



PSYC13026 *Psychology Capstone*

Term 2 - 2022

Profile information current as at 03/05/2024 08:12 am

All details in this unit profile for PSYC13026 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 capstone unit provides you with the opportunity to reflect upon what you have learned from your undergraduate psychology degree, and to apply your discipline-specific knowledge within a professional context. There will be a focus on the transition into the workforce or further study, including the opportunity to review and finalise your professional ePortfolio, and to reflect on your values and current competencies as a future professional in the field of psychology. You will work in a small team to complete an applied major group project to address a real-world problem faced by an external organisation. Working as scientist-practitioners, your project (such as a research proposal, grant application, literature review, intervention, or evaluation), will be based on contemporary research evidence and consideration of cultural and ethical issues, and will highlight your discipline-specific and professional knowledge and skills.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

96 credit points including PYSC13015.

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 - 2022

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Work**

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](#).

Unit Learning Outcomes

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

1. Demonstrate career readiness and insight into the skills, knowledge and personal attributes necessary to meet the standards of performance and practice expected in the workplace.
2. Develop creative solutions to issues faced in the workplace.
3. Critically reflect on the learning associated with the capstone project and identify further areas of learning and professional development.
4. Identify and display interpersonal skills and teamwork to a level commensurate with a professional workplace.

In this unit, students will achieve all of the graduate competencies as outlined by the Australian Psychological Accreditation Council (APAC) (<https://www.psychologycouncil.org.au/standards>). These include:

- Competency 1.1: Comprehend and apply a broad and coherent body of knowledge of psychology, with a depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach.
- Competency 1.2: Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.
- Competency 1.3: Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats
- Competency 1.4: Demonstrate an understanding of appropriate values and ethics in psychology
- Competency 1.5: Demonstrate interpersonal skills and teamwork
- Competency 1.6: Demonstrate self-directed pursuit of scholarly inquiry in psychology.

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
1 - Group Work - 0%	•	•	•	•
2 - Portfolio - 0%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

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

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Bradley Smith Unit Coordinator
b.p.smith@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introducing the unit and the capstone project	Refer to Moodle website for required reading material and activities.	

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Working in groups	Refer to Moodle website for required reading material and activities.	

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Professional presentation and communication skills	Refer to Moodle website for required reading material and activities.	

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
There is no online content or scheduled classes this week.		

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Working with clients	Refer to Moodle website for required reading material and activities.	

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Psychological literacy and becoming job-ready	Refer to Moodle website for required reading material and activities.	

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Career pathways in psychology	Refer to Moodle website for required reading material and activities.	

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
The unit conference (presentations)	Refer to Moodle website for required reading material and activities.	

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Capstone Project Due: Review/Exam Week Monday (10 Oct 2022) 9:00 am AEST Portfolio Due: Review/Exam Week Friday (14 Oct 2022) 11:59 pm AEST

Term Specific Information

A major component of this unit involves working in a group. Active participation in the group task is expected from week 3 to week 12. Your contribution to the group task and your ability to work within the group will be assessed by your peers. Please ensure you are prepared for this, and actively communicate with your group members throughout the term.

Workshops are delivered fortnightly. The 'off weeks' are expected to be used for groups to get together and work on the group project. Attendance at workshops is not compulsory, however, participation from all students is greatly encouraged to maximise the learning for all.

Please ensure that you clear your diary so that you can attend the week 12 workshop because this is when your group will present live to the partner organisation (alternative arrangements can be made subject to approval from the unit coordinator).

Assessment Tasks

1 Capstone Project

Assessment Type

Group Work

Task Description

There are three elements to this assessment task as outlined below.

PART A- GROUP PRESENTATION

A major component of this unit involves working in a group. You will be randomly allocated into a group of approximately 4-5 by week 3 of the term. Active participation in the group task is expected from week 3 to week 12. Your contribution to the group task and your ability to work within the group will be assessed by your peers (see Assessment Part 1b). Please ensure you are prepared for this, and actively communicate with your group members throughout the term.

You will be presented with a series of real-world problems and your group must choose one of these as the focus of your group project. These problems will be posted by an external partner who provides mental health services (for example, local or state government department, or not-for-profit organisations), and represents a significant issue currently faced in the community. Groups must work together as scientist-practitioners, to present an evidence-based feasible solution to the problem. This project represents an opportunity to practice your group work skills, and apply your theoretical understanding of human behaviour into practical 'real life' applications that you are likely to face in the workplace.

The outcome should resemble a research proposal or pitch, detailing an innovative way to address the problem. For example, to design an evaluation or intervention that the partner organisation might be able to implement. Solutions must be evidenced-based and feasible. The proposal must be presented in a visual form, as if you are presenting the solution as either (a) employees of the partner organisation presenting to management who have tasked you with finding solution to this problem, or (b) as external providers seeking to win a grant or tender to carry out this work that is being offered by the partner organisation.

Your group's pitch will be presented via Zoom in week 12 during a conference-style event. Presenting in-person and confidently articulating your ideas represent critical skills required for working in many organisations, and this project seeks to emulate this environment.

The format of the presentation is flexible, and will largely reflect the nature of the problem and solution. Some suggested parts of the pitch might include the background/literature review on the issue, a project logic, service model, evaluation plan, timeline and budget. The process used to come to the solution may also form an important part of the pitch.

Presentations should be around 10 minutes with an additional 5 min for questions from the audience (presenters will be cut off at 12 minutes). Each member of the group is required to present a component of the presentation. The week 12 workshop will be a conference-style event, where groups will present to the class and the partner organisation, so you will need to plan your schedules to be available to attend the event. You will need to seek approval from the Unit Coordinator to present a video recording on the day if the entire group are not able to be in attendance. In this instance, available group members should be present for the question time component of the presentation. Formal feedback

relating to the presentation will be given by the unit coordinator and informal feedback from the organisational partner.

You will be working closely with the partner organisation throughout the term. Depending on the availability of the partner organisations, there will be at least three planned 'touch points' across the term. These represent an opportunity for groups to engage with representatives from the organisation to ask questions and obtain feedback.

Touch point 1: In week one of the term you will meet the representative from the partner organisation who will provide you with a background of the organisation, what the question or issues are, why these issues are important (including the context related to the organisation and the community), and what the partner might do with the information provided. This will help you and your group determine what topic you would like to tackle.

Touch point 2: During one of the workshops, you will get the opportunity to ask the partner organisation questions and check on your ideas (e.g., the feasibility of the idea). If the representative is not available to attend a workshop, the unit coordinator will send the questions to the organisation via email and/or may organise meetings outside of the workshops.

Touch point 3: A representative from the organisation will attend the presentations in week 12 and provide direct feedback to each group and ask questions.

IMPORTANT NOTE: Contact with the partner organisation should primarily occur during scheduled touch points. Groups can request to set up a meeting with the organisation outside of this, or can ask questions via email, but this should only occur via/with the facilitation of the unit coordinator (that is, do not contact them directly under any circumstances unless this has been arranged).

PART B- GROUP AND SELF-EVALUATION

Your ability to work in a group setting (communication, collaboration, commitment) will be assessed by yourself and your peers (group members). This will enable your group work skills to be evaluated and help ensure accountability in relation to your role and contribution to the group task. This feedback will be used to evaluate teamwork skills and the eligibility of group members to pass the unit. As such, it is important to be as fair and honest as possible in your assessment.

An evaluation form assessing six criteria will be made available on Moodle for completing this task.

PART C- PERSONAL REFLECTION

You will be required to write a brief reflection in relation to your engagement and experience with the major group project- including such things as engagement with the project, team processes, engagement with the industry representatives, broader professional issues, cultural safety, and how this experience has contributed to your own professional identity, values and future employability goals.

A personal reflection form, with five questions relating to your group work experience, will be made available in Moodle for completing this task. Each response should be between 200 and 400 words.

SUBMISSION OF PARTS B AND C.

To streamline the completion and submission of parts b and c, all forms will be provided to you in one document (or 'submission pack'). This way, you only need to download, complete, and upload one document in Moodle.

Assessment Due Date

Review/Exam Week Monday (10 Oct 2022) 9:00 am AEST

Group presentation (part a) is due to be delivered during the week 12 workshop (04/10/2022 10am), with individual components (parts b and c) due Monday week 13 (10/10/2022 09:00am).

Return Date to Students

Grade and feedback to be returned to students within 2 weeks of the due date.

Weighting

Pass/Fail

Minimum mark or grade

To achieve a pass for Assessment 1 you will need to achieve at least 70/100.

Assessment Criteria

To achieve a pass for Assessment 1 you will need to achieve at least 70/100. That is, the scores from parts a, b and c must total at least 70. Each part will be graded independently according to the criteria outlined below.

Given the nature of the group task, there is no opportunity to receive a supplementary assessment (SA). However, a re-attempt of part c (personal reflection) may be permitted.

PART A- GROUP PRESENTATION (55%)

This component will be graded out of 55 marks. Marks will be allocated according to the criteria outlined below. All contributing members of the group will receive the same mark and feedback for the presentation.

