



SPCH13008 *Management of Neurogenic Communication Conditions*

Term 2 - 2024

Profile information current as at 06/07/2025 10:18 am

All details in this unit profile for SPCH13008 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 continue your study of neurogenic communication conditions in children and adults. You will apply and integrate the concepts learned in SPCH13003 Assessment of Neurogenic Communication Conditions to the holistic management of neurogenic communication conditions, including the principles of the International Classification of Functioning, Disability and Health framework throughout the unit. You will learn current evidence-based management approaches for neurogenic speech, language, and cognitive communication conditions throughout this 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: SPCH13003 - Assessment of Neurogenic Communication Conditions

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 - 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. **Case Study**

Weighting: 20%

2. **Case Study**

Weighting: 30%

3. **Practical Assessment**

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 In-class discussion with students, high ratings of the value of feedback, self reflection.

Feedback

Students commented that having 2 assessments, each weighted at 50%, resulted in high stress.

Recommendation

It is recommended that the unit coordinator review assessments to consider whether the requirements and tasks that form the current two assessments can be re-distributed across a minimum of three assessment tasks, with one due early in the term.

Feedback from SUTE ratings.

Feedback

Students indicated that requirements for the unit weren't always clear.

Recommendation

It is recommended that the unit coordinator engage students in discussion about the assessment requirements described in written and video task instructions on Moodle in the first in-person tutorial.

Feedback from In-class discussion with students.

Feedback

Students commented that the flipped classroom model can result in skipping week to week readings and lectures until an assessment requiring that knowledge is due.

Recommendation

It is recommended that the unit coordinator continue to reinforce the value of the flipped classroom model and consider adding knowledge checks at the beginning of each in-person tutorial.

Feedback from SUTE ratings.

Feedback

Students indicated that they valued the usefulness of the content taught and the helpfulness of the feedback provided.

Recommendation

It is recommended that the unit coordinator continue to use practical materials to apply evidence-based practice and continue to provide specific feedback on assessments.

Unit Learning Outcomes

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

1. Analyse and interpret case information in a holistic manner
2. Plan management for neurogenic communication conditions using evidence-based practice principles
3. Critically appraise a range of management approaches and outcome measures designed for the management of neurogenic communication conditions
4. Integrate the International Classification of Functioning, Disability and Health framework, in the management of neurogenic communication conditions

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 - Case Study - 20%	•			•
2 - Case Study - 30%		•	•	
3 - Practical 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	•	•	•	•

Textbooks and Resources

Textbooks

SPCH13008

Prescribed

Transforming Cognitive Rehabilitation: Effective Instructional Methods

Edition: 1st (2023)

Authors: McKay Moore Sohlberg, Justine Hamilton, Lyn S Turkstra

Guilford Press

New York , New York , United States of America

ISBN: 9781462550876

Binding: Hardcover

Additional Textbook Information

This book is available in both hardcover and eBook formats from Guilford Press. The hardcover is additionally available from Amazon.com.au.

[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

Justine Hamilton Unit Coordinator
j.l.hamilton@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Review of practice frameworks: ICF (International Classification of Functioning, Disability, and Health) and A-FROM (Aphasia Framework for Outcome Measurement)• Where goals come from: Translating assessment into intervention, including application of EBP (evidence-based practice) principles and special considerations for neurodegenerative conditions• Introduction to the TACSI Framework (target, aspect & measure, context hierarchy, success criterion, ingredients)		Readings will be posted on the eReading List in Moodle.

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">Using the TACSI Framework to write measurable, unambiguous goals and hierarchies	Readings will be posted on the eReading List in Moodle.	

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">Principles of motor learning, including treatment dosageEvidence-based management of motor speech disorders	Readings will be posted on the eReading List in Moodle.	

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">Evidence-based management of motor speech disorders (cont'd)	Readings will be posted on the eReading List in Moodle.	Selecting and Justifying Aims, Targets, and Hierarchies Due: Week 4 Friday (2 Aug 2024) 6:00 pm AEST

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">Evidence-based management of acquired brain injury in the acute stage, including functional, multi-modal approachesEvidence-based management of aphasia in the early rehabilitation stage	Readings will be posted on the eReading List in Moodle.	

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">Evidence-based management of aphasia in the long-term rehabilitation stage, including multi-modal SCA (Supported Conversation for Aphasia)	Readings will be posted on the eReading List in Moodle.	

