



# SPCH13003 *Assessment of Neurogenic Communication Conditions*

## Term 1 - 2024

Profile information current as at 29/07/2024 03:58 pm

All details in this unit profile for SPCH13003 have been officially approved by CQU University 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 commence your study of neurogenic communication conditions in children and adults. You will learn about the aetiology, symptomatology and prognosis of neurogenic communication conditions that result in speech, language and cognitive communication difficulties. You will assess and classify neurogenic communication conditions using holistic decision making. You will apply the principles of evidence-based practice and the International Classification of Functioning, Disability and Health framework throughout the unit.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisites: SPCH12003 Functional Anatomy of the Head, Neck and Thorax SPCH13004 Communication Goals and Needs Across the School Years SPCH12007 Speech Pathology Work-Integrated Learning 1 ALLH12006 Evidence Based Practice for Allied Health

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 - 2024

- 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. **In-class Test(s)**

Weighting: 25%

#### 2. **Practical Assessment**

Weighting: 25%

#### 3. **Oral Examination**

Weighting: 50%

### 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 Unit and teaching evaluations

**Feedback**

Students reported that they found the videos of the communication assessments that they were required to administer in class and assessment very helpful for their learning.

**Recommendation**

It is recommended that videos of all the neurogenic communication assessments be available for self-study by the students each year.

#### Feedback from Unit and teaching evaluations

**Feedback**

Students reported that at times the slides needed to be more succinct to avoid repetition of information.

**Recommendation**

It is recommended that the unit coordinator review all slides prior to the next iteration of this unit to ensure they are comprehensive but succinct.

## Unit Learning Outcomes

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

1. Select evidence-based assessments relevant to the given neurogenic communication condition and interpret the results of such assessments
2. Analyse and synthesise assessment findings of the presenting neurogenic communication condition to provide a differential diagnosis
3. Justify clinical decisions using the International Classification of Functioning, Disability and Health framework and evidence-based practice

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - In-class Test(s) - 25%			•
2 - Practical Assessment - 25%		•	•
3 - Oral Examination - 50%	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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

SPCH13003

#### Prescribed

#### **Motor Speech Disorders: Substrates, Differential Diagnosis and Management**

Edition: 4th ed. (2019)

Authors: Duffy, J.

Mosby

USA

ISBN: 9780323530545

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

**Tina Janes** Unit Coordinator

[t.janes@cqu.edu.au](mailto:t.janes@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>ONLINE CONTENT:</p> <ul style="list-style-type: none"><li>• Welcome to the unit</li><li>• Assessments</li><li>• Neurology review</li><li>• What is speech?</li><li>• What is language?</li><li>• H5P activities</li><li>• Test yourself (Moodle Quiz)</li></ul> <p>TUTORIAL CONTENT:</p> <ul style="list-style-type: none"><li>• General introduction to the unit</li><li>• Quiz</li><li>• Dys's game</li><li>• CNs game</li><li>• Activities on Brodmann's map</li><li>• Duffy tables</li></ul>	<p>WEEK 1 READING:</p> <p>Duffy, J. (2019). Motor speech disorders: substrates, differential diagnosis and management. (4th ed.). Mosby.</p> <p>Chapter 2 Neurologic bases of motor speech disorders and its pathologies.</p>	

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## ONLINE CONTENT:

### Aphasia

- Causes of aphasia (aetiology)
- Definitions
- Theories of aphasia - classification systems
- Video clips
- Test yourself

## TUTORIAL CONTENT:

- Practical activities reinforcing the concepts of aphasia
- WAB - Western Aphasia Battery
- CAT - Comprehensive Aphasia Test
- BDAE (including BNT Boston Naming Test) - Boston Diagnostic Aphasia Examination
- EBLT - Evidence Based Language Test
- Mt Wilga
- AST - Aphasia Screening Test

Download free copies of:

- Mt Wilga High Level Language Test - To obtain a copy of the 2016 Edition, send an email to [referral.mwp@ramsayhealth.com.au](mailto:referral.mwp@ramsayhealth.com.au)
- EBLT (Evidence based language test) - <https://brisbanetest.org/>

Other readings will be outlined on Moodle.

## Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>ONLINE CONTENT:</b> Aphasia <ul style="list-style-type: none"><li>• Theories of aphasia - classification systems continued</li><li>• Cognitive neuropsychological (CNP) model of language processing</li><li>• Assessments of aphasia continued</li><li>• Paediatric aphasia (stroke)</li><li>• Test yourself</li></ul>	Whitworth, A., Webster, J. and Howard, D. (2014). A Cognitive neuropsychological approach to assessment and intervention in aphasia: A clinician's guide. (2nd ed.). Psychology Press. Permalink to this text is: <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=sso&amp;db=nlebk&amp;AN=685326&amp;scope=site&amp;authtype=sso&amp;custid=s3716178&amp;ebv=EB&amp;ppid=pp_Cover">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=sso&amp;db=nlebk&amp;AN=685326&amp;scope=site&amp;authtype=sso&amp;custid=s3716178&amp;ebv=EB&amp;ppid=pp_Cover</a> <ul style="list-style-type: none"><li>• Part 1 Theories and Principles:<ul style="list-style-type: none"><li>◦ Chapter 1 A Cognitive neuropsychological approach</li><li>◦ Chapter 2 Identifying and characterising impairments</li></ul></li></ul>	
<b>TUTORIAL CONTENT:</b> <ul style="list-style-type: none"><li>• Practical activities</li><li>• Aphasia assessments<ul style="list-style-type: none"><li>◦ Brisbane EBLT - Evidence based language test</li><li>◦ Mt Wilga</li><li>◦ Pyramids and palm trees</li><li>◦ CADL - Communication activities of daily living</li><li>◦ AST - Aphasia screening test</li><li>◦ + BDAE, WAB, CAT</li></ul></li></ul>		

## Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>ONLINE CONTENT:</b> Reading and writing disorders <ul style="list-style-type: none"><li>• Papathanasiou &amp; Coppens (2020)<ul style="list-style-type: none"><li>◦ Chapters 11 &amp; 12</li></ul></li><li>• Whitworth, Webster &amp; Howard (2014)<ul style="list-style-type: none"><li>◦ Chapters 6 &amp; 7</li></ul></li><li>• Test yourself</li></ul>	Whitworth, A., Webster, J. and Howard, D. (2014). A Cognitive neuropsychological approach to assessment and intervention in aphasia: A clinician's guide. (2nd ed.). Psychology Press. Chapters 6 & 7 Permalink to this text is: <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=sso&amp;db=nlebk&amp;AN=685326&amp;scope=site&amp;authtype=sso&amp;custid=s3716178&amp;ebv=EB&amp;ppid=pp_Cover">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=sso&amp;db=nlebk&amp;AN=685326&amp;scope=site&amp;authtype=sso&amp;custid=s3716178&amp;ebv=EB&amp;ppid=pp_Cover</a>	
<b>TUTORIAL CONTENT:</b> Practical activities: <ul style="list-style-type: none"><li>• Assessments that incorporate reading and writing</li><li>• Reading comprehension battery for aphasia RCBA-2</li><li>• PALPA - Psycholinguistic assessment of language processing in aphasia</li><li>• Preparation of tasks for reading and writing based on Webster, Whitworth and Howard (2014)</li></ul>		

## Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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**ONLINE CONTENT:**

Right hemisphere dysfunction (RHD)

- Aetiology
- Assessments
- Inclusion of paediatric and adult differences
- Test yourself

**TUTORIAL CONTENT:**

Right hemisphere dysfunction (RHD)

assessments:

- CLQT – Cognitive linguistic quick test      Readings will be outlined on Moodle.
- FAVRES – Functional assessment of verbal reasoning and executive strategies – Adults
- MEC – Montreal protocol for the evaluation of communication
- MIRBI – Mini inventory of right brain injury
- RIPA – P & 2. Ross information processing assessment
- TEA – Test of everyday attention

**Vacation Week - 08 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 15 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**ONLINE CONTENT:**

TBI – Traumatic brain injury:

- Aetiology
- Assessments
- Paediatric TBI
- Test yourself

**TUTORIAL CONTENT:**

TBI assessments and activities:

- BTHI – Brief test of head injury
- CLQT – Cognitive linguistic quick test
- FAVRES – Functional assessment of verbal reasoning and executive strategies – Adults      Readings will be outlined on Moodle.
- MEC – Montreal protocol for the evaluation of communication
- RIPA – P & 2. Ross information processing assessment
- SCATBI – Scale of cognitive ability for TBI
- TEA – Test of everyday attention
- + EFNEU – Executive functioning for paediatrics

**Week 7 - 22 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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ONLINE CONTENT:

Dementias:

- A personal story
- Types / aetiology
- Prognosis
- Paediatric dementia
- Test yourself

TUTORIAL CONTENT:

Activities

Assessments:

- ABCD - Arizona battery of communication in dementia
- CLQT - Cognitive linguistic quick test
- RUDAS - Rowland universal dementia scale
- FLCI - Functional linguistic communication inventory

Download free copy of the RUDAS - Rowland universal dementia scale -

<https://www.dementia.org.au/resources/rowland-universal-dementia-assessment-scale-rudas>

Readings will be outlined on Moodle.

## Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>ONLINE CONTENT: Motor Speech Disorders (MSDs)</p> <ul style="list-style-type: none"><li>• Neurology of MSDs</li><li>• Classifications of MSDs</li><li>• Phonatory abnormalities</li><li>• John. E. Pierce - videos</li><li>• Test yourself</li></ul>		
<p>TUTORIAL CONTENT: <b>Assessment - 1pm-2pm</b> Class 2pm - 4pm Motor Speech Disorders (MSDs)</p> <ul style="list-style-type: none"><li>• Duffy chapter 3</li><li>• Duffy table 1-1</li><li>• Paediatric assessments</li></ul>	Readings will be outlined on Moodle.	<b>In-class Test</b> Due: Week 8 Wednesday (1 May 2024) 1:00 pm AEST

## Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>ONLINE CONTENT: Motor Speech Disorders (MSDs)</p> <ul style="list-style-type: none"><li>• Continue classification of MSDs and differential diagnosis</li><li>• Test yourself</li></ul>	<p>You will be assigned one of the following chapters to read, summarise and present to the class Duffy (2019)</p> <ul style="list-style-type: none"><li>• Chapter 4 Flaccid dysarthria</li><li>• Chapter 5 Spastic dysarthria</li><li>• Chapter 6 Ataxic dysarthria</li><li>• Chapter 7 Hypokinetic dysarthria</li><li>• Chapter 8 Hyperkinetic dysarthria</li><li>• Chapter 9 Unilateral upper motor neuron (UUMN) dysarthria</li><li>• Chapter 11 Apraxia of speech (AOS)</li></ul>	
<p>TUTORIAL CONTENT: Motor Speech Disorders (MSDs) continued:</p> <ul style="list-style-type: none"><li>• Presentation of Duffy chapters</li></ul>		

## Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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**ONLINE CONTENT:**

- Assessments:
  - AIDS – Assessment of intelligibility of dysarthric speech
  - Frenchay dysarthria assessment
  - ABA – Apraxia battery for adults
- Differential diagnosis
- Other neurogenic communication disorders
- Test yourself

Readings will be outlined on Moodle.

**TUTORIAL CONTENT:**

- Revision of assessments
- Revision activities in preparation for differential diagnosis video assessment

**Week 11 - 20 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
ONLINE CONTENT: No online content this week		
TUTORIAL CONTENT: • Assessment 2 will be held in class time this week (1pm-2pm) • Revision of assessments	Readings will be outlined on Moodle.	<b>Practical Assessment - Video Analysis Task</b> Due: Week 11 Wednesday (22 May 2024) 1:00 pm AEST

**Week 12 - 27 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
ONLINE CONTENT: No online content		
TUTORIAL CONTENT: • Final preparation for viva assessment (assessment 3)		

**Review/Exam Week - 03 Jun 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment 3 is on Monday 3 June. You will be allocated times for this assessment task. The assessment will be held in Building 7/1.18.		<b>Viva</b> Due: Review/Exam Week Monday (3 June 2024) 8:00 am AEST

**Exam Week - 10 Jun 2024**

Module/Topic	Chapter	Events and Submissions/Topic

**Term Specific Information**

Welcome to SPCH13003 for 2024. Tina Janes is your unit coordinator and lecturer. This year there is only one prescribed text: **Duffy, J. (2019). Motor speech disorders: Substrates, differential diagnosis and management. (4th ed.)**. This text is used for both SPCH13003 and SPCH13008 (Management of neurogenic communication conditions). Our class time is Wednesday 1pm to 3pm in Building 7/1.18. As this unit is operating on a flipped classroom teaching model, you will be required to access the online lecture materials and any prescribed activities prior to the class on a Wednesday. You will notice that for week 8 when the in-class test is held, your class time is 1pm to 4pm to allow for completing the in-class test in the first hour, followed by two hours for class content. You will require access to the speech pathology assessment cupboard (located in Building 7) throughout the term to prepare for assessment tasks. A timetable will be posted on Moodle outlining the days that you may access the assessment cupboard throughout the term. Ensure you access the CB87 Moodle site for all relevant course wide information to assist you with your studies.

