factors
	Readings
	• BoK Ch 7.1 "The human as a biological system"
	• BoK Ch 8.1 "The Human: Basic psychological principles"
	• BoK Ch 8.2 "The Human principles of social interaction"
	• Bok Ch 10 "The Organisation"
	• BoK Ch 10.2 "Organisational Culture: A search of meaning"
	• BoK Ch 16 "Biomechanical hazards"
	• BoK Ch 19 "Psychosocial hazards and occupational stress"
	• BoK Ch 20 "Fatigue"
	• BoK Ch 21 "Bullying, aggression and violence"
	• BoK Ch 34.1 "Control: Prevention and intervention"
	• BoK Ch 34.2 "User-centric safe design approach to control"
	• BoK Ch 35 "Mitigation of health impacts"
	• Materials and videos on a range of Human Factors tools
	Links to these and additional readings will be provided in the Moodle site.
		Tutorial (Risk)
		• Advanced Risk Management Skills:
		  ◦ Introduction to Risk Registers
		  ◦ Permit to Work
		  ◦ Change Management
		
		Assessment Activity
		• Contact Unit Coordinator to discuss placement ideas

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

| Live Lecture
Module 2 : Preparing for Residential School
• Topic 3 : Hygiene - Why? | **Readings**
• BoK Ch 6 "Health"
• BoK Ch 7.1 "The human as a biological system"
• BoK Ch 17 "Biological hazards"
• BoK Ch 18 "Chemical hazards"
• BoK Ch 18.3 "Process Hazards (Chemical)"
• BoK Ch 33 "Models of causation - health determinants"
• Relevant Commonwealth and State standards and guidance material
• Website of the Australian Institute of Occupational Hygienists
Links to these and additional readings will be provided in the Moodle site. | **Tutorial (Human Factors)**
Applying NIOSH, RULA and REBA Calculations - worked examples |

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture Module 2 : Preparing for Residential School • Topic 3 : Hygiene - How?	**Readings** • BoK Ch 22.1 "Noise" • BoK Ch 22.2 "Vibration" • BoK Ch 24 "Ionising radiation" • BoK Ch 25 "Non-ionising radiation - Electromagnetic" • BoK Ch 26 "Thermal Environment" • Relevant Commonwealth and State standards and guidance materials Links to these and additional readings will be provided in the Moodle site	**Tutorial (Occupational Hygiene)** • Practicing how to handle Hygiene Monitoring Results

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Live Lecture Module 2 : Preparing for Residential School • Topic 4 : Accident Investigation - Scene Management	**Readings** • BoK Ch 32 "Models of Causation : Safety" • Ferry Ch 1 "The Need for Investigation" • Ferry Ch 3 "Getting Underway with the Investigation • Qld Ombudsman Report, section 7.2.2 "Evidence gathering and issue identification Links to these additional readings will be provided in the Moodle site	**Tutorial (Occupational Hygiene)** • Doing Hygiene Risk Assessments

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Independent study		

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Live Lecture Module 2 : Preparing for Residential School • Topic 5 : What to Expect at Residential School	**Readings** • Site visit host websites, videos and information material Links to these additional readings will be provided in the Moodle site	**Tutorial** • Leadership • Writing your Proposal

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Residential School (27 April - 1 May in Gladstone)
• Site Visits & Skills
• Futures and Starting the Board of Directors Position Paper Assessment
• One on one discussions with Unit Coordinator on placement proposal progress

Readings
• Site visit host websites, videos and information material

Residential School
• Gladstone Marina Campus 9:00am Mon 27 April to 5.00pm Fri 1 May

Assessment :
• Portfolio Part A - Preliminary Site Visit Reports - Team Verbal Presentations Due: Week 7 Friday (1 May 2020) 5:00pm AEST

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture Module 3 : Professional Practice in OHS Contexts • Topic 1 : Problem Solving : Science or Art?	**Readings** No BoK chapters this week. There will be relevant articles linked in the Moodle page	**Tutorial** • After Residential School - Writing Reports and Recommendations

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Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture Module 3 : Professional Practice in OHS Contexts • Topic 2 : Project Management	**Readings** No BoK chapters this week. There will be relevant articles linked in the Moodle page	**Tutorial** • Writing your Board of Directors Position Paper Assessment **Assessment** • Portfolio Part B : Residential School Leadership Reflection Due: Week 9 Monday (11 May 2020) 9:00 AEST

