



SPCH12002 *Communication Development and Disorders in Early Childhood*

Term 1 - 2021

Profile information current as at 26/04/2024 08:30 pm

All details in this unit profile for SPCH12002 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

In this unit you will investigate the communication development of children in the first five years of life, the disorders and delays in all aspects of communication development in early childhood, and the potential management strategies for children with communication delays or disorders. You will also be introduced to the development of, and disorders in, swallowing and feeding skills. The International Classification of Functioning, Disability and Health framework, and the principles of evidence-based, reflective, and interprofessional practice will be applied throughout the unit.

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: ALLH11001 - Introduction to Allied Health Practice SPCH11001 - Introduction to Communication and Swallowing Disorders SPCH12006 - Linguistics PSYC11010 - Fundamentals of Psychology ALLH11006 - Life Course Development for Health Professionals Co-requisites: SPCH13005 - Acoustics and Phonetics

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

- 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).

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. **Oral Examination**

Weighting: 50%

3. **Electronic Focused Interactive Learning (eFIL)**

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 Have Your Say

Feedback

The unit was very organised with clear presentation of content and unit/lecture goals.

Recommendation

The unit coordinator should continue to present the unit and lectures in a clear and goal-orientated manner.

Feedback from Have Your Say

Feedback

Hands on access to speech pathology assessments would have assisted bridging the gap between content and practice.

Recommendation

The unit coordinator should ensure that students have practical time to engage with a range of speech pathology assessments as part of this unit.

Feedback from Have Your Say

Feedback

Detailed and critical feedback from assessment tasks assisted students to improve their knowledge and learning.

Recommendation

The unit coordinator should continue to provide detailed feedback on assessment tasks which will assist students to prepare for future assessments.

Unit Learning Outcomes

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

1. Discuss the development of children's communication, swallowing and feeding skills in the first 5 years of life
2. Examine children's global communication skills using informal and formal assessment measures and strategies
3. Identify the impact of communication disorders within the context of the International Classification of Functioning Disability and Health framework
4. Apply principles of evidence-based, reflective and interprofessional practice when planning management strategies for young children with communication disorders or delays.

The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia's Professional standards.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	•			•
2 - Oral Examination - 50%		•	•	•

Assessment Tasks	Learning Outcomes			
	1	2	3	4
3 - Electronic Focused Interactive Learning (eFIL) - 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				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•			•	•		
2 - Oral Examination - 50%	•	•	•	•			•	•		
3 - Electronic Focused Interactive Learning (eFIL) - 0%	•	•	•				•			

Textbooks and Resources

Textbooks

SPCH12002

Prescribed

Articulation and Phonology in Speech Sound Disorders: A Clinical Focus

Edition: 6th (2020)

Authors: Bauman-Waengler

Pearson

Binding: Hardcover

SPCH12002

Prescribed

Language Disorders from Infancy through Adolescence (5th ed.)

Edition: 5th (2017)

Authors: Paul, R., Norbury, C & Gosse, C.

Elsevier

USA

ISBN: 9780323442343

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

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

Clancy Conlon Unit Coordinator

c.conlon@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none">• Feeding and swallowing development	Groher, M. & Crary, M. (2015). <i>Dysphagia: Clinical management in adults and children</i> (2nd ed.). Elsevier Inc. <ul style="list-style-type: none">• Chapter 12: Typical feeding and swallowing development in infants and children• Chapter 14: Evaluating feeding and swallowing in infants and children• Chapter 15: Treatment of feeding and swallowing difficulties in children	
Face to face tutorial: <ul style="list-style-type: none">• Feeding and swallowing assessment and intervention	Permalink: https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_pg_ebook_centralEBC2084977	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Online lectures/activities:

- Theories on the development of language and cognition
- Development of language in children aged 0-3 years

Levey, S. (2019). *An introduction to language development*. (2nd Ed.). Plural Publishing

- Chapter 2: An introduction to the theories of language development
- Chapter 4: Infant and toddler language development

Permalink:
https://cqu-primohosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_pq_ebook_centralEBC5445993

Face to face tutorial:

- Language assessments for children aged 0-3 years

Paul, R., Norbury, C. & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating* (5th ed.). Elsevier.