Organisation (10 marks)

- The introduction is attention-grabbing, and outlines the nature of the presentation.
- The presentation style/format is appropriate for the topic and target audience.
- Information is presented in a balanced and logical sequence (with a clear beginning, middle and end).
- An obvious conclusion is delivered that effectively summarises the presentation and delivers an appropriate and insightful take-home message/s.

Content (20 marks)

- The issue being addressed is clearly detailed (e.g., definitions, examples, context, personal and community impact).
- Presentation appropriately uses and identifies credible sources of information.
- An evidence-based solution to the problem is presented.
- Practical aspects of the intervention are outlined (including timeline and budget).
- A plan for how the intervention will/can be evaluated is discussed.
- The intervention/s identified are tailored to, and feasible for the partner organisation.

Group cohesion (10 marks)

- Each group member presents a component of the presentation
- The group presents as a united team (understand their roles).
- Transitions between speakers are smooth.
- The ability of the group to answer questions during Q&A appropriately and confidently.

Presentation (15 marks)

- Speakers use an effective speaking style that exhibits enthusiasm, maintains good eye contact with the audience and are appropriately animated (e.g., gestures, movement).
- Delivery is creative, engaging, and appropriate.
- Visual aids are well prepared, informative, effective, and not distracting.
- Length of presentation within the suggested time limits.

Informal feedback relating to the presentation will also be given to you from the partner organisation.

PART B- GROUP AND SELF-EVALUATION (15%)

This component will be graded out of 15 marks. You will evaluate each member of your group, as well as yourself on the six criteria and rating scale outlined below.

Each criterion is worth 2.5 marks and will be based on a rating scale from 0.0 to 2.5 (see below). The unit coordinator will take the self and peer scores into account, and provide a score out of 2.5 for each criterion.

Note: Any rating of 0.0 or 1.0 given to your peers will require a written explanation and a follow-up discussion with the unit coordinator.

Criteria

1. Participation in developing ideas and planning project (2.5 marks).
2. Willingness to discuss the ideas of others. (2.5 marks).
3. Cooperation with other group members. (2.5 marks).
4. Interest, engagement and enthusiasm in the project. (2.5 marks).
5. Participation in leading/facilitating discussion. (2.5 marks).
6. Quality of completed work. (2.5 marks).

Rating scale

- 2.5= Excellent work; was a crucial component to the group's success
2.0= Very strong work; contributed significantly to group
1.5= Sufficient effort; contributed adequately to group
1.0= Insufficient effort; met minimal standards of a group
0.0= Little or weak effort; was detrimental to group

PART C- PERSONAL REFLECTION (30%)

This component will be graded out of 30 marks. Marks will be allocated according to the criteria outlined below.

It is important that statements relating to experiences and opinions are supported with specific examples. For example, instead of saying 'our final product was good', articulate and give examples of why you thought it was good.

Your group (6 marks)

Q1. Summarise the makeup of your group, the topic/issue selected, engagement with the partner organisation, and provide a summary of the final pitch/product (e.g., what was the issue and the nature of your group's solution).

Reflection on experience (12 marks)

Q2. Personal contribution: Describe your personal role in the group, interest and enthusiasm in the project, participation in leading and facilitating discussion, and opinion about the quality of the final product. Provide specific examples. (6 marks).

Q3. Assessment of team experience: Describe how well your group cooperated, communicated, and made decisions, how the group handled challenges, the benefits of groupwork, and challenges of groupwork. Be sure to use specific examples. (6 marks).

Evidence of personal development (12 marks)

Q4. Articulate (using examples) at least one new understanding or insight you have gained about yourself and at least one new understanding about groupwork because of your experience. (6 marks)

Q5. Discusses at least one thing you would do the same and at least one thing you would do differently to improve your teamwork experience in the workplace (providing specific recommendations). (6 marks)

Referencing Style

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

Submission

Online Group

Submission Instructions

The group presentation (part a) will be delivered via Zoom during the week 12 workshop. Parts b and c should be submitted to Moodle in the one document provided.

Learning Outcomes Assessed

- Demonstrate career readiness and insight into the skills, knowledge and personal attributes necessary to meet the standards of performance and practice expected in the workplace.
- Develop creative solutions to issues faced in the workplace.
- Critically reflect on the learning associated with the capstone project and identify further areas of learning and professional development.
- Identify and display interpersonal skills and teamwork to a level commensurate with a professional workplace.

2 Portfolio

Assessment Type

Portfolio

Task Description

For this assessment task, you will be required to finalise your ePortfolio via the Portfolium website. As part of this process, you will be asked to reflect on your values and current competencies as a psychology graduate and future professional in the field of psychology.