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture Module 4 : Futures • Topic 1 : Taking Contemporary Problems and Issues Forward	**Readings** No BoK chapters this week. There will be relevant articles linked in the Moodle page	**Tutorial** • Getting a head start on Paradigms B **Assessment** • Portfolio Part A : Residential School Final Reports Due: Week 10 Monday (18 May 2020) 9:00 am AEST

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture Module 4 : Futures • Topic 2 : What Haven't We Thought About Yet?	**Readings** No BoK chapters this week. There will be relevant articles linked in the Moodle page	**Tutorial** • What you need to do before your placement project starts **Placement Project Proposal for Approval by Industry Sponsor (Client)** Due: Week 11 Monday (25 May 2020) 9:00 am AEST

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture Module 4 : Futures • Topic 3 : Black Swan Events	**Readings** No BoK chapters this week. There will be relevant articles linked in the Moodle page	**Tutorial** No tutorial this week **Assessment** • Portfolio Part C : Residential School Futures Board of Directors Position Paper Due: Week 12 Monday (1 June 2020) 9:00 AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Placement Project Proposal for Approval by Industry Sponsor (Client)

Assessment Type
Practical and Written Assessment

Task Description
This assessment provides the opportunity to scope and develop a project proposal in OHS practice and forms part of the preparation for your next unit OCHS13021 Future Paradigms in OHS B. This project proposal documents the results of your negotiations with an industry sponsor (client) for the project work that you will undertake during OCHS13021 Future Paradigms in OHS B. The project proposal must clearly document the project, including aims, objectives, timing and outcomes for both the student and the industry sponsor (client).
You must:

- Identify an industry sponsor (client)
- Contact the Unit Coordinator to discuss placement ideas and concepts (before the end of week 2)
- Negotiate the purpose, scope and logistics of your placement with your industry sponsor (client)
- Keep the Unit Coordinator informed of the progress of the negotiations
- Document the completed negotiations as a project proposal suitable for submission to your industry sponsor (client) for approval. Your project proposal must include the following:
  - Introduction
  - Scope
  - Problem solving approach and methodology
  - Project Plan Gantt Chart (or similar visual plan)
  - Logistics & project management
  - Evidence of negotiation with industry sponsor (client)
  - Project Proposal Agreement Sheet
  - Work Integrated Learning form
  - Professional formatting
  - Professional written expression
  - Sources and referencing

Further information will be provided throughout the term, via Moodle, during tutorials, in Residential School and in discussion with the Unit Coordinator

Assessment Due Date
Week 11 Monday (25 May 2020) 9:00 am AEST

Return Date to Students
Review/Exam Week Monday (8 June 2020)

Weighting
30%

Minimum mark or grade
To pass this assessment, students must achieve a grade of 60% or greater. Students must pass this assessment to pass this unit.

Assessment Criteria
The assessment criteria for the Placement Project Proposal will include the extent to which:

- The context, aims and objectives of the project are explained
- The scope of the project is explained
- The description of the problem solving approach and methodology is justified and demonstrates critical thinking
- The Project Plan (Gantt Chart or similar) demonstrates an understanding of task planning, order of steps and milestones
- The logistics & project management demonstrate management of logistical issues
- Evidence of negotiation with industry sponsor (client) is attached
- Project Proposal Agreement sheet is filled in and attached (signatures are preferred but not essential)
- Work Integrated Learning form is filled in and attached (signatures are preferred but not essential)
- The Unit Coordinator is advised of negotiation progress between the student and the industry sponsor (client)
- Formatting is professional and suitable for submission to an industry sponsor (client)

- Professional written expression appropriate to a project proposal
- Well supported with relevant authoritative sources that are appropriately referenced

A detailed assessment rubric will be available in Moodle.

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Submission Instructions
Submit via the assessment area in the Moodle site. The project proposal and any attachments must be submitted as Microsoft Word or PDF files.

Learning Outcomes Assessed

- Select and apply tools and techniques used to investigate and analyse human factors, occupational hygiene, accidents and other complex problems.
- Design risk management strategies for a variety of settings and communicate 'return on prevention' effectiveness.
- Evaluate the usefulness of futures methods to OHS related domains.
- Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue.
- Lead professional OHS practice through effective project management and facilitation of teams.