- Chapter 2: Evaluation and assessment

Week 3 - 22 Mar 2021

Module/Topic

Chapter

Events and Submissions/Topic

Online lectures/activities:

- Language development in children aged 3-5 years

Levey, S. (2019). *An introduction to language development*. (2nd Ed.). Plural Publishing

- Chapter 5: Preschool language development

Face to face tutorial:

- Language assessments for children aged 3-5 years.

Permalink:
https://cqu-primohosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_pq_ebook_centralEBC5445993

Week 4 - 29 Mar 2021

Module/Topic

Chapter

Events and Submissions/Topic

Online lectures/activities:

- Play development
- Introduction to assessment
- Criterion-referenced and standardised assessments of language

Face to face tutorial:

- No face to face tutorial due to public holiday

*These readings pertain to the content of weeks 4, 5, 9 and 10.

Paul, R., Norbury, C. & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating* (5th ed.). Elsevier.

- Chapter 6: Assessment and intervention in the prelinguistic period
- Chapter 7: Assessment and intervention for emerging language
- Chapter 8: Assessment of developing language

Week 5 - 05 Apr 2021

Module/Topic

Chapter

Events and Submissions/Topic

Online lectures/activities:

- Informal assessments of language

Face to face tutorial:

- Standardised assessments of language for children aged 3-5 years

See week 4 readings.

Vacation Week - 12 Apr 2021

Module/Topic

Chapter

Events and Submissions/Topic

Week 6 - 19 Apr 2021

Module/Topic

Chapter

Events and Submissions/Topic

Online lectures/activities:

- Differential diagnosis of language disorders

Bishop, D., Snowling, M., Thompson, P., Greenhalgh, T., & The CATALISE Consortium. (2016). CATALISE: A Multinational and multidisciplinary Delphi consensus study. Identifying language impairments in children. *PLOS ONE*, 11(7), e0158753. doi: 10.1371/journal.pone.0158753

Permalink:
https://cqu-primohosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_proquest1808655370

Face to face tutorial:

- Differential diagnosis of language disorders

Bishop, D., Snowling, M., Thompson, P., Greenhalgh, T., & the CATALISE-2 Consortium. (2017). Phase 2 of CATALISE: a multinational and multidisciplinary Delphi consensus study of problems with language development: terminology. *Journal of Child Psychology and Psychiatry* 58(10), 1068-1080. doi: 10.1111/jcpp.12721

Permalink:
https://cqu-primohosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_wj10.1111/jcpp.12721

Week 7 - 26 Apr 2021

Module/Topic

Chapter

Events and Submissions/Topic

Online lectures/activities:

- Phonological/speech development and assessment

Face to face tutorial:

- Standardised phonological/speech assessments

Bauman-Waengler, J. (2020). *Articulation and phonology in speech sound disorders: A clinical focus* (6th ed.). Pearson.

- Chapter 1: Clinical Framework: Basic Terms and Concepts
- Chapter 5: Normal phonological development
- Chapter 6: Assessment and appraisal: Collection of data

Week 8 - 03 May 2021**Module/Topic****Online lectures/activities:**

- Differential diagnosis of speech sound disorders
- Intervention for speech sound disorders

Face to face tutorial:

- Differential diagnosis of speech sound disorders
- Intervention for speech sound disorders

Chapter

Bauman-Waengler, J. (2020). *Articulation and phonology in speech sound disorders: A clinical focus* (6th ed.). Pearson.

- Chapter 7: Diagnosis: Summarising data and classifying speech sound disorders
- Chapter 9: Therapy for articulation disorders: Obtaining an accurate production of a speech sound
- Chapter 10: Treatment of phonological disorders

Events and Submissions/Topic

Case Study Due: Week 8 Friday (7 May 2021) 9:00 am AEST

Week 9 - 10 May 2021**Module/Topic****Online lectures/activities:**

- Introduction to language intervention

Face to face tutorial:

- Language intervention for children aged 0-3 years

Chapter

Paul, R., Norbury, C. & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating* (5th ed.). Elsevier.

- Chapter 3: Principles of intervention

Please also refer to the readings prescribed in week 4:

Paul, R., Norbury, C. & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating* (5th ed.). Elsevier.

