



PMSC12001 *Procedures and Skills in Paramedic Care*

Term 1 - 2020

Profile information current as at 14/05/2024 03:30 am

All details in this unit profile for PMSC12001 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.

Corrections

Unit Profile Correction added on 24-02-20

The prescribed text for CG95 is now the following text. It was noted that the incorrect text is displaying within the unit profile.

Textbook of Adult Emergency Medicine Fifth Edition (2019)

Authors: Peter Cameron, Mark Little, Biswadev Mitra, Conor Deasy.

Elsevier

Chatswood, NSW, Australia

ISBN: 978-0-7020-7624-4

Binding: Paperback

General Information

Overview

You will develop an understanding of paramedic care through investigation of the underpinning theory and practice of procedural applications in the discipline. This will include examples of clinical investigations of the neurological, respiratory, cardiovascular, gastrointestinal and endocrine systems including basic practical procedures, such as cannulation, ventilation techniques, defibrillation and trauma management at an introductory level. Your knowledge and skills will be developed through a series of coursework exercises and practical laboratory sessions.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites: PMSC11001 Foundations of Paramedic Science PMSC11002 Foundations of Paramedic Clinical Practice BMSC11001 Human Body Systems 1 BMSC11002 Human Body Systems 2 Co-requisites PMSC12004 Advanced Electrophysiology and Coronary Care Emergency Medicine is a fast paced, ever changing environment. At CQU we are continually adapting our course to ensure students are prepared to meet these needs. With this in mind, if in the last 12 months you have not: Successfully completed a clinical placement unit or Successfully completed a PMSC unit with a compulsory residential school attached or Undertaken equivalent and relevant work experiences (as deemed by the Unit Coordinator) You will be required to attend the residential school for PMSC12001 again at your own cost. 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

- Mixed Mode

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. **Written Assessment**

Weighting: 50%

2. **Presentation**

Weighting: 50%

3. **Practical Assessment**

Weighting: Pass/Fail

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student Feedback

Feedback

The hands-on practical component of the course was invaluable.

Recommendation

Continue to ensure that the residential for this unit is allowing for as much hands-on practical application as possible.

Feedback from Student Feedback

Feedback

The peer-review assessment task, whilst difficult at times, was good to engage with other students and to see the varying responses to the same clinical question

Recommendation

Will look at continuing with peer-review work.

Unit Learning Outcomes

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

1. Articulate the theoretical underpinnings, including the anatomical and pathophysiological reasons, for the application of advanced care skills and interventions in the management of a critically ill or injured patient
2. Identify the indications, precautions, risks and contraindications of the skills and interventions involved in advanced care prehospital practice
3. Employ critical thinking and clinical decision making for the use of advanced care skills and interventions
4. Demonstrate the skills and interventions involved in advanced care prehospital practice.

The new learning outcomes align with the Council of Ambulance Authorities accreditation standards of:

3.1.4 Collaboration with the ambulance sector

3.1.5 Collaboration with the profession

3.1.6 Collaboration with other sectors

Also aligns with the CAA paramedic professional competency standards:

- professional expectations of a paramedic
- makes informed and reasonable decisions
- demonstrates professional autonomy and accountability
- develops and maintains professional relationships
- demonstrates the knowledge, understanding and skills required for practice
- operates within a safe practice environment
- identifies and assesses health and social needs in the context of the environment

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 |
| 1 - Practical Assessment - 0% | | • | | • |
| 2 - Presentation - 50% | • | | • | |
| 3 - Written Assessment - 50% | • | | • | |

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|-------------------------------|---------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Practical Assessment - 0% | • | • | • | • | • | | • | • | | |
| 2 - Presentation - 50% | • | • | • | • | | | | • | | |

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

Textbooks and Resources

Textbooks

PMSC12001

Supplementary

Emergency and Trauma Care

Third Edition (2019)

Authors: Kate Curtis, Clair Ramsden

Elsevier

Chatswood , NSW , Australia

ISBN: 9780729542982

Binding: Hardcover

Additional Textbook Information

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer - ability to access study materials, including instructional videos and scan and upload assessment.
- Earphones