## Assessment Tasks

### 1 In-class Test

**Assessment Type**

In-class Test(s)

**Task Description**

This first assessment is an in-class test which will be conducted in week eight. This test is designed to assess your knowledge of the content taught both in class and online and prescribed readings from week one through to week seven (inclusive). The test is one hour in duration and comprises 25% of the unit grade. You must achieve an overall pass grade of 50% (i.e. 12.5/25) to pass this assessment and the unit.

**Assessment Due Date**

Week 8 Wednesday (1 May 2024) 1:00 pm AEST

The test will be completed in class within the allocated time frame

**Return Date to Students**

Week 9 Wednesday (8 May 2024)

Results will be uploaded to Moodle

**Weighting**

25%

**Minimum mark or grade**

A minimum mark of 50% (i.e., 12.5/25) is required to pass the assessment task and the unit

**Assessment Criteria**

You will be graded according to the examiner's answer guide in order to apply consistent methods of grading. The mark that is allocated to each question is displayed on the test sheet. A feedback summary will be provided to you following completion of the test.

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

No submissions are required

**Learning Outcomes Assessed**

- Justify clinical decisions using the International Classification of Functioning, Disability and Health framework and evidence-based practice

### 2 Practical Assessment - Video Analysis Task

**Assessment Type**

Practical Assessment

**Task Description**

For this assessment task you will be required to analyse videos of individuals presenting with a variety of speech, language and/or cognitive features. Assessment 2 will be conducted in class time during week 11. You will be provided with an answer booklet that will guide you as to the features to observe from the videos. The videos will be played three times and time provided in between each for you to write your answers.

**Assessment Due Date**

Week 11 Wednesday (22 May 2024) 1:00 pm AEST

The assessment will occur in class time

**Return Date to Students**

Week 12 Wednesday (29 May 2024)

Results will be uploaded to Moodle

**Weighting**

25%

**Minimum mark or grade**

A minimum mark of 50% (i.e., 12.5/25) is required to pass the assessment task and the unit

**Assessment Criteria**

This assessment task will occur in class time in week 11. You will be required to analyse video clips of individuals with neurogenic speech, language and/or cognitive difficulties. The marks for each question will be displayed on your answer booklet. Your answer booklet will detail the responses that are required of you for each task. Differential diagnosis will be a key feature of these video clips. The clips will be played three times and you will be given time after each playing to write your responses.

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

No submissions are required

**Learning Outcomes Assessed**

- Analyse and synthesise assessment findings of the presenting neurogenic communication condition to provide a differential diagnosis
- Justify clinical decisions using the International Classification of Functioning, Disability and Health framework and evidence-based practice

### 3 Viva

**Assessment Type**

Oral Examination

**Task Description**

The complete task description will be detailed on the task description sheet posted on Moodle. In summary, this assessment has two parts. Part A involves interpreting assessment information provided to you at the outset of the assessment. You will have time to explore the results prior to discussing your interpretation of these with the examiner. Part B involves reading a case history and selecting the relevant assessments that you would use with such a client. The examiner will require you to justify your selection of assessments.

**Assessment Due Date**

Review/Exam Week Monday (3 June 2024) 8:00 am AEST

You will be allocated times for this assessment task.

**Return Date to Students**

Exam Week Monday (10 June 2024)

Results will be uploaded to Moodle

**Weighting**

50%

**Minimum mark or grade**

A minimum grade of 50% (25/50) must be achieved to pass this assessment and the unit

**Assessment Criteria**

The complete assessment criteria are detailed on the task description and marking rubric but in summary you will be graded on the following:

Part A:

- Accurate interpretation of the results of speech, language and/or cognitive assessments

Part B:

- Selection and justification of assessments based on the case history information you are provided with

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

There are no submissions for this assessment task

## Learning Outcomes Assessed

- Select evidence-based assessments relevant to the given neurogenic communication condition and interpret the results of such assessments
- Analyse and synthesise assessment findings of the presenting neurogenic communication condition to provide a differential diagnosis

## 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