- Chapter 6: Assessment and intervention in the prelinguistic period
- Chapter 7: Assessment and intervention for emerging language

Events and Submissions/Topic**Week 10 - 17 May 2021****Module/Topic****Online lectures/activities:**

- Language intervention for children aged 3-5 years
- Development of pre-literacy skills

Face to face tutorial:

- Designing language intervention for children aged 3-5 years

Chapter

Paul, R., Norbury, C. & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating* (5th ed.). Elsevier.

- Chapter 9: Intervention for developing language

Events and Submissions/Topic**Week 11 - 24 May 2021****Module/Topic****Chapter****Events and Submissions/Topic**

Online lecture/activities:

- Principles of assessment/intervention for children with disabilities

Face to face tutorial:

- Principles of assessment/intervention for children with Autism Spectrum Disorder

Paul, R., Norbury, C. & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating* (5th ed.). Elsevier.

- Chapter 4: Special considerations for special populations

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/tutorials: <ul style="list-style-type: none"> • Language development, assessment and diagnosis for children from Culturally and Linguistically Diverse (CALD) backgrounds 	Paul, R., Norbury, C. & Gosse, C. (2018). <i>Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating</i> (5th ed.). Elsevier. <ul style="list-style-type: none"> • Chapter 5: Developmental language disorders in a pluralistic society AND/OR Levey, S. (2019). <i>Introduction to language development</i> (2nd ed.). Plural Publishing. <ul style="list-style-type: none"> • Chapter 8: Bilingual children's language development: Assessment and intervention Permalink: https://cqu-primos.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_pg_ebook_centralEBC5445993	
Face to face tutorial: <ul style="list-style-type: none"> • Assessment and intervention for children from CALD backgrounds 		

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
		eFIL Due: Review/Exam Week Monday (7 June 2021) 12:00 am AEST

Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Viva Due: Exam Week Monday (14 June 2021) 9:00 am AEST

Term Specific Information

In this unit you will investigate the communication development of children in the first five years of life, the disorders and delays in all aspects of communication development in early childhood, and the potential management strategies for children with communication delays or disorders. You will also be introduced to the development of, and disorders in, swallowing and feeding skills. The International Classification of Functioning, Disability and Health framework, and the principles of evidence-based, reflective, and interprofessional practice will be applied throughout the unit. This unit is taught 50% online and 50% face to face. This means that each week, you will be required to engage with online lectures and activities, prior to attending the face to face tutorial.

Assessment Tasks

1 Case Study

Assessment Type

Written Assessment

Task Description

You are required to produce a written report on a case study child. The case study child you have been allocated will be outlined on Moodle. You will be provided with a summary of characteristics of the case study child's speech, language and feeding skills. For each area you will need to:

1. Explain the developmental features of the child's speech/language/feeding profile with reference to the literature.
2. Outline whether the case study child's speech/language/feeding skills are indicative of typical or delayed development.
3. Provide one strategy for each area that a parent could utilise at home, to support the child's development in that specific domain (i.e. there should be 3 strategies included in your report). Each strategy must be written in a way

that a parent could understand and must be evidence-based (with reference to the literature).

Assessment Due Date

Week 8 Friday (7 May 2021) 9:00 am AEST

This assessment is submitted through Moodle

Return Date to Students

Week 10 Friday (21 May 2021)

Feedback will be provided through Moodle

Weighting

50%

Minimum mark or grade

This is a MUST PASS assessment task. Students must receive a minimum grade of 50% to pass this assessment task.

Assessment Criteria

1. Criteria one assesses your ability to explain developmental features of the case study with reference to high quality literature and to provide evidence-based strategies to a parent.
2. Criteria two assesses your ability to use appropriate writing style, formatting, and APA referencing.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Discuss the development of children's communication, swallowing and feeding skills in the first 5 years of life
- Apply principles of evidence-based, reflective and interprofessional practice when planning management strategies for young children with communication disorders or delays.