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

Carl Legros Unit Coordinator

c.legros@cqu.edu.au

Kate Verney Unit Coordinator

k.verney@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|---------|------------------------------|
| Systematic Approach Overview | | |

Week 2 - 16 Mar 2020

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

Airway Management

Clinical Practice Discussion Forum One Opens

Week 3 - 23 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------|---------|---|
| Ventilation and Emergency Airways | | Clinical Practice Discussion Forum One Closes |

Week 4 - 30 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------|---------|------------------------------|
| Drug Administration | | |

Week 5 - 06 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|--|
| Intramuscular Injections and Intravenous Access | | Poster Presentation Due Poster Presentation Due: Week 5 Friday (10 Apr 2020) 11:55 pm AEST |

Vacation Week - 13 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------|--|------------------------------|
| VACATION WEEK | No assigned readings; use this time to ensure learning and assessment tasks are completed. | VACATION WEEK |

Week 6 - 20 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|--|
| Resuscitation, CPR, Defibrillation and Shock | | Clinical Practice Discussion Forum Two Opens |

Week 7 - 27 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|---|
| Trauma | | Clinical Practice Discussion Forum Two Closes |

Week 8 - 04 May 2020

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

Week 9 - 11 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|--|
| Self Orientated Course Revision and Residential School | | Residential School Friday 15th May-Monday 18th May Procedures and Skills Validation Due: Week 9 Friday (15 May 2020) 11:45 pm AEST |

Week 10 - 18 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------|---------|--|
| Self Orientated Course Revision | | Residential School concludes Monday 18th May |

Week 11 - 25 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------|---------|--|
| Self Orientated Course Revision | | Clinical Practice Discussion Forum Three Opens |

Week 12 - 01 Jun 2020

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

Revision and House Keeping

Clinical Practice Discussion Forum
Three Closes

Clinical Practice Discussion Forum
Due: Week 12 Friday (5 June 2020)
11:45 pm 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 |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Term Specific Information

This unit is only offered mixed mode for Term 1 2020 and will have a residential school block associated with it. The residential school is compulsory for all students.

Assessment Tasks

1 Clinical Practice Discussion Forum

Assessment Type

Written Assessment

Task Description

Clinical Practice Discussion Forum

You are required to participate in three (3) different Module Clinical Practice Discussion (CPD) forums throughout the unit that correspond with selected topics within each respective Module. A new topic of discussion will be presented every Monday and will close two weeks later on the Sunday night at 11:55 pm.

- Forum One: Opens Monday Week Two 16/03/2020 9am (closes 29/03/2020)
- Forum Two: Opens Monday Week Six 20/04/2020 9am (closes 03/05/2020)
- Forum Three: Opens Monday Week Eleven 25/05/2020 9am (closes 07/06/2020)

The CPD forums will utilise the 'Verso' education software platform and involve the entire class as well as smaller groups at times. Teaching staff will act as moderators for the CPD forums however the emphasis of these forums centers around student engagement and interaction as well as student-led constructive and contemporary contribution.

Assessment Due Date

Week 12 Friday (5 June 2020) 11:45 pm AEST

Various (please review Task Description or Moodle site for further details)

Return Date to Students

Exam Week Monday (15 June 2020)

Students will be provided feedback during the open forums as well as throughout the course

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

CPD One and Two will be worth 15% each with CPD Three set at 20% and will be based on the following criteria:

Word Count: 300 (+/-10%) for each CPD

Interactivity and Professionalism

Demonstrated prompt and appropriate interaction with the posed question. Demonstrated proficiency and professionalism in ability to address questions or challenges posed by other participants in the forum. Utilised language and dialogue that is expected and appropriate for the health profession. **Maximum Score: 4 (Maximum score in CPD Three will be: 5)**