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">Review of cognition and cognitive-communicationHypothesis testingInterprofessional roles in brain injury rehabilitation	Readings will be posted on the eReading List in Moodle.	

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">Evidence-based management of moderate-severe brain injury	Readings will be posted on the eReading List in Moodle.	Selecting and Justifying Intervention Approach Due: Week 8 Friday (6 Sept 2024) 6:00 pm AEST

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">Evidence-based management of mild brain injury (concussion), including Return to Work and Return to School	Readings will be posted on the eReading List in Moodle.	

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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- Evidence-based management of Right Hemisphere Disorder (RHD) and social-pragmatic skills
- Project-based therapy - a participation-focused intervention
- **NOTE: Tutorial runs 9am to 12pm today**

Readings will be posted on the eReading List in Moodle.

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Evidence-based direct training interventions for dementia - LEEPS (Language- Enriched Exercise Plus Socialization) and Spaced Retrieval • Principles of DementiaAbility and Montessori for Dementia - a partner/environmental intervention • Revision/Q&A • NOTE: Tutorial runs 9am to 12pm today 	Readings will be posted on the eReading List in Moodle.	

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Presentations will be scheduled between 8:30am and 12:30pm		Video and Presentation of Intervention Implementation Due: Week 12 Monday (30 Sept 2024) 8:00 am AEST

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Students should visit the CB87 Speech Pathology Course Site in Moodle for information that is relevant across all units, including information that will support completion of assessments:
<https://moodle.cqu.edu.au/course/view.php?id=2612>

Assessment Tasks

1 Selecting and Justifying Aims, Targets, and Hierarchies

Assessment Type

Case Study

Task Description

For this assessment task, you will be required to integrate neurogenic communication case information to identify one aim for a client and two associated targets and context hierarchies. One target will also require a corrective feedback hierarchy. You will follow the TACSI Framework (Target, Aspect & measure, Context hierarchy, Success criterion, Ingredients), which will be taught in class, to fully develop the two intervention targets. You will be provided with a version of the TACSI Framework Planning Template you will use in class, and you will complete the specified sections and additionally justify your choices in each section.

There are 5 cases from which you may choose:

- Post-stroke Broca's aphasia
- Post-stroke Wernicke's aphasia
- Post-stroke dysarthria

- Post-stroke apraxia
- Dysarthria due to Parkinson's Disease

Each case includes a brief case history, clinical interview results, a summary of formal and informal assessment results, and information about the services available at the client's service delivery setting. The cases will be posted for review in Moodle at 12:00pm (noon) on Tuesday 9th July 2024. Case selection sign up will open in Moodle on Friday 12th July 2024 at 6:00am and close on Friday 12th July 2024 at 6:00pm. A maximum of 2 students may select any given case study. Any students who do not sign up will be assigned an available case study.

The full Task Description will be provided in Moodle.

Assessment Due Date

Week 4 Friday (2 Aug 2024) 6:00 pm AEST

This assessment must be uploaded to Moodle by the due date/time.

Return Date to Students

Vacation Week Friday (16 Aug 2024)

Feedback will be uploaded to Moodle.

Weighting

20%

Minimum mark or grade

This is a MUST PASS assessment task. You must achieve a grade of at least 50% to pass this assessment task.

Assessment Criteria

There are 4 marking criteria that will be used to assess Assessment 1 for SPCH13008:

1. The first criterion focuses on your generation and justification of one aim and two associated general targets for intervention, which all clearly reflect a holistic, person-centred, and integrated analysis of the client's condition, needs, and general circumstances. This criterion is worth 30% of this assessment grade.
2. The second criterion focuses on the accuracy and justification of your completion of the A-C-S-I elements of the TACSI Framework for your first target. This criterion is worth 30% of this assessment grade.
3. The third criterion focuses on the accuracy and justification of your completion of the A-C-S-I elements of the TACSI Framework for your second target. This criterion is worth 30% of this assessment grade.
4. The fourth criterion focuses on the accuracy and clarity of your writing style, including vocabulary choice, sentence formulation, and paragraph cohesion. This criterion is worth 10% of this assessment grade.

Given the nature of this task, there is not a separate criterion relating to referencing, however, any inappropriate or omitted referencing will result in loss of marks for any or all impacted criteria above.