Graduate Attributes

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

2 Viva

Assessment Type

Oral Examination

Task Description

This oral exam will follow the following steps:

1. You will be allocated a time to complete your Viva on your Moodle page.
2. One week prior to your viva, you will be provided with basic case history information and the assessment results of a paediatric client which can pertain to the developmental areas of speech, language, and/or feeding. In preparation for your viva, you are expected to research your case, and prepare to answer questions in relation to the following areas. You are permitted to bring an A4 (double-sided) page of notes with you to your viva (size 11, Calibri font, 1.5 spacing).
3. Your examiner will commence your viva by asking questions in relation to the 'analysis and interpretation' of the background information and assessment results you were previously provided.
4. Next, your examiner will ask questions in relation to the 'planning of evidence-based speech pathology practices'. As part of this section you will be expected to explain your management of the case including goal setting and intervention strategies. You will also be posed with a question in relation to a change in the background information of your case.
5. Last, your examiner will ask you to reflect on your performance within the viva to identify areas of strength and areas for improvement. You will also be asked to identify and justify strategies to support your learning and development.
6. You will be given 60 minutes to complete your Viva.

Assessment Due Date

Exam Week Monday (14 June 2021) 9:00 am AEST
Each student will be allocated a Viva time on Moodle.

Return Date to Students

Exam Week Friday (18 June 2021)
Feedback will be provided through Moodle.

Weighting

50%

Minimum mark or grade

This is a MUST PASS assessment task. Students must receive a minimum grade of 50% to pass this assessment task.

Assessment Criteria

1. Criteria one assesses your ability to analyse and interpret informal and formal assessment results through integration of data.
2. Criteria two assesses your ability to make an appropriate speech pathology plan including goal setting, intervention strategies/approaches and use of clinical reasoning.
3. Criteria three assesses your ability to reflect upon your own performance, develop strategies to enhance clinical performance, communication effectively and demonstrate a professional orientation.

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Student will complete this assessment task, face to face with the examiner.

Learning Outcomes Assessed

- Examine children's global communication skills using informal and formal assessment measures and strategies
- Identify the impact of communication disorders within the context of the International Classification of Functioning Disability and Health framework
- Apply principles of evidence-based, reflective and interprofessional practice when planning management strategies for young children with communication disorders or delays.

Graduate Attributes

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

3 eFIL

Assessment Type

Electronic Focused Interactive Learning (eFIL)

Task Description

As part of this unit, you are required to engage with interactive, online content to support your learning. This content is referred to as eFIL. eFIL refers to any activities included on your Moodle page in relation to course content. This may include (but is not limited to) recorded lectures, H5P interactive learning activities, discussion forums, tasks set by your lecturer requiring you to email or upload content including work samples or videos, surveys and formative (i.e., non-graded) Moodle quizzes.

Assessment Due Date

Review/Exam Week Monday (7 June 2021) 12:00 am AEST
Students are to complete the activities allocated through Moodle

Return Date to Students

Exam Week Friday (18 June 2021)
Some online activities will provide you immediate feedback (e.g., H5P interactive learning activities). For other eFIL activities (e.g., work sample submissions, discussion forums), you will be provided feedback in the form of 1-2 comments by your lecturer, provided the activities are completed by 11:59pm on Sunday of the week the activity was set.

Weighting

Pass/Fail

Minimum mark or grade

This is a MUST PASS assessment task. Students must receive a grade of 100% on all Moodle quizzes and must complete 80% of eFIL activities.

Assessment Criteria

There are two requirements to pass this assessment task:

1. You must complete a minimum of 80% of the eFIL activities. An activity will be considered 'complete', when it has met the task requirements set for the individual activity (e.g., completion of an H5P activity, meeting activity instructions and guidelines such as posting a reflection in the discussion forum).
2. You must complete 100% of the formative Moodle Quizzes and must receive a mark of 100% on each quiz. You may re-attempt each quiz as many times as you need to achieve the minimum grade of 100%. Your Moodle quiz will appear on your Moodle page in the 'Quiz' section for each associated week.

Referencing Style

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

Submission

Online

Submission Instructions

Students are to complete the activities allocated through Moodle

Learning Outcomes Assessed

- Discuss the development of children's communication, swallowing and feeding skills in the first 5 years of life
- Examine children's global communication skills using informal and formal assessment measures and strategies

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence

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