Engagement and Contribution to Dialogue Demonstrated engagement with the forum and positively contributed to the discussions by addressing or posing questions, challenging ideas, stimulated ongoing relevant conversation and

added real value to the discussions. Actively improved the learning outcomes for other students as a result of the contributions. **Maximum Score: 3 (Maximum score in CPD Three will be: 5)**

Quality of Information

Demonstrated appropriate language, descriptions, structure, references and referencing for the forum posts. Utilised contemporary evidence or teachings in the responses with clear links to clinical or practical implementation. Identified gaps in the evidence to support current clinical practice and/or discuss novel approaches and ideas based on contemporary evidence or clinical practice. **Maximum Score: 8 (Maximum score in CPD Three will be: 10)**

Referencing Style

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

Submission

Online

Submission Instructions

Students are required to submit their responses via the Verso platform

Learning Outcomes Assessed

- Articulate the theoretical underpinnings, including the anatomical and pathophysiological reasons, for the application of advanced care skills and interventions in the management of a critically ill or injured patient
- Employ critical thinking and clinical decision making for the use of advanced care skills and interventions

Graduate Attributes

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

2 Poster Presentation

Assessment Type

Presentation

Task Description

Preamble: Pre-hospital care in Australia is a dynamic and constantly evolving environment. With the introduction of new technology and emerging research, how we treat our patients and the scope of paramedic practise also evolves.

Rationale: Pre-hospital care is becoming an evidence-based profession, all new skills and procedures should, therefore, be supported by best practice. As health care professionals we need to remain current in our clinical practice and be cognisant of when we are limited by our own scope of clinical practice.

Details: You are to investigate and report on a skill or procedure that is currently utilised by Critical Care Paramedics working with the Queensland Ambulance Service. You will deliver your findings as a scientific poster presentation.

Objectives:

Research a skill or procedure utilised by Critical Care Paramedics working with the Queensland Ambulance Service.

Using *evidence-based* data:

- **Discuss** the procedure/skill: Provide an overview of its application and discuss its relevance to paramedic practice. Using supporting evidence discuss the utilisation prehospitally and the benefits it provides.
- **CPP breakdown:** Explain why it has the current **INDICATIONS, CONTRAINDICATIONS** and **COMPLICATIONS**, or why it has none.
- **Comparison:** Compare and contrast to procedure/skills utilised by Advanced Care Paramedics and discuss why there is a clinical requirement for this procedure/skill in prehospital care.

- **Recommendations:** Examine why this procedure/skill is only performed by Critical Care Paramedics. Discuss if it is justified to limit the procedure/skill to Critical Care Paramedics. Explore the appropriateness and feasibility of implementation of the procedure/skill to Advanced Care Paramedics. Consider factors including clinical knowledge, cost, training and frequency of skill utilisation. Provide a recommendation on maintenance of current scope of practice or if applicable implementation of this procedure/skill into the Advance Care Paramedic scope of practice.

Word Count:

1000 Words (+/- 10%)

Assessment Due Date

Week 5 Friday (10 Apr 2020) 11:55 pm AEST

Return Date to Students

Week 7 Friday (1 May 2020)

Feedback and grading will be made available two to three weeks post due date

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

Results for this assessment will be based on the following criteria:

Discussion: Demonstrated an appropriate overview of the procedure/skill, utilising contemporary evidence to support or justify arguments made. Maximum Score: 10

CPP Breakdown: All required aspects of the CPP were addressed with correct and relevant content.

Explanations provided were appropriate with the utilisation of evidence to support them. Maximum Score: 10

Comparison: Appropriate discussion on benefits and limitations of similar Advanced Care Paramedic skill and why there is a clinical requirement of the Critical Care Paramedic skill. Maximum Score: 10

Recommendations: Established and justified reasons why the procedure/skill may be limited to Critical Care Paramedic. Provided recommendations on the appropriate scope of practice for this procedure/skill. Demonstrated multi factorial discussion if to be implemented into Advanced Care Paramedic scope of practice. Maximum Score: 10