Portfolium is an academic portfolio network allowing you to showcase your education and work accomplishments, and connect with other professionals and organisations. You will be given free access to this account for life. For students commencing the degree from 2021, the ePortfolio/Portfolium was first introduced as part of 'PSYC11011- Personal and Professional Psychology', and should have been updated throughout your degree. If you do not currently have a Portfolium account/profile, you will need to establish one to complete the task. Resources for creating your portfolio will be provided to you in Moodle.

Use this task to curate an amazing version of yourself to show employers upon graduation. As such, it is important that your profile displays a consistent narrative, and highlights what is unique about you. There will be a minimum number of criteria you need to meet to achieve a pass.

Assessment Due Date

Review/Exam Week Friday (14 Oct 2022) 11:59 pm AEST

Return Date to Students

Grade and feedback returned within 2 weeks of the due date.

Weighting

Pass/Fail

Minimum mark or grade

To achieve a pass on this assessment you will be required to have achieved 70/100.

Assessment Criteria

This assessment will be graded out of 100 marks. To achieve a pass on this assessment you will be required to have achieved a minimum mark of 70/100. Should you submit your portfolio and achieve less than 70/100, there is no opportunity to receive a supplementary assessment (SA). However, you will be permitted to re-attempt this task.

Marks will be allocated according to each of the following criteria:

An up-to-date professional profile (20 marks)

- A Portfolium account and profile, including your name, location, education, and current position. (2 marks)
- Upload an appropriate profile photo, background photo, and tagline text. (2 marks)
- Highlight at least one accomplishment, achievement, certificate, award or experience (2 marks)
- Connection to at least 5 of your colleagues (e.g., from your group task) (2 marks)
- A statement (mini-biography) of at least 150 words in the 'Introduction' section of your profile that provides appropriate insight into who you are, what you are currently doing, what you have done or where you have come from, why you are interested in psychology, and your aspirations for the future. (10 marks)
- Upload a resume. (2 marks)

Reflecting on your skills and knowledge from the psychology degree (30 marks)

Under 'Education' on your profile, enter the details of your current degree including the title (e.g. Bachelor of Psychological Science), university, and completion dates. In the 'description' section of the degree, include:

1. A personal statement of at least 150 words, outlining your experience and engagement with the undergraduate degree, your attainment of key graduate capabilities (e.g., skills and knowledge), and how this relates to your values and professional identity. (13 marks)
2. The course learning outcomes. (2 marks)

Under 'Courses' on your profile, enter a minimum of ten of the level 2 (PSYC12xxx) and level 3 (PSYC13xxx) psychology units that you have completed as part of your degree at CQUniversity. For each unit, include the title and date studied. Rewrite (paraphrase) the unit overview and unit learning outcomes into a statement (paragraph) highlighting the key skills and knowledge you learned from the unit. (15 marks)

Details of course learning outcomes can be found in the [CQU Handbook](#). Details relating to the unit learning outcomes are available from the unit profiles (found on the Moodle site of each unit [under 'information' on the toolbar], or individual units listed in the Handbook under 'course structure').

Evidence of APAC competencies (50 marks)

Upload at least 5 pieces of academic work from your degree that highlight the skills and knowledge of a psychology graduate, as outlined in the APAC competencies. This includes:

1. Demonstration of your written communication skills on a topic related to psychology (e.g., essay)
2. Demonstration of your oral communication skills (e.g., oral presentation)
3. A research report or similar demonstrating your knowledge and application of psychological research methods (e.g., research report)
4. An example of when you have applied knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals
5. Demonstrate interpersonal skills and teamwork (e.g., a product from a group task- it can be the group presentation from this unit).

Upload each piece of work as a 'Project' in Portfolium. For each item, you must include:

1. The piece of work (e.g., Word document, video file or link to YouTube, Powerpoint)

2. The project task/description
3. A brief reflection about what you learned from the experience, and
4. Why/how this task and learnings is relevant to psychology in the workplace (that is, link the project/artefact to your skills).

Each piece of work and reflection is worth 10 marks each.

Referencing Style

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

Submission

Online

Submission Instructions

When completed, please provide the unit coordinator through Moodle with an accessible link to your ePortfolio. Ensure that the portfolio and contents is set to 'public', or that a private link is provided (see Moodle for instructions).

Learning Outcomes Assessed

- Demonstrate career readiness and insight into the skills, knowledge and personal attributes necessary to meet the standards of performance and practice expected in the workplace.
- Develop creative solutions to issues faced in the workplace.
- Critically reflect on the learning associated with the capstone project and identify further areas of learning and professional development.
- Identify and display interpersonal skills and teamwork to a level commensurate with a professional workplace.

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