Referencing Style

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

Submission

Online

Submission Instructions

This assessment must be uploaded to Moodle by the due date/time.

Learning Outcomes Assessed

- Analyse and interpret case information in a holistic manner
- Integrate the International Classification of Functioning, Disability and Health framework, in the management of neurogenic communication conditions

2 Selecting and Justifying Intervention Approach

Assessment Type

Case Study

Task Description

For this assessment task, you will first be required to identify and appraise two possible intervention approaches to meet a target area of need for a client. The approaches may come from those discussed in the unit or from your own independent research, but if from your own independent research, you must ensure the approach is supported by adequate research evidence. You must compare the strengths and limitations of the research evidence behind each approach and conclude if one has more support than the other to address the client need or if they are equivalent. Your

choice must flow logically from your analysis of strengths and limitations from the research.

You must then compare both approaches to the client characteristics, circumstances, and target area of need and determine which is the better choice or if they are equivalent. Your choice must flow logically from your analysis of how well or poorly each approach matches the client characteristics, circumstances, and specified need.

Finally, you will identify your ultimate choice of intervention for the client's specified need, explaining how you balanced the information from the research literature with the information from the client characteristics and circumstances. You must ensure your final choice flows logically and is justified from your analyses in the two sections above. You must choose one of the options, you may not choose both.

There are 5 cases from which you may choose, covering a range of clients with either aphasia, dysarthria, or apraxia. They are the same cases as used in Assessment 1 in this unit, however you must select a different case than you completed for Assessment 1. The cases can be accessed with the Assessment 1 information in Moodle, starting on 9th July 2024 at noon. Case selection sign up will open in Moodle on Monday 5th August 2024 at 6:00am and close on Monday 5th August 2024 at 6:00pm. A maximum of 2 students may select any given case study. Any students who do not sign up will be assigned an available case study. If conflicts occur relating to case selection from Assessment 1, the unit coordinator will adjust case assignments to ensure students do not have the same case for both assessments.

The full Task Description will be provided in Moodle.

Assessment Due Date

Week 8 Friday (6 Sept 2024) 6:00 pm AEST

This assessment task must be uploaded to Moodle by the due date/time.

Return Date to Students

Week 10 Friday (20 Sept 2024)

Feedback will be uploaded to Moodle.

Weighting

30%

Minimum mark or grade

This is a MUST PASS assessment task. You must achieve a grade of at least 50% to pass this assessment task.

Assessment Criteria

There are 4 marking criteria that will be used to assess Assessment 2 for SPCH13008:

- The first criterion focuses on your selection of reasonable intervention approaches for the target area you identified for the client and your appraisal of strengths and weaknesses in the research evidence for each approach. This criterion is worth 30% of this assessment grade.
- The second criterion focuses on your mapping of the two interventions to the client's characteristics and circumstances, taking a holistic, person-centred approach to your analysis. This criterion is worth 30% of this assessment grade.
- The third criterion focuses on your analysis and justification of your final choice of intervention to address the target area of need you identified. This criterion is worth 25% of this assessment grade.
- The fourth criterion focuses on the accuracy of your referencing and the clarity of your writing style, including vocabulary choice, sentence formulation, within-paragraph cohesion, and across-paragraph coherence. This criterion is worth 15% of this assessment grade, however reduced clarity and inadequate referencing may additionally impact marks for the other three criteria above.

Referencing Style

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

Submission

Online

Submission Instructions

This assessment must be uploaded to Moodle by the due date/time.

Learning Outcomes Assessed

- Plan management for neurogenic communication conditions using evidence-based practice principles
- Critically appraise a range of management approaches and outcome measures designed for the management of neurogenic communication conditions

3 Video and Presentation of Intervention Implementation

Assessment Type

Practical Assessment

Task Description

For this assessment task, you will be required to prepare and deliver a 20-23 minute PowerPoint presentation that explains and demonstrates intervention to support a client with a traumatic brain injury (TBI). You will have 8 cases from which to choose:

- Case A (Shannon, returning to work after mild TBI): Using a cognitive strategy to address reading comprehension needs
- Case A (Shannon, returning to work after mild TBI): Using a cognitive strategy to address prospective memory needs
- Case A (Shannon, returning to work after mild TBI): Using an external aid to address reading comprehension needs
- Case A (Shannon, returning to work after mild TBI): Using an external aid to address prospective memory needs
- Case B (Samuel, returning to school/leisure after moderate TBI): Using a cognitive strategy to address social communication needs
- Case B (Samuel, returning to school/leisure after moderate TBI): Using a cognitive strategy to address self regulation needs
- Case B (Samuel, returning to school/leisure after moderate TBI): Using an external aid to address social communication needs
- Case B (Samuel, returning to school/leisure after moderate TBI): Using an external aid to address self regulation needs

Each case includes a summary of the client's characteristics and needs as well as a list of resources to help you initiate your research and planning for this assessment. The Samuel case information is provided in written form while the Shannon case information includes a short video segment as well as written notes. The cases will be posted for review on Moodle at 12:00pm (noon) on Wednesday 7th August 2024. Case selection sign up will open on Moodle on Monday 19th August 2024 at 6:00am and close on Monday 19th August 2024 at 6:00pm. Only 1 student may select any given case. Any students who do not sign up will be assigned an available case.

Your presentation must include:

- A brief introduction to your client and the treatment need you are addressing
- A description of your chosen strategy or aid and the rationale for choosing it
- The steps involved in using the strategy or aid
- A 4-5-minute video role-play of the first session with your client, during which your classmates will track client performance data (please bring blank copies of your desired data tracking form for your classmates to write on)
- Your completed data tracking form and a brief discussion with your classmates to compare their data tracking with yours and clarify any discrepancies
- A plan to ensure your client will eventually be able to generalise the strategy or aid into use in the required functional context, including:
 - A context hierarchy (see TACSI Framework manual for options)
 - A plan for how to involve important others in the client's rehabilitation
- An example of one Goal Attainment Scale to measure outcome on a possible aim for the client (see Week 2 content in SPCH13006)
- A reference list

Presentations must be at least 20 minutes and no more than 23 minutes in length. You will be alerted when there are 10 minutes remaining. If applicable, you will additionally be alerted when there are 2 minutes remaining. There will be a Q&A period lasting approximately 3 minutes at the completion of your presentation, during which time your classmates and/or the instructor will ask questions about your presentation. All presentations will be recorded for marking purposes.

The full Task Description will be provided in Moodle.

Assessment Due Date

Week 12 Monday (30 Sept 2024) 8:00 am AEST

Presentation slides, video link, and completed data tracking form must be uploaded to Moodle by the due date/time.

Return Date to Students

Exam Week Monday (14 Oct 2024)

Feedback will be uploaded to Moodle.

Weighting

50%

Minimum mark or grade

This is a MUST PASS assessment task. You must achieve a grade of at least 50% to pass.

Assessment Criteria

There are 4 marking criteria that will be used to assess Assessment 3 for SPCH13008:

- The first criterion focuses on your justification for your choice of strategy/aid for the need you identified for your client, considering both evidence from the literature and a person-centred approach that reflects the ICF. This criterion is worth 20% of this assessment grade.
- The second criterion focuses on the clarity of your explanation and demonstration of the strategy/aid, accuracy of documentation of results from training the strategy/aid, and effectiveness in addressing questions, such that classmates could easily replicate implementing the strategy/aid themselves. This criterion is worth 40% of this assessment grade.
- The third criterion focuses on your generalisation planning, including a hierarchy to move your client toward functional independence, a partner training plan, and a Goal Attainment Scale that reflects a real-world outcome that is meaningful to the client. This criterion is worth 20% of this assessment grade.
- The fourth criterion focuses on presentation style, including speech rate, verbal/vocal/nonverbal engagement with audience, effectiveness of spoken content, effectiveness of written (PowerPoint) content including referencing, and overall time management. This criterion is worth 20% of this assessment grade, however reduced clarity and inadequate referencing may additionally impact marks for the other three criteria above.

Referencing Style

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

Submission

Online

Submission Instructions

Assessment materials must be uploaded to Moodle by the due date/time. Presentation schedule will be posted no later than Week 10.

Learning Outcomes Assessed

- Analyse and interpret case information in a holistic manner
- Plan management for neurogenic communication conditions using evidence-based practice principles
- Critically appraise a range of management approaches and outcome measures designed for the management of neurogenic communication conditions
- Integrate the International Classification of Functioning, Disability and Health framework, in the management of neurogenic communication conditions

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