



# PBHL20003 Social Epidemiology and Statistics

## Term 1 - 2021

Profile information current as at 07/05/2024 12:26 am

All details in this unit profile for PBHL20003 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

This subject covers essential knowledge that clinicians, community health workers, health service administrators and public health practitioners require. Understanding the patterns and distribution of health outcomes across populations demands public health professionals to be able to examine the influence of the social determinants of health. Social epidemiology is a branch of epidemiology that focuses on the influence of social factors on individual and population level health, and grew out of the public health tradition of examining health inequalities relating to social class. This unit examines the complexities of social patterns of health and health data needed within and between populations to explore health inequities and inequalities. This unit will develop your skills in critiquing interpreting and translating public health findings from social epidemiology. You will build foundational skills in epidemiology and statistics which can then be applied in a social epidemiological context. Data and statistics related to the social determinants of health will be examined, with a focus on ethical principles related to Indigenous Data Sovereignty. You will be introduced to knowledge translation and implementation science frameworks, and consider their utility in guiding the effective dissemination of social epidemiological findings to guide policy and improve health outcomes.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for 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 1 - 2021

- Cairns
- Melbourne
- Online
- Sydney

### 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. **Online Quiz(zes)**

Weighting: 10%

#### 2. **Presentation**

Weighting: 25%

#### 3. **Written Assessment**

Weighting: 25%

#### 4. **Literature Review or Systematic Review**

Weighting: 40%

### 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. Distinguish social epidemiology from traditional epidemiology to understand and explain its contribution to public health practice by focusing on social determinants of health
2. Critique and interpret routinely used data in social epidemiology and explain the strengths and limitations according to complex adaptive systems thinking in public health
3. Explain the range of statistics essential to social epidemiological data to understand individual, community and population influences on health
4. Justify ethical principles related to Indigenous Data Sovereignty and respecting the rights and different ways of knowing of First Nations Peoples when using, collecting, analysing and interpreting social epidemiological data
5. Utilise a range of statistics in social epidemiological data to advocate for health promotion, protective and disease prevention approaches to public health practice
6. Reflect on and evaluate uses of social epidemiological data and statistical understanding from Knowledge Translation and Implementation Science frameworks.

Not applicable

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
<b>1 - Online Quiz(zes) - 10%</b>		•	•			
<b>2 - Written Assessment - 25%</b>		•	•	•		
<b>3 - Presentation - 25%</b>	•	•	•	•	•	•
<b>4 - Literature Review or Systematic Review - 40%</b>	•	•			•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
<b>1 - Knowledge</b>	◦	◦	◦	◦	◦	◦
<b>2 - Communication</b>	◦	◦	◦	◦	◦	◦
<b>3 - Cognitive, technical and creative skills</b>	◦	◦	◦		◦	◦
<b>4 - Research</b>		◦	◦	◦		
<b>5 - Self-management</b>				◦	◦	◦
<b>6 - Ethical and Professional Responsibility</b>		◦	◦	◦	◦	◦

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - Online Quiz(zes) - 10%								
2 - Written Assessment - 25%								
3 - Presentation - 25%								
4 - Literature Review or Systematic Review - 40%								

## Textbooks and Resources

### Textbooks

PBHL20003

#### Prescribed

##### **The New Public Health 4th**

Edition: 4th (2016)

Authors: Fran Baun

Oxford University

Melbourne , Victoria , Australia

ISBN: 9780195588088

Binding: eBook

PBHL20003

#### Supplementary

##### **Basic Epidemiology**

Edition: 2nd (2006)

Authors: Bonita, R., Beaglehole, R., & Kjellstrom, T.

WHO

Geneva , Switzerland

ISBN: 92 4 154707 3

Binding: Website Link

PBHL20003

#### Supplementary

##### **Essentials of Biostatistics in Public Health**

Edition: 3rd (2017)

Authors: Sullivan, L

Jones & Bartlett

Burlington , MA , USA

ISBN: 9781284108194

Binding: eBook

#### Additional Textbook Information

Download from [https://apps.who.int/iris/bitstream/handle/10665/43541/9241547073\\_eng.pdf](https://apps.who.int/iris/bitstream/handle/10665/43541/9241547073_eng.pdf)

### IT Resources

#### **You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Electronic Spreadsheet (Microsoft Office Excel or similar)
- Word processing (Microsoft Office Word or similar)

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Geraldine Vaughan** Unit Coordinator

[g.a.vaughan@cqu.edu.au](mailto:g.a.vaughan@cqu.edu.au)

## Schedule

**Week 1 - 08 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Introduction. Why social epidemiology and statistics?</b> <ul style="list-style-type: none"> <li>• Teaching, learning and assessment structure</li> <li>• Social epidemiology and stats intro and concepts</li> <li>• Differentiating social epi from traditional epidemiology.</li> <li>• Significance of data and statistics in epidemiology.</li> </ul>	Various readings and learning materials.	

**Week 2 - 15 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>The social determinants of health (SDH)</b> <ul style="list-style-type: none"> <li>• SDH: concepts, why it matters in social epidemiology</li> <li>• How SDH impact on states of health</li> <li>• SDH and inequities</li> <li>• The complex associations between disease and social factors: multilevel analysis</li> </ul>	Various readings and learning materials.	

**Week 3 - 22 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Epidemiology basics</b> <ul style="list-style-type: none"> <li>• Basics of measurement in epidemiology and its application in public health</li> <li>• Measures of disease. Prevalence and incidence</li> <li>• Measures of association. Risk</li> <li>• Other key epidemiological concepts and terms</li> </ul>	Various readings and learning materials.	

**Week 4 - 29 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Statistical concepts 1- basics</b> <ul style="list-style-type: none"> <li>• Key statistical concepts and terms</li> <li>• Types of statistical methods and their application</li> <li>• Calculations related to measures of frequency and spread</li> <li>• Probability distributions and sampling</li> <li>• Interpreting the significance of statistical inference tools</li> <li>• Graphical summaries of variables</li> </ul>	Various readings and learning materials.	<b>Online Quizzes (x 2)</b> Due: Week 4 Friday (2 Apr 2021) 11:59 pm AEST

**Week 5 - 05 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

### Health inequities, SDH and the social gradient: why a life course perspective matters

- Health inequities and their relationship to socio-economic status, racism, gender and living environments
- Key concepts related to social gradient and its impact in health
- Importance of a life course perspective on health

Various readings and learning materials.

### Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

### Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

#### Epidemiology: introduction to study types

- Study types: descriptive vs analytic, observational vs intervention
- Research questions
- Error, bias and confounding in epidemiological research – intro

Various readings and learning materials.

### Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

#### Epidemiology: error and bias, validity

- Error, bias and confounding in epidemiological research - more
- Internal and external validity
- Applying this knowledge to the literature review

Various readings and learning materials.

### Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

#### Social structure and health inequities

- Impact of political conditions, economic structures, religious and culture on health
- Personal agency and structural factors: contradictions, collisions
- Impact of healthcare systems and structures that shape experience of health

Various readings and learning materials.

[Presentations during class]

**Group presentation** Due: Week 8 Friday (7 May 2021) 11:59 pm AEST

### Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

#### Statistical concepts and epidemiology

- Review
- Causality
- Screening

Various readings and learning materials.

### Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Critical appraisal**

- Putting it all together – assessing quality of research
- Purpose of a critical appraisal and its application in social epidemiology & statistics
- Workshop – critical appraisal case studies

Various readings and learning materials.

**Epidemiology and statistics - short answer questions** Due: Week 10 Friday (21 May 2021) 11:59 pm AEST

**Week 11 - 24 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Collecting and interpreting data in social epidemiology. Data sovereignty in Indigenous health</b> <ul style="list-style-type: none"> <li>• Applying statistical skills and knowledge to social epidemiology</li> <li>• Multilevel analysis and its application in social epidemiology</li> <li>• Challenges of measurement and analysis particular to social epidemiology</li> <li>• Importance of data sovereignty in relation to First Nation peoples</li> </ul>	Various readings and learning materials.	

**Week 12 - 31 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Translating social epidemiological study into public health policy</b> <ul style="list-style-type: none"> <li>• Factors and frameworks that support healthy public policy formulation</li> <li>• Examples of healthy public policy</li> <li>• Significance of the Health in All Policies approach</li> <li>• Centrality of positioning health within a political framework</li> <li>• System barriers to the reduction of health inequities</li> </ul>	Various readings and learning materials.	<b>Literature review (Individual assessment)</b> Due: Week 12 Friday (4 June 2021) 11:59 pm AEST

**Review/Exam Week - 07 Jun 2021**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Exam Week - 14 Jun 2021**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Assessment Tasks****1 Online Quizzes (x 2)****Assessment Type**

Online Quiz(zes)

**Task Description**

Determines how well you understand fundamental epidemiological and statistical concepts and their application in public health.

**Number of Quizzes**

2

**Frequency of Quizzes**

Other



**Assessment Due Date**

Week 4 Friday (2 Apr 2021) 11:59 pm AEST

**Return Date to Students**

Week 5 Friday (9 Apr 2021)

**Weighting**

10%

**Minimum mark or grade**

50%

**Assessment Criteria**

- Given the relevant data, interpret measures of disease frequency and association and other population health data, and their relevance in social epidemiological contexts (40%)
- Given relevant data, interpret types of statistical methods and their application (40%)
- Describe appropriate study designs to investigate causal factors for acute diseases and chronic diseases (10%)
- All work submitted is the student's (10%)

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Moodle quizz

**Learning Outcomes Assessed**

- Critique and interpret routinely used data in social epidemiology and explain the strengths and limitations according to complex adaptive systems thinking in public health
- Explain the range of statistics essential to social epidemiological data to understand individual, community and population influences on health

**Graduate Attributes**

- Knowledge
- Cognitive, technical and creative skills

## 2 Group presentation

**Assessment Type**

Presentation

**Task Description**

The group presentation presents the social epidemiological background of your allocated topic, including data (and a critique of those data) that will inform your literature review (assessment #4). The 10 minute presentation will: Explain how social factors influence your condition and identify and critique the social epidemiological data. Identify high-risk groups and show the way in which social factors may affect this risk. Vulnerable groups might include Aboriginal and Torres Strait Islander peoples, individuals with low income, older adults, or other specific groups that would be impacted by strategies to address the chosen topic in the community of interest.

**Topics**

1. Challenges in rural and remote health
2. Vaccine hesitancy
3. Health workforce issues in the 21<sup>st</sup> century

Your presentation slides must include the following:

- Title slide – include the topic and the full name and ID number of each student in the group;
- Nature and proximal cause of the condition;
- Social epidemiological factors that affect the development and progression of the condition;
- A critique of relevant social epidemiological data, including their strengths and weaknesses;
- A slide containing the references cited on all slides (Harvard style);
- Each slide (excepting the Title and Reference slides) should include background research information in the Notes area for that slide.

Each group will prepare a single presentation. Each student prepares the material for at least one slide in the

presentation identified with the student's name, and prepares the text (background information) for presentation for his or her slide. Your slides should be easy to read, uncluttered, and facilitate understanding of your audience. Plan carefully and time your 10 minute presentation: you will be penalised after this time. The group may choose one or two students to present or each member may present his or her own slide.

There are many guides to effective design and presentation available on the internet and through the Library. You are strongly recommended to access these!

**Assessment Due Date**

Week 8 Friday (7 May 2021) 11:59 pm AEST

**Return Date to Students**

Week 10 Friday (21 May 2021)

**Weighting**

25%

**Minimum mark or grade**

50%

**Assessment Criteria**

- Epidemiological data relevant to the topic are presented and summarized: 20%
- Critique of data is presented: 20%
- Needs of vulnerable groups relevant to implementing a strategy to address the assigned condition are outlined and discussed: 20%
- Student's individual contribution is significant and shows understanding of the topic as well as of the element presented: 20%
- Language of the presentation (oral and written) is clear and easily understood: 10%
- All work reflects the students' own thinking and words, referencing is correctly and accurately done, and any direct quotations are properly identified according to academic convention: 10%

**Referencing Style**

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

**Submission**

Online Group

**Submission Instructions**

The Group presentation will be held during your tutorial. Final submission via Moodle by ONE group member by the due date.

**Learning Outcomes Assessed**

- Distinguish social epidemiology from traditional epidemiology to understand and explain its contribution to public health practice by focusing on social determinants of health
- Critique and interpret routinely used data in social epidemiology and explain the strengths and limitations according to complex adaptive systems thinking in public health
- Explain the range of statistics essential to social epidemiological data to understand individual, community and population influences on health
- Justify ethical principles related to Indigenous Data Sovereignty and respecting the rights and different ways of knowing of First Nations Peoples when using, collecting, analysing and interpreting social epidemiological data
- Utilise a range of statistics in social epidemiological data to advocate for health promotion, protective and disease prevention approaches to public health practice
- Reflect on and evaluate uses of social epidemiological data and statistical understanding from Knowledge Translation and Implementation Science frameworks.

