

**Curtin Health Academic
and Study Guide**

(CHAS)

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ASSIGNMENT PRESENTATION AND SUBMISSION

Standards Expected at University Level

1.0 Word Processing and Formatting requirements:

(Check your unit outline for any specific assignment requirements).

Generally requirements are based on the APA formatting guide 2010 (**denotes modification to this).

1.1 Submission types

1.1.1 Online submissions

Unless otherwise stated, written assignments need to be submitted via Blackboard as a single Microsoft Word (.doc or .docx) document. No multiple file submissions or multiple attachments permitted. (See Part B section 6.0).

1.1.2 Hard copy submissions

Any "hard copy" assignment submissions must be word-processed and printed on one side of an A4 plain white page. Remember to always back up your work and keep a copy saved.

Original copies are required - photocopies are unacceptable.

Use white plain paper with printing on one side only.

Use a single, secure staple in the top left-hand corner (if hard copy is required for submission) to keep the assignment together. If the assignment is too large for a staple, it can be bound.

Do not use coloured paper or place pictures or borders on the title page.

Do not use any other text font or colour other than black.

Do not insert your essay into a file, folder or plastic sheet protector - unless requested to do this by your tutor/lecturer. Many tutors/lecturers dislike these as they make assignments heavier and it is more difficult for them to write comments or marks directly onto the pages.

Please note: There may be different requirements for written documentation that accompanies oral presentations/ posters etc. Refer to unit specific requirements for each assessment task.

1.2 Formatting and presentation (both online and hardcopy submissions)

In general, first year submitted academic writing tasks require the following:

1.2.1 ** Footers.

A 'footer' is a line of text inserted into the bottom margin on each page which will add to the security of your submitted assignments. It is created using the 'View' drop-down menu and the 'Header and Footer' functions of Microsoft Word. Use the 'footer' to clearly display requirements such as your name and/or student number and submission date on every page of your assignment.

Please confirm these requirements with your respective unit coordinators as some may require a student number only in the footer.

1.2.2 Line justification.

Lines of text should be 'left justified', including the references.

1.2.3 ** Line spacing.

Use 1.5 line spacing for the entire paper. The only exception is between separate references on the reference list. A double space should be used between items on your reference list.

1.2.4 Font.

Use Times New Roman size 12 or Arial size 11 fonts only, as they are “non-cursive” and the easiest to read, particularly in electronic format.

1.2.5 ** Page numbering.

Page numbers need to be started sequentially on the first page of the body of the assignment. (i.e. after the title page, contents page or abstract page). Page numbers should be inserted in the top right hand corner of each page (from the introduction page).

To help number your pages correctly you may need to insert section breaks in your document so you can start numbering from the correct section (your cover page and contents page would be the first section and the rest of your assignment the second section). In the most up to date Microsoft Word software, section breaks can be found under the ‘Page Layout’ tab, you need to insert a ‘next page’ break. See Appendix III for details.

1.2.6 Margins.

Allow margins of 2.5 cm at the top, bottom and sides of your page.

1.2.7 URLS.

In general, there should be no URLS used as citations in the body of your assignment. In your reference list at the end of the paper, any URLS should be in black font and not underlined and not hyperlinks. Use the ‘remove hyperlink’ function in Microsoft Word to do this in the final list.

1.2.8 **Headings and subheadings.

If headings are specifically required in your writing task, use the same font as the text. There are 5 levels of headings (see Table 1): Note justification, bolding, italics and punctuation as required.

Table 1.

Level of heading	Numbering	Format	Common examples
1	NIL	Centred, Boldface, Uppercase and Lowercase Headings	Title of Essay on Title Page/ Title of Essay on Introduction Page
2	1.0	Flush Left, Boldface, Uppercase and Lowercase Heading	Beginning of Assignment
3	1.1	Indented, lowercase heading ending with a period. boldface, paragraph ending with a period.	1.1 Paragraphs under major headings.
4	1.1.1	Indented, italicized, lowercase paragraph heading ending with a period. boldface, lowercase paragraph heading ending with a period.	1.1.1 Paragraphs under subheadings.
5	1.1.1.1	Indented, italicized, lowercase paragraph heading ending with a period.	1.1.1.1 Paragraphs under sub-subheadings.

Please note: The 'contents page' of a writing task is Level 2 heading without decimal numbering.

1.2.9 ** Decimal numbering.

Decimal numbering should be used consistently with headings and subheadings within scientific research papers and reports. See Categories of Academic Writing Tasks, section 4.0.

Your specific unit may provide exemplar cover pages, title pages via unit specific Blackboard information. See Appendices I and II for some examples, but do not use these as templates.

1.2.10 Word Count.

If a lecturer/tutor has asked for a specific number of words, place the word count in brackets at the end (on a separate line) after the conclusion. The word count also needs to go on your cover page.

Word counts **DO NOT** include the reference list or the contents page.

Word counts **DO** include in-text citations, tables and quotes.

It is usual to allow +/- 10% with no marks penalty.

1.2.11 Proof read and back-up your work.

Proof read all of your work for typing, punctuation, grammatical errors, spelling errors and logical flow before it is submitted. Do not trust Microsoft Word spell check alone.

For example: "three weeks after conception....." compared to "three weeks after contraception....".

Please note: Always keep a hard copy or save to a USB or your hard drive. Never submit your only copy. Assignments can be lost if computers are damaged or stolen. USB sticks

can be lost or damaged or files corrupted. Always back up your work and keep multiple copies.

Extensions may not be granted due neglect of backing up your work.

1.3 Title Page-essential components

This must contain: Assignment title/research question

- Student name
- Curtin student number
- Student email address
- Student course or school
- Title and number of unit (and module, if applicable)
- Name of lecturer or tutor
- Submission or due date written in full: day, month and year
- Declaration (see below and appendix exemplar)
- Signature (can be typed or scanned back in to your word.doc)
- Date of signing

Please note: Make and sign a plagiarism declaration. This declaration states that an assignment is the original work of the student who submits it and that it has not been submitted for assessment in any other unit or course. This is done by inserting the paragraph included on the cover page on the following page. It also involves reading the Student Guide to Avoiding Plagiarism. (See Part A Section 3).

Find out the correct spelling of your lecturer's / tutor's name. Please ask your tutor or the unit coordinator if you are unsure of your tutor's name.

- See exemplar title/cover page provided in Appendix I.
- Do not place pictures or borders on the title page.
- Do not use text colours other than black

1.4 Contents Page-format

For long assessments with several headings and subheadings, a table of contents may be useful or required. This is placed on a separate page after the title page and labelled 'Contents' rather than 'List of contents' or 'Table of contents'.

The title 'Contents' should be left justified at the top of the page and the same size font as the rest of the text. The use of numbered headings and sub-headings in the contents page enables the reader to clearly see both the plan of the assignment and its logical sequence. The contents page itself, however, should not extend beyond three heading levels (main heading, section heading, subsection heading) as this tends to obscure rather than clarify an assignment's structure.

There is no page number given to the cover, title or contents pages. The page numbers assists the reader to find sections in the text of the paper. Page numbering begins on the first page of text. For instructions on how to enter correct page numbering-See Appendix III.

To format a contents page use either the 'Insert Table of Contents' function in Microsoft Word or create a table with 2 columns (one for headings and one for page numbers) then remove the borders so it does not look like a table. This will align the page numbers correctly.

2.0 Academic Writing – Essentials

Tertiary level writing involves formal English conventions. This is particularly the case in health sciences. Writing is not considered to be academic if it does not meet the following criteria.

2.1 Use credible scholarly sources for your information

Unless otherwise stated by your specific unit coordinator:

- Where possible use recent, original, peer-reviewed, reputable published research.
- Avoid general internet searches in first year. Various .com, .org, sources and some others may appear “reputable” but are not viewed as “scholarly”.
- Be careful to avoid sites that may have credible information but are written for the general public rather than an academic audience. For example: Better Health Channel, Wikipedia etc. See Appendix IV for more examples of non-reputable sources for academic writing.
- Emphasis should be on using the Curtin University library and the Curtin libguides to develop good search strategies for your future university studies.
- Do not use ‘fact sheets’-these constitute summaries of research and other findings and are thus not regarded as ‘original’ or scholarly. While these may be a good place to start reading about a topic, do not use ‘fact sheets’ as a source in academic writing.
- Books need to be less than 10 years old and journal articles should be less than 5 years old

You may be required to evaluate the quality (level or hierarchy of evidence) of your sources in some units e.g. Evidence Informed Health Practice. You will be given specific advice on how to do this.

2.1.1 Do not use secondary sources.

Secondary sources are those that cite primary sources for their information. For example, if you are reading a journal article by Smith and White (2010) who cites information from Kessler and Curtis (2008) and you want to use this cited information then you need to find the primary or original source of the information (being Kessler and Curtis, 2008). The only exception to this rule is if the primary source is no longer in print or inaccessible.

2.1.2 Do not use “non-reputable” sources.

See Appendix IV for examples of non-reputable sources for IPFY Health Sciences writing tasks. These include most general internet searches and “.coms”, fact sheets, blogs as well as others listed in Appendix IV. There may be a few exceptions, but first year unit coordinators will inform you of these. If in any doubt, you must confirm the credibility of the source with the relevant unit coordinator. If students use non-reputable sources for research their papers would be viewed as non-academic and marks deducted accordingly.

Beware of “n.d” sources. This indicates “no date” which usually infers no traceable reliable research and often no declared or contactable author. Remember the focus in first year is on learning to search for scholarly sources.

‘Anonymous’ is not acceptable as an ‘author’ in university level writing.

2.2 Use academic language

Your writing needs to be clear, concise and in the required formal academic style appropriate for the relevant discipline. See Part B section 2.5 “Academic English Language Conventions” for details.

2.3 Sentence structure and punctuation

In English, sentences require a sensible, grammatically correct structure.

2.3.1 Clear sentences

Use short, clear sentences and simple words when possible. You must proof read to ensure you have not repeated yourself or included sentences that do not make sense.

2.3.2 English conventions and punctuation

Commonly accepted grammar and punctuation includes the following:

- End ideas with a full stop rather than a comma.
- Never begin a sentence with numbers or lower case abbreviations, although a sentence can begin with a capital letter acronym, such as WHO (which is sometimes pronounced as a word), or an initialisation such as SBS (which is not pronounced as a word).

2.4 Paragraph Structure

There are certain essential components when writing your paragraphs. To avoid irrelevant ideas and straying from your topic, you need to think about how you will construct each paragraph as well as the overall structure of the paper to create good 'flow' of writing.

2.4.1 Discuss one main idea per paragraph

Paragraphs should be composed of several short sentences that relate to a single idea (Grellier & Goerke, 2010). A paragraph should contain one idea supporting the topic sentence. The first few sentences of a paragraph explain the idea and the last sentence concludes the idea.

2.4.2 Use in-text citations often

In-text citations are required for each piece of information retrieved from other authors. See Part B, section 3.2 for details.

2.4.3 Keep paragraphs succinct

While it is important to discuss one main idea in each paragraph, good links need to be made to subsequent paragraphs. If the link develops into a different idea, it is time to begin a new paragraph. Do not write one-sentence paragraphs.

2.5 Academic English Language Conventions

IPFY written papers will usually require formal academic English. You will be advised when formal English is not required. Exceptions may include reflective writing tasks. (See Part B, section 4.3 "Reflective Writing" for details.)

Formal English requirements include:

2.5.1 Write in the third person unless otherwise advised.

This means that while a student may be expressing his or her opinion based on evidence from the scientific literature, words such as:

"I", "me", "my", "our" or "we" are not used. This is particularly the case in scientific essays (Research Papers). See Part B, section 4.1 "Research paper" for details.

For example:

Write... "The main issues outlined by researchers are..." rather than "I think that the main issues are..." or "in this paper I will be discussing..."

Exceptions may include reflective writing tasks. See Part B, section 4.3 for details.

2.5.2 Use the correct verb tenses.

Most writing in health science assignments is in past tense (e.g., "Jones (2003) described...") or present perfect tense if published recently (e.g., "The authors have described..."). This is because the information sourced was written in the past before being read and reported by students.

Exceptions that may be written in present or future tense are:

a direct quote

a report on the current state of affairs within a body of literature, an area of research or the results of an experiment. For example, "Current research confirms previous findings and will lead to..." and "The results of experiment three indicate...";

a standard or guideline that has been set and which remains pertinent is being discussed. For example, the dietary guidelines for Australians (National Health and Medical Research Council (NHMRC), 2013, p. 5) provide advice to the general population about healthy food choices and recommend that Australians "enjoy a wide variety of nutritious foods" (NHMRC, 2013, p.5).

2.5.3 Use the 'active voice' rather than the 'passive voice'.

These terms refer to the 'nouns' in your sentences (Grellier & Goerke, 2010, p.148). It is considered more academic to use:

Active verbs:

"the students conducted many experiments"

"the author suggests that findings were significant";

rather than: Passive verbs:

"many experiments were conducted by the students"

"the findings were suggested to have been significant".

2.5.4 Numbering Conventions.

Write the numbers one to nine in words. Figures (numerals) are used to express numbers from 10 onwards, unless they start a sentence, title or text heading in which case they must be written in words (Snooks et al., 2002).

Figures are acceptable to use for numbers between one and nine when used:

- as a label, and especially if it denotes a specific place in a numbered series (e.g., Appendix 2, Table 1, Figure 4, p. 7, row 5)
- with numbers greater than 10 that appear in the same sentence or paragraph (e.g., 3 out of 25 subjects, 2 out of 220 responses)
- as a unit of measurement or currency (e.g., 7 km, 1 kilogram, \$2.25)
- in a table or figure
- as date or time
- to explain sample/population size or the number of subjects/participants in a study
- as a percentage or ratio (APA, 2010, p.122; Snooks et al., 2002).

The APA system (2010) recommends that percentages always be written in numbers followed by the percent symbol (e.g., 5%). The word "percentage" should only be used when there is no number given (e.g., in order to determine the percentage of children).

The APA system uses commas to separate three digits in most numbers of 1000 or more (e.g., 1,000), except for page numbers, serial numbers, degrees of temperature, acoustic frequency designations (e.g., 2000 Hz), degrees of freedom and numbers to the right of a decimal point (APA, 2010). APA (2010) also state that plural numbers are made by adding an "s" with no apostrophe.

2.5.5. Do not use grammatical contractions.

A contraction is the grammatical combination of two other words. This should not occur in academic writing.

For example, write "did not" rather than "didn't".

Write "will not" rather than "won't", "they are" rather than "they're" and "it is" rather than "it's".

Do not use the short form "etc." (from the Latin *et cetera* meaning "and the like"). It is imprecise and inappropriate within health sciences academic writing.

2.5.6 Possessive forms and apostrophes.

Possessive nouns are marked with an apostrophe ("The researcher's findings...") but note that possessive "its" is not marked with an apostrophe (Renton, 2004).

For example, write "Its major function..." rather than "It's major function..."

The recommendation for plural nouns which end in an "s" is that the apostrophe be placed after the letter "s" (e.g., "The three research papers' main points are...") (Snooks et al., 2002).

The general expectation for formation of plural numerals is to add an "s" without an apostrophe. For example: "...in the 1990s" (Renton, 2004, p. 132).

2.5.7 Using 'for example' and 'that is'.

Write "for example" and "that is" in full when used in the text or body of the paper.

However, in tables, figures, notes, captions and in scientific and technical work "For example" can be shortened to "e.g." (from the Latin *exempli gratia*) and "that is" can be shortened to "i.e." (from the Latin *id est*) (APA, 2010).

2.5.8 Avoid non-academic language.

Do not use language that is vague, casual, colloquial, emotional, sensationalist or considered 'slang'. The health sciences usually require precision, objectivity and a more formal style of writing. For examples see Table 2.

Table 2.

Examples of Appropriate/Inappropriate Language in Health Sciences

Appropriate language	Inappropriate (non-academic) language
...in 30 seconds...	...very quickly...
...after five weeks...	...after a long time...
2.5 mL of acetic acid was added	Some acetic acid was added
The high level of pain experienced by the people with AIDS	The horrific suffering of the poor AIDS victims
The significant difference in health status between Aboriginal and non-Aboriginal Australians should be decreased	The shocking, appalling state of Aboriginal health should be fixed up
This research proved to be the impetus for further investigation	This research really got the ball rolling
This is highly significant because...	This is really exciting, mind-bending stuff

2.5.9 Vertical lists.

Lists may not be encouraged in some first year units as they detract from the flow of your writing. However, if used, current Australian recommendations are that the sentence introducing a bullet point, lettered or numbered list should end in a colon (:). If lists are used, the format should be as follows:

Itemised complete sentences start with a capital letter and end with a full stop.

Itemised words or phrases, however, start with lowercase letters as these complete the introductory sentence and do not end in punctuation except for a full-stop at the end of the last item (Snooks et al., 2002).

APA (2010) notes that when items are numbered, the number is followed by a full stop and each item starts with a capital letter.

They also allow the use of semicolons at the end of each listed item if the phrases or sentences have internal punctuation.

Check your lecturer/tutor's preference.

2.5.10 Spelling and grammar.

Australian English spelling and grammar is required in first year health sciences courses:

The most recent editions of the *Macquarie Dictionary* or the *Australian Concise Oxford Dictionary* are recommended for spelling.

NB: Dictionaries are not advised for definitions of key terms used in academic writing. Always source academic definitions.

Your word processor needs to have Australian English as the default setting for the spell-check function. Remember to always proof-read for inconsistencies.

However, American spelling should be used in direct quotations and the names of American books, journals or organisations (e.g. World Health Organization) should not be changed to conform to Australian English.

The same is necessary with British English spelling and names (Renton, 2004).

If you have difficulties with written or spoken English, this may detract from the fluency of your writing. Certain standards are required for university level writing. If you require additional help there are many resources available to you via the Curtin University OASIS portal. Some helpful links are provided in Part A, section 2.0.

2.5.11 Use of Abbreviations.

Abbreviations should be used sparingly:

The space saved is usually not worth the loss of clarity in the text.

The first time that an abbreviation is used it should be placed in brackets *after the term or name written in full*.

For example,

- “The World Health Organization (WHO) reported...”
- After defining the abbreviation in this manner, it can be used subsequently within the text, for example, “A WHO (2006) report described...”.
- Make sure you use the correct spelling of the organisation, even if this disagrees with your spell check, for example the word Organization in the World Health Organization is spelt with a “z” not an “s”.
- A list of abbreviations is not usually required in student assignments.

2.6 Effective and inclusive language-reducing bias in your writing

It is illegal, in Australia, to discriminate against people on the basis of race, colour, national/ethnic origin, gender or physical or mental capabilities (Snooks et al., 2002).

There is no place for “uninformed, prejudiced or merely insensitive references of this type” (Snooks et al., 2002, p.55).

The cultural and linguistic diversity arising both from immigration and from Australia’s Indigenous heritage call for sensitivity on the part of communicators. This goes beyond the need to express public information in plain English....to ensuring inclusiveness in general, and equity in any reference to particular ethnic groups. (Snooks et al., 2002, p.56).

Students are to write strictly to the APA style regarding inclusive language. The *Publication manual of the American Psychological Association* (2010, p. 70-77) contains guidelines to reduce bias in language. Key ideas are provided in Table 3; however for further information the manual can be located in the Reserve Collection of the T.L Robertson Library.

Table 3.

General Guidelines to Reducing Bias

Guidelines		Details
1	Description at the Appropriate Level of Specificity	<p>Select words that are accurate, clear and devoid of bias.</p> <p>If uncertain, include more details than less as it is easier to amend.</p> <p>Be aware of cultural terminology and sensitivities when describing racial and ethnic groupings.</p> <p>Preventing bias is developed through an awareness of the differences to be incorporated, which hold relevance.</p>
2	Be Sensitive to Labels	<p>Refer to people by their preferred title; be aware that this may alter.</p> <p>Research thoroughly and/or, consult with participants or groups to identify the best terminology for your situation.</p> <p>Avoid labelling individuals.</p> <p>Avoid presenting the socially dominant ideology first in academic writing.</p>
3	Acknowledge Participation	<p>Adhere to the requirements of the field; however, always acknowledge those involved in the study.</p> <p>Correct terminology for those involved is participants or subjects.</p>

Note. Adapted from "General Guidelines for Reducing Bias," by the American Psychological Association [APA], 2010, *Publication Manual of the APA*, p. 71-73.

2.6.1 Gender

Strategies for equalising the treatment of men and women and removing stereotypes based on gender include avoiding "references to someone's sex, sexuality or marital status except where it is the issue under discussion" (Snooks et al., 2002, p.58).

Common forms of sexism in language include the use of "man" and the pronouns "he/him/his" to refer to all people and the use of suffixes (e.g., "usherette", "waitress") to refer to occupations.

A sentence can be reworded to make it inclusive without changing the meaning. Some useful strategies include:

recasting the sentence into a plural (e.g., "*Health professionals* should use best practice at all times" instead of "he should use his best skills at all times");

leaving out the pronoun (e.g., "A client's progress in therapy can be judged from [*his*] pain levels");

replacing the pronoun (e.g., "The author discussed many factors" instead of "*She* discussed many factors").

Table 4 contains some examples of non-sexist alternatives to describe people.

Table 4.

Alternatives to sexist language

Avoid	Alternatives
Man/mankind	Humans/humanity/human race/humankind/people/women and men
The man on the street	The average citizen/the average person/ordinary people
The best man for the job	The best candidate/applicant/person/man or woman for the job
Businessman	Business executive/manager/owner/person/proprietor/; businessman/business woman
Salesman	Sales agent/attendant/person/representative/assistant; salesman/ saleswoman
Spokesman	Representative/speaker/ spokesperson/speaking on behalf of...; spokesman/spokeswoman
Cleaning lady	Cleaner
Girl Friday	Assistant
Comedienne	Comedian
Actress	Actor
Manageress	Manager
Waitress	Waiter
Male nurse	Nurse
Woman doctor	Doctor
Female astronaut	Astronaut

2.6.2 Disability

Discriminatory language involves depersonalisation.

Examples of this are when: a person is referred to by the name of their disability or medical condition (e.g., "a paraplegic", "wheel-chair bound person", "a Down Syndrome baby"), a slang or negative word is used (e.g., "a retard", "a spastic", "deaf and dumb", "handicapped"), disability is assumed to be a defect or an affliction (e.g., "Multiple Sclerosis victim", "a Cerebral Palsy sufferer", "a birth defect").

Jenny Bassett, Senior Media Liaison Officer with the Disability Services Commission of Western Australia, reported that the Commission promotes the appropriate use of language when referring to people with disability in Western Australia (J. Basset, personal communication, October 13, 2006):

It is best to describe the person first and the disability second.

Phrases are thus constructed which neutrally describe the person or people who have various disabilities (see Table 5).

It is best to use the words that people use to describe themselves.

For example, many people who are profoundly deaf and use a sign language to communicate ("Auslan") consider themselves to be "deaf" and to belong to a "deaf culture". They may consider the term "hearing impaired" to be an inappropriate descriptor.

Table 5.

Constructing Phrases to Describe People with Disability

Person	with	Disability
Baby/Child/Boy/Girl		Cerebral palsy
Young person		Intellectual disability
Man/Woman		Down syndrome
People		Hearing impairment
		Visual impairment
		Mental illness
		Epilepsy
		Physical disability
		Paraplegia
		Multiple sclerosis
		Disability since birth/congenital disability
	who use(s)	A wheelchair

2.6.3 Racial and Ethnic Identity

Snooks et al. (2002) described how racist language assumes that people belong to two groups: the "in-group" or the "out-group":

The superior, dominant in-group ("us") is usually described in positive language or not described using adjectives at all - as people are assumed to belong to this favoured group.

The unfavoured groups ("them") are less likely to be referred to in positive terms.

Adjectives and nouns with negative or stereotypical connotations are often used - as if members of these groups are a deviation from the norm.

The ethnic features of Anglo-Australians are seldom mentioned and they are described in terms of their individual characteristics such as occupation, education, gender or age, inferring diversity

Members of other groups are often described in terms of group characteristics (such as their ethnicity) which seldom reflect their diversity.

Often immigrants and other ethnolinguistic minorities within Australia prefer to be called Australians rather than be given another name - and have this term used as if the individual and group are not Australian (Snooks et al., 2002).

Snooks et al. (2002, p. 56) stated that it is acceptable to use the term "LOTE" (language other than English) rather than "NESB" (People from non-English

speaking backgrounds) which makes "using English a reference point for everyone and creates an unnecessary negative for those that do not".

It is recommended that writers avoid using terms such as "migrant" or "immigrant" when the person who has emigrated has been in Australia for a period of time (Snooks et al., 2002).

The term "ethnic Australian" should also be avoided as *all* Australians belong to an ethnic group.

In Western Australia, many health professionals refer to people as being from Culturally and Linguistically Diverse (CALD) community groups.

2.6.4 Aboriginal and Torres Strait Islander Australians:

Students need to take care not to use derogatory, stereotypical or racist terms when writing about Aboriginal people.

It is important to distinguish between Aboriginal people and Torres Strait Islanders.

The Aboriginal and Torres Strait Islander Commission (Snooks et al., 2002), recommended that the following terms be used to refer to Indigenous Australians:

Aboriginal and Torres Strait Islander peoples

Aboriginal peoples

Australian Aboriginals

Torres Strait Islanders

The word used to designate the Indigenous people of Australia should be spelt with a capital "A" in order to differentiate it from the generic word "aboriginal", meaning the original inhabitants of any country (Snooks et al., 2002).

Many Indigenous people prefer to be known by local names from their own languages (Snooks et al., 2002).

Indigenous names (whose spelling may vary) are used by Indigenous peoples to refer to themselves and others, for example, Noongar (South West WA including Perth), Wongai (Goldfields) or Yamatji (Geraldton/Carnarvon).

It may be considered discriminatory to use phrases such as "Captain Cook discovered Australia" in the broader context of history.

2.6.5 Age

Societies and cultures vary in how they perceive and value people of different ages (Snooks et al., 2002).

The inappropriate use of language can contribute to discrimination.

Snooks et al. (2002, p.61) recommended that writers avoid the use of terms such as "the old", "the aged", "inexperienced youth" or "juveniles" as these terms stereotype people of different ages.

Preferred terms include "older people", "senior(s)", "senior citizens", "a young person" or "young people" (Snooks et al., 2002, p.61).

2.6.6 Sexual Orientation

Students need to write inclusively about people who may describe themselves to be *gay, homosexual, lesbian, transsexual, transgender, bisexual or queer*. These words may be acceptable to some but not others. To avoid judgemental language:

It is important to use the words that the individual or group use to describe themselves and to make that clear within the written text.

It is better to use "adjectives to describe behaviours" than "nouns to describe people" (Prof. R. Coates, personal communication, October 12, 2000).

Care must be taken not to alienate clients/patients through the judgemental use of language.

For example, it is better to use the neutral term "partner" when working with clients/patients, rather than assuming gender when referring to the client/patient's partner (Prof. R. Coates, personal communication, October 12, 2000).

The American Psychological Association (2010) recommended that the terms *lesbians, gay men and bisexual men or women* are preferable to the more ambiguous term *homosexual* when referring to specific groups of people.

The APA (2010, p. 67) further recommended that the terms *same-gender, male-male, female-female and male-female sexual behaviour* be used to describe "specific instances of sexual behaviour in which people engage, regardless of their sexual orientation".

3.0 Maintain Academic Integrity-Paraphrasing and Quoting Information

Avoid plagiarism and breaches of Academic Integrity.

Plagiarism is a serious academic offence and may attract harsh consequences for any student who deliberately (or accidentally) claims the work of another person as his or her own.

3.1 Plagiarism checklist.

The Plagiarism Checklist may assist you to avoid plagiarism. Some units may require this to be completed and copied into your assessments in order to be submitted.

<http://academicintegrity.curtin.edu.au/global/checklist.cfm>

Please note: There are serious penalties associated with collusion and self-plagiarism. You must read the above guide in full to be able to sign the required plagiarism declaration on assignment coversheets.

See Appendix VI for an example of a plagiarism checklist.

3.2 Citing and Referencing

For all Curtin University Health Sciences IPFY Common Core Units you need to use APA 6th edition guidelines for citing and referencing. Links to these guidelines can be found on the Curtin Library website, as well as provided via individual unit outlines.

You can click [here](#) to access the link to APA 6th referencing guidelines or alternatively, see the link on the Curtin University Library Website.

Please note: the APA6th referencing guide contains examples of how to reference and cite in the text for many types of sources (including newspaper articles, general webpages, video files, facebook, twitter etc.). Some of these sources may **NOT** be regarded as scholarly for the purposes of your first year health sciences writing tasks. The emphasis is usually on recent peer reviewed journals and books unless otherwise stated.

Please note: The example list provided on the APA 6th document and link does not have the health sciences required font or spacing.

You must also remember to use the correct font for Health Sciences (Times New Roman size 12 or Arial size 11) and 1.5 line spacing for referencing.

You must include frequent in-text citations and a reference list in APA 6th Style.

APA (2010, p. 37) states "references acknowledge the work of previous scholars and provide a reliable way to locate it".

3.2.1 In-text citations.

Use "in-text" citations as well as a reference list. Students are expected to cite (i.e., write down) the source for any wording or ideas contained within the assignment that are not their own.

Students are expected to cite every source both in the text (or body of the paper, using in-text citations) and in the reference list at the end of the paper.

As per *APA 6th Referencing 2013* you are required to include the author's name and date of publication **next to** the paraphrased or quoted information you have used in the content of the paper.

For example, when family (or surnames) are outside parentheses (or brackets) you can write:.....Miller and Collins (2009). Note: use full spelling of 'and' when family names are outside parentheses (APA, 2013).

When family (or surnames) are inside parentheses (brackets) you can write.....(Miller & Collins, 2009). Note: use '&' when family names are inside parentheses (APA, 2013).

If two or more authors are cited at the same point in the text then they are included in the same in-text citation, separated by a semicolon, e.g., (Brown, 1991; Smith, 2003) (APA, 2013).

3.2.2 Paraphrase in preference to quoting.

It is best to paraphrase (i.e., put in your own words) the work of other authors then cite the authors in the text. APA 6th 2013 encourages use of page numbers in citations even when paraphrasing.

Direct quotes are acceptable but use these sparingly.

If you take a direct quote (i.e., write down word for word something you have read), this **must** be marked with quotation marks and the page number it was taken from written as part of the citation.

An example of a direct quote citation from Renton (2004) is provided:

Avoid excessively long, cumbersome sentences, but "it is important both to let the contents govern the natural length and to aim for variety" (Renton, 2004, p.13).

It is not advisable to use many direct quotes particularly if they are long as it can detract from the flow of your writing. Most first year papers are under 2000 words and should be mostly paraphrased. The objective is to demonstrate your understanding of the material. (For block quotes see APA 6th 2013 referencing guide link above, however block quotes should be avoided in short papers).

See Curtin University's statement on plagiarism on the following website:

<http://academicintegrity.curtin.edu.au/students/>

Student Booklet: Student Guide to Avoiding Plagiarism (4MB)

<http://academicintegrity.curtin.edu.au/local/docs/StudentPlagiarismGuide2013.pdf>

3.3 Reference List at Completion of your document

List all the sources referred to/cited in the text on a separate page at the end of the paper. It is recommended to insert a "page break" to begin this section.

The list should be titled "References", which is centred, in bold and numbered following the decimal numbering system. For example:

#.0 References

(You need to insert respective number at the #)

**Individual references should have a line spacing of 1.5. The second and subsequent lines of the reference are required to be indented using a hanging indent (APA, 2010).

To separate references on your list use a double space.

This list should be alphabetised (in alphabetical order down the page) by the surname of the first author of the source. Do not alter the order of multiple authors of a single source. List the organisation name if source lists no author/s.

An example of a reference list in APA 6th Style is included in the link on the library website.

Do not separate references in the reference list by type e.g. [books], [journal articles], [URLs] et. All your resources should simply be referenced in alphabetical order down the page.

Do not include a Bibliography in IPFY health sciences. These are lists of sources used but not cited in the text.

In your reference list, please pay particular attention to:

- listing in alphabetical order, down the page;
- authors' surnames are listed first, followed by any initials (not qualifications);
- hanging indents for the second and subsequent lines of each reference;
- specific punctuation including commas, full stops, spaces and parentheses ;
- italics;
- use of capitals ;
- volume and page numbers for journals;
- digital object identifier (doi) or retrieved from http://...

Your list should look like the examples provided in the APA 6th link above (**other than line spacing and font).

There should be no references in this list that are not cited within the body of the paper.

Marks are deducted for incorrect formatting of in-text citations and reference list.

4.0 Categories of Academic Writing Tasks

There are many categories or genres of writing tasks. There are also many different interpretations of genres depending on the particular unit you are writing for. At first year level, the main objective is to assist your development towards competent writing. Some of the full APA 2010 presentation guidelines (APA, 2010), are intended for graduate level publishing requirements. As such, APA requirements have been modified so first year students can gain an appreciation of the complexities involved, but not get too bogged down in the higher level requirements.

The principles and conventions of academic writing govern most of the assessment tasks in first year, but occasionally your unit coordinator may have different requirements for various reasons. For example, writing under exam conditions may not require “in-text” citations and may be more “reflective” than formal, but will still require good structure and “flow”.

The *Communication Skills Toolkit* (Grellier & Goerke, 2010) explains the many genres of academic writing in detail. Please refer to this book often throughout your degree, particularly in first year. The following is a guide to what is generally required in the more common genres in the interprofessional first year units.

Please Note: Students are required to confirm the requirements of individual schools or unit coordinators regarding written assessments.

4.1 Research paper (scientific essay)

A research paper borrows some aspects of the essay writing technique required in the humanities, education and psychology. This style of paper is required in Foundations for Professional Health Practice 100 and Health and Health Behaviour 100 and 130:

A research paper has an introduction, main body and a conclusion.

A position on an issue may be taken and argued for, presenting the different sides of the argument until a conclusion is reached.

A research paper in the health sciences could also be called an extended literature review.

All the points raised are based on information sourced from the scientific literature pertaining to the topic. When researching the topic for your research paper ensure you fully understand the question you are being asked to write about so that you do not waste time researching and writing on the wrong topic and losing significant marks as a result. Questions are worded specifically to address unit learning outcomes and your paper must address the question that has been asked (NOT the question you would prefer to answer, the question you have found information on, or the question asked in a previous unit). If you have any doubts please ask your tutor or unit coordinator and make use of any draft or feedback opportunities to make sure you are on the right track with your research and writing.

It is important for students to develop their skills in preparing research papers from an early stage in their university career, as these skills are essential for the successful writing of theses, dissertations and journal articles in subsequent years of study and after graduation:

Students are expected to reach conclusions and make recommendations based on the scientific writings of others.

It is expected that most of the main body of the paper will contain cited information that can be traced to its source via the reference list.

This review of the literature is not a mere presentation of facts.

Students are expected to organise and critically analyse the information they have sourced and draw a logical and relevant conclusion (or conclusions) based on their analysis.

4.1.1 Introduction section of a scientific essay

The introduction needs to be succinctly written and introduces the reader to what will follow in the paper:

The introduction needs to specify which aspects of the topic will be included and how the paper will be organised.

It is usually a brief summary of what is to be in the main body of the paper.

Information in the Introduction needs to be cited.

The introduction is used to state the main point of the paper, or if the topic is controversial, to indicate the position taken in the paper.

4.1.2 Main body-scientific essay

The body of the paper should be divided into titled sections.

It is recommended that headings and sub-headings be used within the main body using decimal numbering. The selection of the heading and sub-heading titles depend on the content of the paragraphs; with those of similar content being grouped together within one section.

A paragraph of writing should be between each heading and subheading with the paragraph under the heading introducing the content of the section before breaking the section into subheadings. For example:

#.0 Major heading

A paragraph comes here, which is at least 3 sentences long, to introduce the section and what will be covered under the subheadings. One sentence does not make a paragraph. See Part B, Section 2.4. Only use subheadings if you require them for what you are writing, if you only have one sentence to write about a topic, this does not require a subheading of its own.

#.1 First subheading

Do not use "Main Body" as a heading, but a short title that reflects the content of the text beneath it.

Current information should be included in the literature review and a range of reference sources consulted.

It is important to use credible scientific reference sources for papers prepared at university level. This generally means sources such as books, peer-reviewed journals and reports. Be especially critical of information gained through World Wide Web (www) searches. There are no controls over who can place information and what information is placed on www sites and the information sourced may not be of an acceptable academic standard. (See also Part B, section 2.1 above as well as Appendix IV).

In the main body of the paper, relevant information presented by other authors needs to be summarised and critically analysed. Information must be presented logically in order to argue for the point being made. This information will need to be correctly cited, that is, every piece of information or opinion used in your writing needs to have its source clearly communicated.

4.1.3 Conclusion- scientific essay

The conclusion is where the main points discussed in the body of the paper are summarised:

Do not cite any new information in the conclusion.

Any issue raised must have been previously stated in the main body of the paper.

The main body was based on the writing of others whereas the conclusion is the place where students can draw their own conclusions based on what they have discovered, analysed and evaluated. Conclusions must be drawn using evidence presented in the main body, not from the student's own experiences.

The conclusion is understood to be the student's educated opinion. However, the student cannot write in the first person. An objective, third person point of view must be continued in the conclusion.

For example, DO NOT write: "I think/feel/believe/ conclude... or "In conclusion...". These kind of statements can be seen as 'superfluous' or 'redundant'.

Examples of third person statements are:

“It is clear from the literature that...”, “The majority of current research concludes that...” or “The most important factors are...”

This section (*in scientific essays*) should be titled “Conclusion” and numbered accordingly.

4.1.4 References in scientific essays

A reference list in strict APA 6th Style and format is required for all first year academic writing tasks. Refer to Part B, section 3.3 above for details.

4.2 Academic essay: analytical, exegesis or argument?

There is no consistent view as to whether these types of essays should be structured with or without headings. This style of paper differs slightly to a scientific essay.

Always check with lecturers/ unit coordinators about the requirements. One view is that regardless of their use, “self-evident” headings (for example “Introduction” and “Conclusion”) should be avoided in academic essays (Grellier & Goerke, 2010, p.120). Some unit coordinators may ask that numbered headings not be used for an academic essay.

In terms of the type of essay that is required, the introduction and conclusion differ slightly.

Here are some general information about what an academic essay is, how to put one together, and what to aim for in your writing.

4.2.1 Knowledge and the academic essay

Academia is an ongoing conversation, and together we gradually add to knowledge. An essay seeks to persuade or convince, rather than ‘prove,’ using evidence, references and critical analysis.

4.2.2 Good academic essay writing

Academic essay writing needs to be clear, rational, balanced, well-argued, based on wide reading of evidence and referenced. In comparison to scientific writing, academic essays are usually one of 3 categories:

Analytical: You examine what you have described by pulling issues apart and looking at components or factors to understand the topic more fully. The analysis goes further than just descriptions. You may be asked to compare, contrast, synthesise and evaluate ideas. However, you are generally not expected to “argue” for one position or opinion as you would in an “argumentative” essay. You also may not be required to offer solutions or recommendations (Grellier & Goerke, 2010, p. 113).

An Exegesis: You must analyse your own creative work or works (such as a painting or portfolio of works) (Grellier & Goerke, 2010, p. 113). This is not common in the health sciences.

Argumentative: This writing requires you to decide on and explain a “position” as a coherent proposition throughout the paper. You must present a clear argument supported by appropriate evidence. Your conclusion reiterates your position or argument. (Grellier & Goerke, 2010, p. 113).

4.2.3 Introduction section of an academic essay

Your introduction should contain a brief explanation of what you will actually discuss in the paper as well as a thesis statement. Your introduction may vary according to whether you are asked to write an analytical or argumentative essay.

4.2.4 Thesis statement

The thesis statement of an academic essay is:

- 1-2 sentences, usually at end of introduction, telling the reader the main argument or findings
- very focused and specific
- often easier to write after research is finished because it highlights findings

Please note: Avoid writing a thesis statement that starts with “In this paper I will”

Here are 2 examples of effective thesis statements taken from health units:

- (1) In Cambodia, while every social determinant of health plays a vital role in the population’s lifespan, it is the lack of public infrastructure in both rural and urban areas that plays the greatest part.
- (2) Significant progress towards reducing maternal mortality rates in northern Canada will not occur until the Inuit understanding of health is taken into consideration and informs health decision-making.

4.2.5 The body of an academic essay:

- Presents findings to support the thesis statement provided in the introduction in a logical and clear order
- Is full of evidence, information, examples (such as statistics: prevalence, incidence, percentages over time of different variables)
- Contains correctly cited quotes and information from credible sources
- Cites any material taken from other writers, whether quoted or paraphrased.

4.2.6 The critical analysis:

Makes the difference between an ‘A’ paper and a ‘B’ paper

- in a 1,800 - 2,000 word paper, may be 2-3 paragraphs at most
- is not full of references as it is the student’s own analysis
- responds to each of the main points made in the body of the essay
- discusses strengths and limitations of findings
- may raise unanswered questions or identify gaps in literature, areas for future research depending on the type of essay required;
- discusses the implications of findings (e.g. for people, for health professionals, for health bodies, for governments ...);
- links the analysis to professional practice.

4.2.7 The conclusion

Your conclusion needs to be entirely your own words, clarifying what you have discussed. The conclusion:

- explains why this topic is particularly important
- depending on the type of essay required, may make a prediction about the future or make recommendations if required (based on what you have written);
- makes an evaluation (that is not too extreme and is well supported by the body of your text if the essay is argumentative);
- may suggest a solution to the problems you have described (if the essay is argumentative)
- restates your central argument and central findings / Refers back to the introduction
- does not introduce new information, thus rarely contains in-text references.

4.2.8 References

As per section 4.1.4 above. Same requirements as for Scientific Essay references.

4.3 Reflective writing: 2 different styles

This genre of writing is usually less formal than an academic essay and the writer is often encouraged to use “I”-statements. In reflective tasks, the writer can often pose many questions requiring no answers (Grellier & Goerke, 2010). The two styles of reflection require:

Deep and sustained thinking about a particular subject (Grellier & Goerke, 2010, p. 81) that you may or may not have had any personal experience with e.g. “Consider or explore “poverty” and what this means in a broader context”.

Deep and sustained thinking about the actions, assumptions, attitudes (Grellier & Goerke, 2010, p. 81) and behaviours of a person or group of people **or** deep and sustained thinking about your own experiences in particular curricular or extra-curricular situations. For example, reflections on practical components of a particular course.

You may or may not be required to include in-text citations in this genre of writing, depending on the specific assessment task. In some reflective tasks you may be asked to explore some research, then ‘reflect’ on your own viewpoint and experiences in response to the exploration.

4.4 Reports (Research Reports)

There are many different styles of report including: laboratory reports, project reports, research reports, major analytical reports, site visit reports etc. Here the research report is outlined.

Research reports: are required to be completed in the format outlined in the *APA 6th edition Publication Manual(2010)*.

This involves clearly defined assignment sections, each containing specific information.

All sections are to use decimal numbering and one and a half line spacing unless indicated otherwise by the lecturer/tutor.

The report is to be on A4 paper with a minimum 2.54 cm margin on all sides. Please note: this differs to other margin requirements due to (APA 2010, p. 229) ‘publication’ standards.

4.4.1 Abstract

An abstract is not always required.

Students need to check the requirements and expectations of the tutor/lecturer. An abstract is a brief, clear, and comprehensive summary of the assignment/ research conducted:

- It is written after the rest of the report is complete.
- An abstract should be approximately 120 words in length.
- The abstract should include details, such as: The issue/problem being investigated, a description of the participants, details of the experimental method, the findings of the study/research, the conclusions and possible applications of the research.
- It should not contain any information that is not discussed in the body of the text.

- It should only include the most important information and four to five other major concepts, implications and/or findings of the paper.
 - The abstract can be compared with the title to verify its accuracy, and to ensure that
 - it correctly reflects the purpose and content of the paper.
 - All numbers used in the abstract are expressed in figures.
- It should be titled "Abstract" which is centred and bold at the top of the page. The abstract should appear as a single paragraph without indentation (APA, 2010).

4.4.2 Introduction

The introduction is the section of the report that introduces the specific problem or issue that will be addressed and describes the research strategy.

- It includes a review of the relevant literature and states the purpose and rationale of the study/research.
- The relevant literature is critically analysed by the writer. This means that as well as stating the findings of a particular study the writer discusses the weaknesses or limitations of the study, and consistency with other research findings (Grellier & Goerke, 2010). Controversial issues are treated fairly. Whatever the personal opinion of the author, avoid animosity and poorly structured and researched arguments/statements in presenting controversy.
- Do not support your position or justify your research by citing other authors out of context.
- A formal statement of the hypotheses and a definition of the variables are usually contained in the last paragraph of the introduction.
- This follows the development of the background of the topic (although not exhaustively) where the approach to solving/answering the problem/topic was discussed.
- In the genre of a research report, this section is not titled "Introduction", instead it uses the title from the title page.

4.4.3 Method

The method describes the research method used in the report/investigation. One should describe the subjects, test instruments, apparatus, materials, research design (procedure) and the data analysis undertaken. Enough detail needs to be provided so readers can replicate the study, if desired. The way this is done is often very specific to each discipline of study so students must check with their individual lecturer/tutor.

The method section follows directly after the introduction, that is, it does not begin on a new page. In research reports, the word '**Method**' is written in bold centred on the page following a one and a half spaced line after the end of the introduction. The titles of the subsections are printed in italics, are flush left and in maximal sentence capitalisation. Decimal numbers should identify subsection headings.

4.4.4 Results

The result section summarises the results/data collected and the statistical analyses that were conducted.

This section needs to be brief and concise, stating the main findings in enough detail to justify the conclusions.

Findings that are counter to the original hypothesis should also be included.

- The data can be collated in tables and figures, which can present the information more clearly and efficiently.
- Other information presented includes statistical significance or non-significance, statistical power, effect size and assumption testing.

- This section is not started on a new page, but follows a one and a half space after the method section. In research reports this section is labelled “**Results**”, which is bold and centred on the page.

4.4.5 Tables and Figures

Please note: The guidelines for tables and figures should also be used if using these in other genres of academic writing.

- Tables and figures used in the assignment should be clearly labelled. They should supplement/augment the text, but not duplicate it. They should be referred to in the text and be associated with an explanation for the reader about what to look for.
- The APA system recommends that the entire table (including the label, title, headings and notes) be in the same font size as the text.
- The text in tables may be double, single or one and half spaced.
- Tables and figures should be numbered in the same order that they are first mentioned in the main text.
- They are referred to by number only and not letters (e.g., use Table 1 and Table 2 rather than Table 1a and Table 1b).
- There are no vertical rules on the table and column headings are not italicised.
- The label and title are left aligned and positioned above a table and below a figure, with the title in italics (APA 2010, p. 125–167).
- If the figure or table comes from another author's work and is therefore adapted to fit into a table format, cite as follows (Table 6 example):

Table 6.

Mode of study for students enrolled in Health Science Communication 180 in first semester 2010

Part-time	91	8.7
Total	1039	100.0

Adapted from “Title of the work” by A. A. Author, B. B. Author and C. C. Author, 2010, *Journal of Formatting*, 118, P. 132. Copyright 2010 by the American Psychological Association.

If the figure or table is a direct, copied version of the original source, then cite as follows (Figure 1 example):

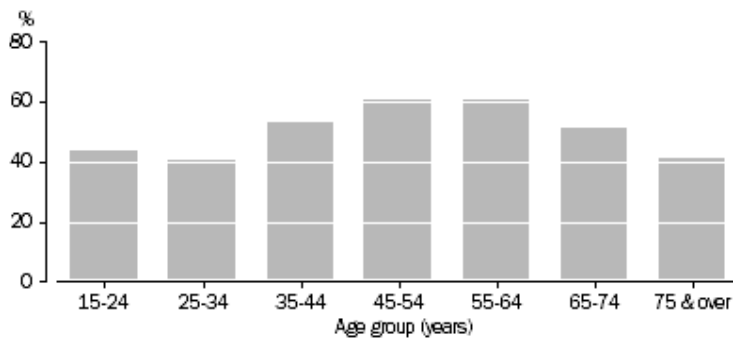


Figure 1. Persons with private health insurance by age group.

From “*Private health insurance: A snapshot 2004-05 (cat no. 4364.0)*,” Australian Bureau of Statistics, 2006, Retrieved from <http://www.abs.gov.au/ausstats/abs@.nsf/mf/4815.0.55.001/>

4.4.6 Discussion

The discussion involves the evaluation and interpretation of the results with respect to the original hypotheses, beginning with a clear statement about the support or non-support of those hypotheses.

Reference may be made to the similarity/difference between the findings in this study to the work of other researchers.

Additional items that may be addressed are the theoretical implications and potential applications of the research findings, improvements on the research and suggestions for future research.

This section is titled “**Discussion**”, which is bold and centred on the page, and follows directly on from the results section after a one and a half line space.

4.4.7 References

All citations in the text must appear in the reference list.

- The reference list is started on a new page.
- The title “**References**” is bold, and centred at the top of the page in maximal sentence capitalisation.
- The first line of each entry is flush with the margin but subsequent lines are indented (i.e., hanging indent).
- All lines are one and a half-spaced.
- The format used for references is the publication style recommended by the APA (2010).

4.5 The Summary

These require formal, structured expression of the main ideas of the texts or resources you are asked to summarise. It needs to be written in full sentences, as succinctly as possible. It does not involve or include your own opinions. Summaries may not require in-text referencing if only one source is being summarised (Grellier & Goerke, 2010, p. 130).

4.6 The Synthesis

These are like a combination of “summaries worked into a coherent whole” (Grellier & Goerke, 2010). A synthesis pulls together ideas from several sources to be presented verbally or in writing. It involves sophisticated thinking and connection of ideas to help create your own argument, avoiding peripheral ideas and examples (Grellier & Goerke, 2010, p. 131).

4.7 The Literature Review

A type of essay reviewing published literature (or research) on a particular subject. The review then analyses the information available and considers all the information as a whole to form an impression of current information. This may be done as a stand-alone writing task, or as part of a larger assignment. Conventions for this genre vary across units, so you need to refer to particular unit instructions (Grellier & Goerke, 2010, p. 139). A research paper (scientific essay) could also be called an extended literature review. See Part B, section 4.1.

4.8 The Case Study

Written tasks may involve analysing or creating a case study. You need to critically read any information presented with the aim of identifying problems, offering valid solutions or strategies based on relevant evidence in order to assist the “client” presented in your case (Grellier & Goerke, 2010, p. 142). It may involve succinct analysis of psychological, social, medical or anthropological information. This may be done as an individual student or possibly as a group of first year students. Case studies often have a similar structure to a report. See Part B, section 4.4 for details.

4.9 The Annotated Bibliography

This involves describing what a specific text is about and what subject it covers. You are asked to comment on its reliability, relevance and quality as a text (Grellier & Goerke, 2010, p. 136). Annotations are usually made as separate paragraphs following each end-of-text-reference (Grellier & Goerke, 2010, p. 136). This differs from a summary or synthesis (above) where you actually engage with the text and re-write the main ideas in your own words.

5.0 Unit Specific Assignment Instructions

Important note: Official instructions for required assessments are in your Unit Outline for your specific first year units.

Students are required to see the individual schools or tutors/lecturers regarding any specific requirements for their assessments.

STEP 1: Refer to your Unit Outline for each separate unit on Blackboard first.

STEP 2: Refer to your Assessments Tab on Blackboard for detailed descriptions and requirements for assessment tasks. There may be important resources intended for your use such as: Examples of past assessments, ‘draft’ or ‘plan’ advice and instructions, videos, PDF’s of instruction slides from tutorials etc.

STEP 3: Then check if there are any answers/ responses to “Frequently Asked Questions” via the Announcements section on Blackboard or your unit discussion board if appropriate. Also check your Curtin student email often to ensure you do not miss out on any important announcements regarding written assessments.

These may be presented as part of the course materials or assessment resources on Blackboard for the specific units in first year.

STEP 4: If you have done steps 1-3 above and are still in any doubt about how to proceed, do not hesitate to ask your tutors, unit teaching support officer (TSO) or unit coordinator, either in class or via email well before the assessment is due.

6.0 Submitting Assignments to Blackboard

Your unit coordinators will include specific assignment instructions via your assessments tab in the unit Blackboard. Your document requires specific naming formats prior to upload.

Some markers require student numbers only on your Blackboard upload. Others require the document to be saved in particular ways. For example:
**Surname_firstname_studentnumber_unitcode_assessment
number_semester_year.doc**

Pay particular attention to the requirements in your specific unit. Submissions are usually made as complete single Microsoft Word .doc. No multiple documents or multiple attachments to be submitted.

6.1 Blackboard Submissions

This link gives instructions on how to submit assignments to Blackboard (once your work is completed with reference list and any required cover pages, backed up and saved).

http://help-archives.blackboard.com/Blackboard-Learn/9.1/SP09/EN-US/NAHE/Student/Content/student/student_assignments.htm

Link below is for a video tutorial on how to download assignment info and upload to BB.

http://ondemand.blackboard.com/r91/movies/bb91_student_submit_assignment.htm

7.0 Turnitin- Plagiarism Detection

Used worldwide, Turnitin is web-based software to detect plagiarism. It scans for copied and pasted as well as re-typed passages that match other submitted works by students, publishing companies, databases etc.

It assists students and markers in detecting possible unintended or intentional plagiarism. For more information on academic integrity, see Part B, section 3.0.

Most electronically submitted writing tasks are now automatically submitted to Turnitin via your Blackboard submission.

In some units, feedback and marking of papers is also done using the 'Grademark' tool within Turnitin.

8.0 References

- American Psychological Association. (2010). *Publication manual of the American Psychological Society* (6th ed.). Washington, DC.
- Brewer, M. (2011). *Interprofessional Capability Framework: Faculty of Health Sciences*. Curtin University of Technology, Bentley, WA.
- Curtin University of Technology. (2013). *Academic integrity at Curtin: Student Guidelines for avoiding plagiarism*. Retrieved from <http://academicintegrity.curtin.edu.au/global/studentbook.cfm>
- Curtin University of Technology. (2013). *APA 6th Referencing*. Retrieved from <http://libguides.library.curtin.edu.au/content.php?pid=141214>
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- Grellier, J., & Goerke, V. (2010). *Communication skills toolkit: Unlocking the secrets of tertiary success* (2nd ed.). Victoria, Australia: Cengage Learning.
- Portsmouth, L., Bathgate, K., & Gazey, C. (2010). *Faculty of Health Sciences: The Guide to Assignment Presentation*. Curtin University of Technology, Bentley, WA: School of Public Health.
- Renton, N. E. (2004). *Compendium of good writing: a plain English guide to plain English*. John Wiley & Sons Australia, Ltd.
- Snooks, L., Whitbread, D., Peters, P., Pirie, P., Harrington, M., Richardson, V., ...Mackerras, L. (2002). *Style manual*. John Wiley & Sons Australia, Ltd.

APPENDICES

APPENDIX I EXAMPLE TITLE PAGE

DO NOT USE AS A TEMPLATE: Type your own title page

Title: Self-Harm – Prevention and Treatments

StuStudent	Enter your own name here
Student Number	#####
Email Address	#####@student.curtin.edu.au
School/Department	Enter specific school here eg: Public Health/ Physiotherapy/ OT and Social Work/ Psychology
Unit	Enter specific unit name here eg: HHB130/FPHP 100
Lecturer/Tutor	Enter specific tutor's name here
Date Due	Enter Specific Due date for this assignment here

I declare that this assignment is my own work and has not been submitted in any form for another unit, degree or diploma at any university or other institute of tertiary education. Information derived from the published or unpublished work of others has been acknowledged in the text and a list of references is given. I warrant that any disks and/or computer files submitted as part of this assignment have been checked for viruses.

Student signature: your electronic signature OR sign and scan document back in

Date: _____

APPENDIX II
EXEMPLAR CONTENTS PAGE

DO NOT USE AS A TEMPLATE-Type your own contents page if required

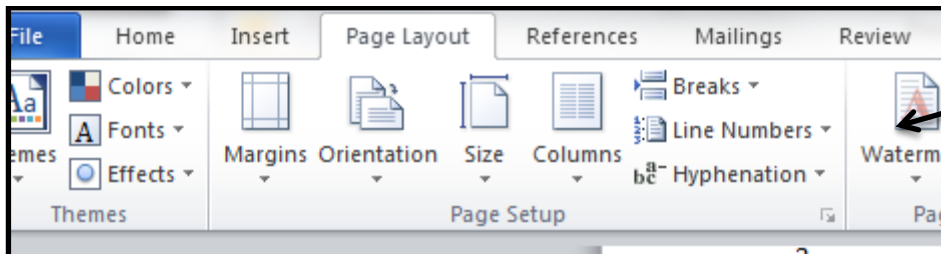
Contents

	Page
1.0 Introduction	1
2.0 Self-harm	1
2.1 International statistics	2
2.2 Australian statistics	3
3.0 Prevention of self-harm	5
3.1 Strategies to prevent self-harm	5
4.0 Provision of care for self-harm	7
4.1 Self harm and the Australian health care system	7
4.2 Health and Social Professionals roles in preventing and treating self-harm	8
5.0 Conclusion	10
6.0 References	11

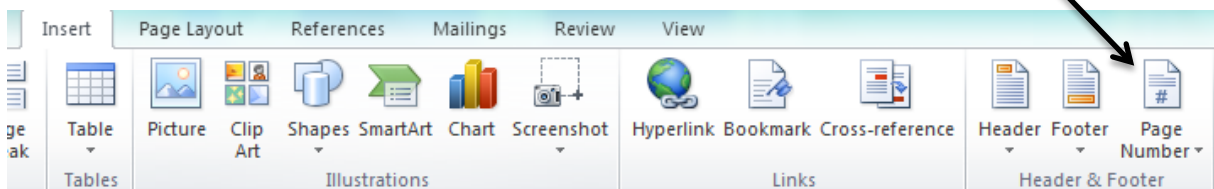
APPENDIX III

MICROSOFT WORD: How to make page numbers begin after the contents page.

1. Put your cursor at the bottom of page two. Go to 'page layout', select 'breaks' and under section break 'next page'.

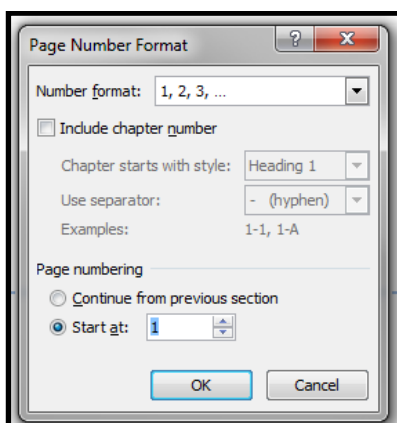


2. Go to 'insert', select 'page numbers', and select the type you would like (eg. top right hand corner of each page).



3. Highlight the page number on page three. Go back to insert, page numbers and select 'format page numbers'.

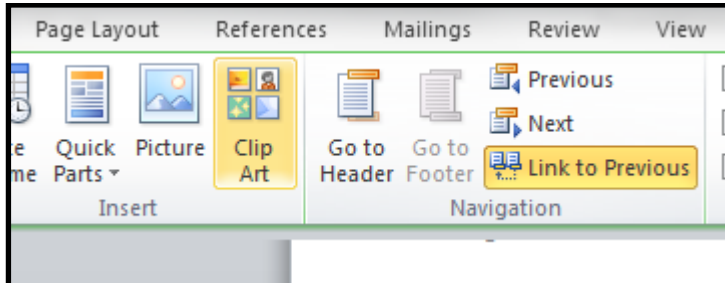
4. 'Continue from previous section' will be automatically selected. Instead, choose 'start at 1'.



Now your page number should start at 1 on the page after the contents page.

5. Next, highlight the number “1” in your new section.

6. Up the top under the ‘Design’ Tab the ‘link to previous’ sign will be highlighted. Click on this to un-highlight it.



7. Go to your first section, and delete the page numbers at the top right.

Double check that there are NO page numbers on the first two pages and that on page three your numbers start at 1.

Don't forget to save the document after you have changed this.

If you are still having difficulty, please refer to

Microsoft Word help .

APPENDIX IV

EXAMPLES OF NON-REPUTABLE ONLINE SOURCES:

This is a list of non-reputable online sources that have been cited in previous first year papers.

These are examples of what NOT to include as your sources *i.e. do not use anything on this list-or anything that looks like these. If you are in any doubt about the quality of your sources please email your individual tutor for feedback.*

Website	Reason for being non-reputable
http://www.youtube.com	Not peer reviewed, uncertain credibility of authors
http://www.cliffsnotes.com	Not peer reviewed, uncertain credibility of authors
http://www.ivy-rose.co.uk	Not peer reviewed, uncertain credibility of authors
http://www.uic.edu/classes	University website but not a source of published peer reviewed research
www.bookrags.com/	Book summary website, need to use full academic texts
http://www.sciencebob.com/	Written for the general public, not a source peer reviewed published research
http://www.cedars-sinai.edu/Patients/Health-Conditions	Organisation is credible but information written for general public, need to find published academic sources
http://www.kean.edu/~jfasick/docs	Class notes, need to find published academic sources
www.wisegeek.com	Website written for the general public, not an source for academic writing
www.wikipedia.com	Not peer reviewed, uncertain credibility of authors, sometimes no author, sometimes incorrect information given.
www.heartfoundation.org.au/	Organisation is credible but information written for general public, need to find published academic sources
www.genetichealth.com/hd_genetics_of_coronary_artery_disease.shtml	Website written for the general public, not a source for academic writing.
http://www.who.int/mediacentre/factsheets/en/	The World Health Organization is a credible organisation but fact sheets are written for the general public. You need to use more of the academic resources published by the WHO.
www.clevelandclinic.org	Website written for the general public, not a source for scholarly or academic writing.
www.mayoclinic.org	Website written for the general public, not a source for scholarly academic writing.
http://womenshealth.gov/publications/our-publications/fact-sheet/stress-your-health.cfm#e	While information may be accurate, fact sheets are designed for use by the general public and as such is not regarded as "scholarly".
http://www.aacap.org/cs/root/facts_for_families/helping_teenagers_with_stress	This is the website of the American Academy of Child & Adolescent Psychiatry. While information may be accurate, it is designed for use by the general public and as such is not regarded as "scholarly". Again, this is a fact sheet.
http://www.betterhealth.vic.gov.au/	Though this is a Victorian Government website, sites like this are not official government reports or original research and present information similar to facts sheets. Though it might be interesting and accurate, it is not viewed as a "scholarly" source.

APPENDIX V-

SUPPORT SERVICES REFERRAL CHART

Updated 17/05/2012 - For updates / feedback please email Amy Cleasby at START: a.cleasby@curtin.edu.au

Outlines common issues faced by students and lists the support services available at Curtin. Brought to you by START – Student Transition and Retention Team, Building 102, www.unilife.curtin.edu.au/start

1. ADMINISTRATION:	
1.1 Student Central	Ph: 9266 3399, Location B101, level 2 studentservicecentre@curtin.edu.au
1.2 OASIS (Online Access to Student Information Systems) Help	Ph: 9266 1222 / 1300 663 238
1.3 Faculty Student Services Offices (FSSO's) CBS: Ph: 9266 7713, B407	1.3 Faculty Graduate Studies Officers (FGSOs) – for HDR programs CBS: Ph: 9266 4301, B616 (Tech Park)
Health Sciences: Ph:9266 4583, B400 Science & Engineering: Ph:9266 4600, B314 Humanities: Ph:9266 3400, B209 CAS: Ph:9266 7091, B211	Health Sciences: Ph: 9266 7652, B401.211 Science & Engineering: Ph: 9266 7303, B314 (in FSSO) Humanities & CAS : Ph: 9266 4797, B209 Level 4 HDR Thesis Examinations - ORD – Ph: 9266 2111 / 9266 4905 Thesis@curtin.edu.au ; B100 Level 1 HDR Policy/Procedures - ORD – Ph: 9266 3155 Graduate.Studies@curtin.edu.au
1.4 eLearning students (on-line students): Distance Education, Open Universities Australia & UniReady - student support and queries	Ph: 9266 2100 www.elearn.curtin.edu.au de-assignments@curtin.edu.au
1.5 Curtin Security www.properties.curtin.edu.au/security/	Ph: 9266 4444, Dial '5' from internal phone in emergency
1.6 Parking and Traffic Management	Ph: 9266 7116. parking@exchange.curtin.edu.au
2. COURSE QUERIES, COURSE SWITCHING AND COURSE OUTCOMES:	
2.1 START: Student Advisors - all Domestic and International student issues	Ph: 9266 2662, Location B102 start@curtin.edu.au
2.2 Careers Centre: career information and resources, career counselling, contact with employers, online jobs board, job application assistance, major selection, course switching.	Ph: 9266 7802 Building 303 Level 2 careers@curtin.edu.au http://unilife.curtin.edu.au/careers.htm
2.3 Course Coordinators, Unit Controllers, Lecturers, Tutors, Fieldwork	Contact the Faculty, School or individual/s responsible
2.4 Student Assist: Curtin Student Guild - Student advocacy and general	Ph:9266 2900 / 1800 063 865 Location: B106A
2.5 Future Students Service – information on all Curtin courses for domestic students (International students go to International Office)	Ph:9266 1000, Location: B102 futurestudents@curtin.edu.au
3. PERSONAL PROBLEMS, LIFE ISSUES, WELFARE AND WELLBEING:	
START: Student Advisors - All domestic, International, external, OUA, regional student issues www.unilife.curtin.edu.au/start Student Wellbeing Hotline	Ph: 9266 2662 Location B102 start@curtin.edu.au Ph: 1800 244 043 Location: B102 studentwellbeing@curtin.edu.au
Counselling and Disability Service includes: Student Support and Outreach Coordinator – Angela Rogers Appointment Duty Counsellors - for emergencies	Ph: 9266 7850 Location B109, second floor counselling@curtin.edu.au

3.3 Faculty Student Equity Advisors Team (SEATs): faculty based support for students experiencing equity issues	CBS: Ph: 9266 7096 Sci / Eng: Ph: 9266 3529 Humanities: Ph: 9266 4566
3.4 Health Service – medical centre, appointments preferred	Ph: 9266 7345 Location: B109, ground floor
3.5 PSCU (Professional Standards and Conduct Unit) - complaints, academic disputes, discrimination/unfair treatment concerns etc	Ph: 9266 7454 Location: B100.345 complaints@curtin.edu.au
3.6 Health & Safety – for advice relating to health and safety issues. For online reporting of hazards, injuries and accidents:	Ph: 9266 4900, Location: B599 HealthandSafety@curtin.edu.au
3.7 Student Assist: Curtin Student Guild - Student welfare, advocacy and general support	Ph: 9266 2900 / 1800 063 865 Location: B106F reception@guild.curtin.edu.au
3.8 Ally Program – support for diverse gender and sexuality	www.unilife.curtin.edu.au/sexualdiversity/ally.cfm
3.9 Peer Mentor Program (non-academic transition support for new students)	Ph: 9266 9822, Location: B102 mentoring@curtin.edu.au
3.10 Curtin Stadium – Sports, Health, Recreation and Events	Ph: 9266 7870 Location: Building 111
3.11 Housing Services - on and off campus housing	Ph: 9266 4430, Location: B103
3.12 Multi-faith Officer - spiritual guidance and support	Ph: 9266 7850, Location: B109
3.13 Ethics, Equity and Social Justice (EESJ) – for diversity and equity issues	Ph: 9266 9772 www.eesi.curtin.edu.au
4. ACADEMIC SUPPORT:	
4.1 Course Coordinators, Unit Controllers, Lecturers, Tutors, Fieldwork Coordinators - assistance with specific subject areas	Contact the Faculty, School or individual/s responsible for the specific course or unit
4.2 UniPASS – peer led, collaborative group study sessions for specific units http://unilife.curtin.edu.au/learning_support/unipass_students.htm	START program: Email: unipass@curtin.edu.au
4.3 Counselling Service - one-to-one assistance with psychological issues related to study such as presentation and exam anxiety. Contact service for triage hours.	Ph: 9266 7850 Location: B109, second floor Email: counselling@curtin.edu.au
4.4 The Learning Centre - Study skills, academic writing and exam preparation. Academic assistance for all students and those with English as an additional/second language.	Ph: 9266 3825 Location: B303, level 2 Email: tlc@curtin.edu.au
4.5 Uni English - Improve spoken and written English.(for students whose first language is not English)	Website: www.unienglish.curtin.edu.au
4.6 CHATS – casual English language conversation program	www.unilife.curtin.edu.au/learning_support/chats.htm
4.7 Abacus Computer Labs – computers, printers and scanners for students	Location: B303,B408, B501
4.8 CBS Communication Skills Centre - academic support (priority given to Curtin Business School students)	Ph: 9266 3079 (Manager) Location: 407.202 cbs-comskills@curtin.edu.au
4.9 Main Library - information for assignments, exams and study	Ph: 9266 7166 Location: B105 (Robertson Library)
5. FINANCIAL ISSUES:	
5.1 Centrelink Office – Youth Allowance, Austudy and Abstudy payments	Ph: 13 24 90 Location: Guild Courtyard - 106

5.2 Scholarships Office – merit and income based scholarships to support students whilst studying	Ph: 9266 2992, Location B101, lower level 1. scholarships@curtin.edu.au
5.3 Student Assist: Curtin Student Guild - provide budgeting information and emergency relief contacts (St Vinnie's)	Ph: 9266 2900 / 1800 063 865 reception@guild.curtin.edu.au
5.4 Student Support and Outreach Coordinator – Angela Rodgers Support for financial crises including help with emergency relief, connecting students to financial counsellors / community agencies and budgeting help	Ph: 9266 7850 Location: B109, second floor counselling@curtin.edu.au
Curtin Fees Centre – for fee payments, payment of fines etc and submission	Ph: 9266 3500, Location B101, Student Central
6. SERVICES FOR SPECIFIC STUDENT GROUPS:	
6.1 Centre for Aboriginal Studies - Indigenous students	Ph: 9266 7091, Location: B211
6.2 Student Guild: Clubs and Societies – representing and supporting students from different cultural, religious and language backgrounds	Ph: 9266 2900, Location: B106F reception@guild.curtin.edu.au
6.3 Disability Service - students with a permanent or temporary disability or medical condition	Ph: 9266 7850 Location: B109, level 2 disabilityservices@curtin.edu.au
6.4 Curtin Childcare Centre – community child care centre on campus	Ph: 9266 7459, Location: B003
6.5 Curtin International (Formerly International Office) – for prospective international students and international sponsored students with dependents	Ph: 9266 7331, Location: B103 internationaloffice@curtin.edu.au
6.6 International Sponsored Student Unit - liaison office for externally	Ph: 9266 2437, Location: B103
6.7 International Student Visa Officers – (DIAC liaison role) - for visa and	Ph: 9266 3399, Location: B101
6.8 Seminars for HDR Students and Supervisors	Ph: 9266 4366; B100 Level 1

APPENDIX VI

Checklist to help you prevent plagiarism in your work

To learn more about plagiarism and access further resources visit Curtin's Academic Integrity website: <http://academicintegrity.curtin.edu.au/home/>. To learn more about referencing visit the Curtin Library website:

<http://library.curtin.edu.au/study-and-research-tools/referencing.cfm>

Make sure you have:

- Paraphrased correctly and included a reference to clearly indicate the parts of your work that are drawn from another person's work.**

You must clearly indicate which part of your work is drawn from somewhere else. Paraphrasing is when you use what someone else has said or written, but you write it in your own words. If you paraphrase you must include an in-text citation so the reader can locate the source.

- Used direct quotations sparingly.**

Carefully selected quotations add to the points you are making, but they don't, in themselves, add to the quality of your work. Put another way, if you submitted an essay made up entirely of quotations from other sources you would probably gain a low or zero mark. It is fine to occasionally quote other people, and it is expected that you do – but make sure you provide your own contribution or viewpoint. It is your work that earns you marks. Direct quotes are generally put in italics and should **always** be put inside quotation marks. Longer quotes can be indented so they stand apart from the main body of the text. Each quote must be followed by an in-text citation.

- Provided a reference for every image, diagram or figure** (unless you created it).

Creation is when you produce something new. If you edit an existing item it would still need to be referenced.

- Included a reference list of all work cited.**

Make sure you understand what type of referencing protocol you are required to follow for your unit.

- For text based assessments you will usually need to include in-text citations and a reference list that gives the full details of the source material.
- For visual based artefacts or portfolios you will usually need to include a reference list that gives the full details of the sources that you referred to when creating your work, anything that you have used and modified must be listed.

Kept a copy of the original sources that you have referenced.

Always keep your work and the original reference together. Losing the original source of the information is poor academic practice, and it means you might end up submitting work without a reference; or, you might end up submitting it with the wrong reference. You could, at any time, be required to produce the original source for comparison.

 NOT used copy and paste to take text from another source (unless it is a direct quote and you reference it).

This is VERY important. If you copy and paste from a source and fail to reference it properly then you have plagiarised. It doesn't matter whether you did this intentionally or not. Depending on the circumstances of the case, plagiarism may be treated as academic misconduct where serious penalties can apply.

 NOT used another student's work, or submitted someone's work as your own.

Often students are encouraged to work together, to cooperate by sharing ideas and understandings.

However, individual assessments (where your name is the only name on the cover sheet) are meant to be your own work. Copying from someone else's work is plagiarism and serious penalties can apply. Do not allow anyone else to submit your work as their own: this is collusion which is considered academic misconduct. If you have found yourself in a situation where you have considered copying other work, it may be because you are having problems with time management or you have found the assessment difficult. In these cases it is far better to seek assistance from teaching staff or to ask for an extension to submit your work at a later date. This is a better outcome than being accused of committing a plagiarism offence.

Plagiarism can be avoided by making sure you can tick all 7 boxes on this checklist