Poster Setup: Professional presentation of the scientific poster in terms of organised layout (e.g. flow and use of headings), use of visual aspects (images/diagrams and readability). Presented the information in a logical sequence with an appropriate flow of information. Demonstrated appropriate grammar and spelling. Maximum Score: 5

References and Referencing: Utilised at least eight high-quality references (a minimum of 3 peer-reviewed articles are expected). Included predominantly peer-reviewed scientific articles including sentinel articles, high levels of evidence or quality studies and articles that were appropriate for the topic. Utilised the APA referencing style with appropriate and correctly formatted in-text referencing and reference list. Maximum Score: 5

Total Score: 50

Referencing Style

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

Submission

Online

Submission Instructions

Submitted via Moodle

Learning Outcomes Assessed

- Articulate the theoretical underpinnings, including the anatomical and pathophysiological reasons, for the application of advanced care skills and interventions in the management of a critically ill or injured patient
- Employ critical thinking and clinical decision making for the use of advanced care skills and interventions

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

3 Procedures and Skills Validation

Assessment Type

Practical Assessment

Task Description

The safe and competent performance of medical and procedures and skills forms a core aspect of paramedic practice, and as such all qualified Paramedics need to be assessed on a regular basis to ensure continued excellent standards of practice. This assessment will be conducted using a variety of platforms, including (but not limited to) general observation, one-on-one discussion and Objective Structured Clinical Examinations (OSCEs).

Attendance at the Residential school is compulsory. Inability to attend must be discussed as soon as possible with your lecturer BEFORE THE SCHEDULED TIME with alternate arrangements being made. Please note that appropriate documentation will need to be provided.

Assessment Due Date

Week 9 Friday (15 May 2020) 11:45 pm AEST

Clinical Skills assessed during Residential School for all Students.

Return Date to Students

Week 10 Monday (18 May 2020)

Students will be made aware of their results on completion of the residential school.

Weighting

Pass/Fail

Minimum mark or grade

You must achieve a pass mark for EVERY skill/procedure to be eligible to pass this course.

Assessment Criteria

You will be required to demonstrate your theoretical knowledge and practical abilities for each skill and procedure addressed in this course. This will be conducted on a number of varying platforms, such as general observation, one on one demonstration and Objective Structured Clinical Examinations (OSCE's). The practical assessments consist of a quiz on the first morning of the residential school, followed by a random selection of two skills covered throughout the unit on the last day of the residential school. Students must achieve a Pass Mark for every assessment attempted to pass the unit. Students will be provided with one resit should they fail one assessment. If a student fails two or more assessments, an overall Fail will be awarded for this unit.

Critical errors in this unit will be classed as anything, by act or omission, that causes immediate harm or the potential to cause harm, to yourself, partner, patient or bystanders or any procedure that is performed outside your scope of practice. During any form of assessment, if any of the following are witnessed the assessment will immediately cease, and no marks will be given for that assessment. Furthermore, any critical error discovered on review or moderation will also result in no marks being given for that particular assessment:

- Unsafe defibrillation
- Incorrect joules delivered during defibrillation
- Defibrillation of a non-shockable rhythm
- Failure to recognise a cardiac arrest (>1minute)
- Failure to shock a shockable rhythm in a timely manner (<2 minutes)
- Failure to perform a complete drug check
- Incorrect sharps disposal or unsafe practice with a sharp
- Performing a skill or procedure or administering a drug outside your scope of practice
- Any grossly unsafe practice, as determined by the assessing academic.

If you do not understand any of the above, please do not hesitate to clarify with your unit coordinator.

Referencing Style

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

Submission

Offline

Submission Instructions

Clinical Skills assessed at Residential School for all Students.

Learning Outcomes Assessed

- Identify the indications, precautions, risks and contraindications of the skills and interventions involved in advanced care prehospital practice
- Demonstrate the skills and interventions involved in advanced care prehospital practice.

Graduate Attributes

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

Academic Integrity Statement

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

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

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

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

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

What is a breach of academic integrity?

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

Why is academic integrity important?

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

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

**Be Honest**

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

**Seek Help**

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

**Produce Original Work**

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