**Graduate Attributes**

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

### 3 Epidemiology and statistics – short answer questions

**Assessment Type**

Written Assessment

**Task Description**

Determines how well you understand fundamental epidemiological and statistical concepts and their application in public health.

**Assessment Due Date**

Week 10 Friday (21 May 2021) 11:59 pm AEST

**Return Date to Students**

Week 12 Friday (4 June 2021)

**Weighting**

25%

**Minimum mark or grade**

50%

**Assessment Criteria**

- Use of Microsoft Excel to summarise features of data graphically and numerically and interpret summaries: (25%)
- Given the relevant data, interpret measures of disease frequency and association and other population health data, and their relevance in social epidemiological contexts: (25%)
- Describe appropriate study designs to investigate causal factors for acute diseases and chronic diseases: (20%)
- Apply ethical principles related to Indigenous Data Sovereignty in interpreting social epidemiological data: (10%)
- Use of clear, concise language and presentation of responses: 10%
- All work submitted is the student's original words and ideas and all information from sources is properly cited: 10%

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Online via Moodle Turnitin

**Learning Outcomes Assessed**

- Critique and interpret routinely used data in social epidemiology and explain the strengths and limitations according to complex adaptive systems thinking in public health
- Explain the range of statistics essential to social epidemiological data to understand individual, community and population influences on health
- Justify ethical principles related to Indigenous Data Sovereignty and respecting the rights and different ways of knowing of First Nations Peoples when using, collecting, analysing and interpreting social epidemiological data

**Graduate Attributes**

- Knowledge
- Cognitive, technical and creative skills

## 4 Literature review (Individual assessment)

**Assessment Type**

Literature Review or Systematic Review

**Task Description**

The literature review provides an overview of the social epidemiological aspects of your topic. It summarises broad trends in the literature on your topic and highlights important points in selected articles. The review task includes:

- Outlining the relevant social, environmental and economic contexts that relate to your condition and discuss the factors that influence those contexts.
- Critiquing previous national and international epidemiological data and research with a particular emphasis on the gaps that may exist in our understanding of the impact of social factors on your condition.
- Considering the relevance of the reported statistics and findings to advocating for health promotion and disease prevention in public health practice.

This is an INDIVIDUAL assignment: you may not work together with your classmates to write the review.

The Literature Review is due in the last week of Term. *However, your preparation should commence at Week 1 to familiarize yourself with the Library and its academic databases, how to conduct literature searches, select material and structure your Review.* The University library and CQU Student Learning Support provide online guides and individual sessions; and workshops on academic writing, academic integrity and referencing. You also have access to resources such as Studiosity.

Choosing the literature to include in your assignment is important. Only peer-reviewed scholarly material should be used. You need to note various views and approaches contained in the literature and to choose works to include without bias or preconceived ideas. Journal articles are often more relevant than books due to the long lead time between the writing and publication of books and because journals are often the forum where the latest thinking on a topic appears.

**Assessment Due Date**

Week 12 Friday (4 June 2021) 11:59 pm AEST

**Return Date to Students**

Exam Week Friday (18 June 2021)

**Weighting**

40%

**Minimum mark or grade**

50%

**Assessment Criteria**

- Selection of relevant, current and appropriate items from the scholarly literature: 20%
- Thorough and accurate summary and critique of the selected literature: 20%
- Discussion of social, economic, and environmental context and the factors that influence them: 20%
- Presentation of various views represented in the literature and discussion of their strengths and weaknesses: 20%
- Use of clear, concise language and linear presentation of argument: 10%
- All work submitted is the student's original words and ideas and all information from sources is properly cited, including direct quotations: 10%

Referencing style: Harvard (author-date). See the referencing guide

Tips on doing your literature review: <https://libguides.library.cqu.edu.au/literature-review> (also see the notes under Unit Structure for other Library and Academic Learning Centre resources)

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Online via Moodle Turnitin

**Learning Outcomes Assessed**

- Distinguish social epidemiology from traditional epidemiology to understand and explain its contribution to public health practice by focusing on social determinants of health
- Critique and interpret routinely used data in social epidemiology and explain the strengths and limitations according to complex adaptive systems thinking in public health
- Utilise a range of statistics in social epidemiological data to advocate for health promotion, protective and disease prevention approaches to public health practice
- Reflect on and evaluate uses of social epidemiological data and statistical understanding from Knowledge Translation and Implementation Science frameworks.

**Graduate Attributes**

- Knowledge
- Research
- Self-management
- Ethical and Professional Responsibility

## 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