Graduate Attributes

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

2 Residential School Portfolio

Assessment Type
Portfolio

Task Description
This assessment comprises 4 Parts. Portfolio requirements will be discussed thoroughly during residential school.

Part A - Residential School Team Work (50%)
During the residential school you will be working in teams to complete risk management, hygiene, human factors and accident scene management activities at various industrial sites. Each team member will participate constructively in each activity. At the end of the residential school, each team member will deliver part of the team's preliminary results in a verbal presentation and will be able to answer questions on any part of the team's presentation. The team will submit the visual supporting materials for the presentation into Moodle immediately after the residential school. During the residential school and in the two weeks after the residential school, you will work with your team to prepare a technical report on each activity.

With your team, you will complete the following:

- Preliminary results delivered as a 20 minute team verbal presentation supported by visual presentation materials (each team member delivers part of the presentation)
- Hygiene site visit report
- Human Factors site visit report
- Risk Management activity report
- Accident Scene Management activity report

Part B - Residential School Leadership Reflection (10%)
Your work as an OHS professional will place you in both formal and informal leadership roles as well as influencing roles. Write an individual reflective piece discussing your critical and constructive observations of leadership during the group activities, considering your roles as participant and as leader. With reference to literature on team leadership and

management, define leadership behaviours, reflect on the leadership behaviours you observed in yourself and others, evaluate what worked well and what you and others in your team could perhaps have done differently to improve the team dynamic and produce a more effective outcome.

Part C - Residential School Futures Board of Directors Position Paper (10%)
During the residential school, you will be provided with Futures tools and a case study organisation. Choose 1 topic from the list provided in Moodle. Use the Futures tools to assist you to develop the Future position of the case study organisation. Write an individual 1500 word Board of Directors position paper, with reference to current literature, defining the topic, describing its impact or application within the case study organisation and proposing a future direction and activities for the case study organisation,

Part D - Professionalism (Pass/Fail)
Throughout and subsequent to the residential school, you will be assessed on your ability to apply professional approaches to all activities, including attendance, teamwork, personal leadership, professional and ethical practice. No submission is required for this assessment.

Assessment Due Date

Residential School Portfolio Part A Preliminary results presentation will be assessed during residential school; Part A Technical Reports are due 0900 Mon 18 May (Week 10) and Part B Leadership Reflection are due 0900 Mon 11 May (Week 9); Part C Futures Board Paper is due 0900 Mon 1 June (Week 12); Part D will be assessed during and after the residential school

Return Date to Students
Exam Week Monday (15 June 2020)
Within three weeks of submission

Weighting
70%

Minimum mark or grade
To pass this assessment, students must be graded pass in all core skills: Risk, Human Factors, Hygiene, Accident Scene Management, Futures, and Professionalism. This means students must achieve a passing grade in each of Parts A, C and D.

Assessment Criteria
The detailed assessment matrices for each part will be provided and explained during the term. In summary, students will be assessed on their demonstration of risk, hygiene, human factors, accident scene management, futures, presentation and professional knowledge, tools and skills using the following criteria

- Problem definition
- Explanation of methodology
- Application of technical knowledge to real-life situations
- Critical thinking through discussion and findings
- Practicality of recommendations
- Accuracy when following instructions and completing tools, forms and worksheets
- Logic of the structure
- Formatting is professional and suitable for submission to a client
- Professional written expression appropriate to a professional report
- Well supported with relevant authoritative sources that are appropriately referenced
- Presentation delivery

The professionalism assessment and feedback will include

- Attendance
- Teamwork
- Personal leadership
- Professional and Ethical Practice

Detailed assessment rubrics for each task will be available in Moodle.

Referencing Style

- Harvard (author-date)

Submission
Offline Online Group

Submission Instructions

Presentations will be delivered by the team during residential school. Presentation slides shall be submitted in Moodle in either Powerpoint or PDF format. Reports shall be submitted in Moodle as four separate documents in either Word or PDF format.

Learning Outcomes Assessed

- Select and apply tools and techniques used to investigate and analyse human factors, occupational hygiene, accidents and other complex problems.
- Design risk management strategies for a variety of settings and communicate 'return on prevention' effectiveness.
- Evaluate the usefulness of futures methods to OHS related domains.
- Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue.
- Lead professional OHS practice through effective project management and facilitation of teams.

Graduate Attributes

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

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem