



OCCT14003 *Transition to Professional Practice*

Term 2 - 2018

Profile information current as at 07/05/2024 12:35 am

All details in this unit profile for OCCT14003 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This interprofessional capstone unit will provide you with an opportunity to examine and critique contemporary health practice issues prior to your entry into the allied health professional workforce. Your study will focus on the contemporary political, social and economic trends in Australian health care that will impact on your practice across a variety of settings. You will be required to exhibit ethical decision-making and clinical/professional reasoning at a graduate level, in preparation for practice. Your sense of interprofessional engagement will be encouraged and your professional identity will be reinforced through this unit. There will be a range of professional socialisation experiences that will prepare you to move into your role as a new graduate health professional.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

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 - 2018

- Bundaberg
- 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. **Presentation**

Weighting: 50%

2. **Reflective Practice Assignment**

Weighting: 50%

3. **Portfolio**

Weighting: Pass/Fail

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Verbal feedback in class and Have your Say

Feedback

Students highlighted the benefits of the delivery in the first six weeks of term

Recommendation

This unit will be offered in weeks 1 through to and including Break Week in T2 2018 in acknowledgement of student feedback and to accommodate placement obligations for the speech pathology students.

Feedback from Verbal feedback in class and Have your Say

Feedback

The range of guest speakers such as careers specialists, frontline communication and conflict resolution, consumers and practitioners from rural/remote practice was noted as a strength of the unit.

Recommendation

Efforts will again be made in T2 2018 to secure a similar range of guest speakers. This is always dependent on their availability and willingness to contribute in a voluntary capacity.

Feedback from Have your Say

Feedback

The assessment suite and its applicability to impending professional practice was a consistent positive feedback theme.

Recommendation

The assessment suite will be updated for T2 2018 with the overall goals remaining very similar.

Unit Learning Outcomes

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

1. Determine the breadth and scope of the role of new graduate health professionals in the contemporary Australian health care system.
2. Generate and synthesise a range of resources to support the commencement of professional practice.
3. Investigate the current trends in the provision of professional services to rural/remote and regional practice.

The learning objectives and assessment pieces in the unit are designed to meet requirements in the Australian Minimum Competency Standards for New Graduate Occupational Therapists 2010. Students will undertake activities that prepare them to meet performance criteria in the seven units of the competency standards and/or map prior learning experiences to demonstrate their ability to meet those requirements.

The learning and assessment in the unit are aligned with the requirements for accreditation by Speech Pathology Australia as outlined in the Competency-based Occupational Standards for Speech Pathologists (CBOS 2011) and the Competency Assessment in Speech Pathology (COMPASS (R) Generic Professional Competencies.

Competency-based occupational standards for speech pathologists (CBOS 2011)

- unit 5 planning - elements 5.1, 5.2, 5.3, 5.4, 5.5 and 5.6 to entry level
- unit 6 professional and supervisory practice - elements 6.2 to entry level
- unit 7 lifelong learning and reflective practice - elements 7.1, 7.2, 7.3 and 7.4 to entry level

Competency Assessment in Speech Pathology (COMPASS (R)) Generic Professional Competencies

- unit 1 Reasoning - elements 1.1, 1.2 and 1.3 to entry-level
- unit 2 Communication - elements 2.1, 2.2, and 2.3 to entry-level
- unit 3 Learning - elements 3.1, 3.2, 3.3 and 3.4 to entry-level
- unit 4 Professionalism - elements 4.1, 4.2, 4.3, 4.4 and 4.5 to entry level

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level • Introductory Level • Intermediate Level • Graduate Level • Professional Level • Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Reflective Practice Assignment - 50%	•		•
2 - Presentation - 50%	•		•
3 - Portfolio - 0%		•	

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

[illegible]

Transition to Professional Practice for Occupational Therapy and Speech Pathology Students

- a) Awareness of relevant professional associations (OT Australia, Speech Pathology Australia, SARRAH - Services for Australian Rural & Remote Allied Health)
- b) National Registration of relevant professional associations, regulations and requirements
- c) understanding requirements for developing a CPD plan & portfolio
- d) clinical reasoning

Reading One

Barry, M., Kuijer-Siebelink, W., Nieuwenhuis, L., Scherpbier-de Haan, N. (2017). Communities of practice: A means to support occupational therapists' continuing professional development. A literature review. *Australian Occupational Therapy Journal*, 64 (2), pp. 185-193. DOI: 10.1111/1440-1630.12334

Reading Two

Binyamin, G. (2018). Growing from dilemmas: developing a professional identity through collaborative reflections on relational dilemmas. *Advances in Health Science Education*, 23, 43-60.

Reading Three (SPCH only)

Flatley, D.R., Kenny, B.J., Lincoln, M.A. (2014). Ethical dilemmas experienced by speech-language pathologists working in private practice. *International Journal of Speech-Language Pathology*, 16(3), 290-303.

Reading Four (OCCT only) Unit coordinator to make available

Unsworth, C. A. (2017). Professional reasoning in occupational therapy practice. In: M.Curtin., M.Egan., & J. Adams (Eds.). *Occupational Therapy for People Experiencing Illness, Injury or Impairment: Promoting Occupation and Participation*. Elsevier: Edinburgh.

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Examining relevant Australian health care systems and funding interfaces with allied health services

- a) Introduction to the National Disability Insurance Scheme, myagedcare, statewide funding schemes
- b) Medicare Benefits Schedule - Occupational Therapy and Speech Pathology services
- c) Business plans for private practice - provider numbers, ABNs

Reading One

Dew, A., Barton, R., Ragen, J., Bulkeley, K., Iljadica, A., Chedid, R., Brentnall, J., Bundy, A., Lincoln, M., allego, ., Veitch, C. (2016). The development of a framework for high-quality, sustainable and accessible rural private therapy under the Australian National Disability Insurance Scheme. *Disability and Rehabilitation*, 38 (25), pp. 2491-2503. DOI: 10.3109/09638288.2015.1129452

Reading Two

Dickinson, H., Carey, (2017). Managing care integration during the implementation of large-scale reforms: The case of the Australian National Disability Insurance Scheme. *Journal of Integrated Care*, 25 (1), pp. 6-16. DOI: 10.1108/JICA-07-2016-0026

Reading Three

Whitburn, B., Moss, J., O'Mara, J. The policy problem: the National Disability Insurance Scheme (NDIS) and implications for access to education (2017) *Journal of Education Policy*, 32 (4), pp. 467-479. DOI: 10.1080/02680939.2017.1280185

Reading Four

Foster, M., Henman, P., Tilse, C., Fleming, J., Allen, S., & Harrington, R. (2016). 'Reasonable and necessary' care: The challenge of operationalising the NDIS policy principle in allocating disability care in Australia. *Australian Journal of Social Issues*, 51(1), 27-46.

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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**Interprofessional skills readying
you for practice**

- a) understanding team dynamics
- b) communication skills to manage workplace bullying
- c) communication skills to support patient/client/ consumer satisfaction
- d) ethics in clinical practice
- e) motivational Interviewing

Reading One

Mattarozzi, K., Sfrisi, F., Caniglia, F. Palma, A.D., Martoni, M. (2017). What patients' complaints and praise tell the health practitioner: Implications for health care quality. A qualitative research study. *International Journal for Quality in Health Care*, 2 (1) DOI: 10.10/inthc/mzw1

Reading Two

Schoo, A.M., Lawn, S., Rudnik, E., & Litt, J.C. (2015). Teaching health science students foundation motivational interviewing skills: use of motivational interviewing treatment integrity and self-reflection to approach transformative learning. *BMC Medical Education*, 15, 228-238. Doi: 10.1186/s12909-015-0512-1

Reading Three

Hudon, A., Laliberté, M., Hunt, M., Sonier, V., Williams-Jones, B., Mazer, B., Badro, V., Ehrmann Feldman, D. (2014). What place for ethics? an overview of ethics teaching in occupational therapy and physiotherapy programs in Canada *Disability and Rehabilitation*, 36 (9), pp. 775-78.
DOI:10.3109/09638288.2013.81308

Reading Four

Kim, S., et.al. (2017) Individual, interpersonal, and organisational factors of healthcare conflict: A scoping review, *Journal of Interprofessional Care*, 31(3), 282-290, DOI: [10.1080/13561820.2016.1272558](https://doi.org/10.1080/13561820.2016.1272558)

Week 4 - 30 Jul 2018

Module/Topic

Chapter

Events and Submissions/Topic

Rural and regional therapy services

- a) population and health demographics and allied health workforce demographics in those areas
- b) managing as a sole therapist or sole discipline on a multidisciplinary team
- c) delegation frameworks
- d) telehealth
- e) reflections on practising in a culturally safe manner

Reading One

Gardner, K., Bundy, A., & Dew, A. (2016). Perspectives of rural carers on benefits and barriers of receiving occupational therapy via information and communication technologies. *Australian Occupational Therapy Journal*, 63, 117-122. Doi: 10.1111/1440-1630.12256

Reading Two

Dunkley, C., Wilson, P.L., & McAllister, L. (2010). A comparison of rural speech-language pathologists' and residents' access to an attitudes towards the use of technology for speech-language pathology service delivery. *International Journal of Speech Language Pathology*, 12(4), 333-343. doi: 10.3109/17549500903456607

Reading Three CRO

Moran, M., Simpson, D., & Henwood, N. (2017). Occupational therapy practice in regional, rural and remote Australia. In T. Brown, H. Bourke-Taylor, S. Isbel, & R. Cordier (Eds.), *Occupational Therapy in Australia: Professional and Practice Issues*. Allen and Unwin: Australia.

Reading Four

Patterson, S.A., Comans, T.A., Pitt, E.L., & Currin, M.L. (2015). Streamlining clinical practice in an Australian community rehabilitation service using The Calderdale Framework. *International Journal of Therapy and Rehabilitation*, 22(9), 434-441.

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Seminar Assessment Presentations		Peer-Teaching Student-Led Seminars Due: Week 5 Monday (6 Aug 2018) 8:00 am AEST

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Writing a curriculum vitae and/or resume, interviewing skills and addressing selection criteria

Career Specialist at CQ Uni careers to attend and give presentation on resume development, responding to selection criteria etc.

A live panel of experienced Allied Health recruiters will attend on the BDG and/or ROK campus to advise on graduate recruitment processes, merit-based selection, shortlisting. Panel members will include seniors or Directors of allied health disciplines

Reading One

Moores, A., & Fitzgerald, C. (2017). New graduate transition to practice: how can the literature inform support strategies? *Australian Health Review*, 41, pp.308-312.

Reading Two

Howells, S., Barton, G., & Westerveld, M. (2016). Exploring the development of cultural awareness amongst post-graduate speech-language pathology students. *International Journal of Speech-Language Pathology*, 18(3), 259-271. doi:

10.3109/17549507.2016.1154982

Reading Three

Krasinski, C., & Schmedding-Barley, J.L. (2018). Graduate speech-language pathology students' initial self-perceptions of skills critical for interprofessional practice. *Journal of Interprofessional Care*, 32(3), 382-385. Doi: 10.1080/13561820.2017.1325860

Reading Four

White, H., Stokes, T.F., Simons, E., Longerbeam, M., Richardson, E., & Zinn, T. (2018). Interprofessional practice for simultaneous implementation of merged techniques from three disciplines: OT SLP ABA. *Journal of Interprofessional Education & Practice*, 12, 1-7. Doi: 10.1016/j.xjep.2018.04.001

Week 8 Assessment 2 Due - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Complex equipment prescription and professional reasoning narrative Due: Week 8 Monday (3 Sept 2018) 5:00 pm AEST

Week 10 Portfolio Due - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Role Application Hurdle Task Due: Week 10 Friday (21 Sept 2018) 5:00 pm AEST

Term Specific Information

OCCT14003 is designed for delivery in an 'intensive' mode over weeks 1-Break Week inclusive. This means attendance by fourth year CB84 and CB87 students is expected on the timetabled day each week for those six consecutive weeks. You will be required to invest considerable time and effort into these first six weeks in order to stay abreast of the content and assessment requirements. Where you would normally invest 12.5 hours per unit for this unit's weighting over a 12 week period, you will find that you will need to compress that investment into the six week period. This design is to accommodate the CB87 students undertaking block placement from week 6, and positive feedback from CB84 students about the design. CB84 students please note that unit coordinators for OCCT14002 and OCCT14004 are fully aware of these time commitments for OCCT14003. Please ensure you manage your time carefully in accordance with these requirements and your full-time load.

Please note the prerequisites are OCCT13006 and OCCT13005 for CB84 and SPCH14003 for CB87.

Assessment Tasks

1 Peer-Teaching Student-Led Seminars

Assessment Type

Presentation

Task Description

You will design and deliver a student-led seminar based on one of the allocated topics within the unit. The seminars will be either 45 minutes or 60 minutes in total, depending on the size of your seminar group. You will run these seminars during the Seminar Intensive days as allocated in week one. Discipline-specific days will be allocated. All OCCT students must attend the entire OCCT seminar session. All SPCH students must attend the entire SPCH seminar session. Discipline groups are encouraged and welcome to attend the seminars of their speech pathology/occupational therapy peers. The purpose of these seminars is to provide you with an opportunity to acquire knowledge aligned to unit learning outcomes and to learn and practice the skills required for planning and presenting professional information to your colleagues. The graduate attributes of 'teamwork' and 'communication' are required to be exhibited at the graduate level as you reach the end of your fourth year of studies. It is therefore important that you contribute equally and hold one another to account in the planning and delivery of these seminars.

Self and Peer Assessment (SPA) is part of this assessment. You will complete the online self and peer assessment on the OCCT14003 Moodle site the day prior to your presentation. This enables you to rate your own performance in teamwork and also rate your team members' performance. The results for this will then be incorporated into the rubric and contribute toward the overall grade. You must complete the SPA in order to be deemed eligible for completion of the assessment piece. It is included within the marking rubric.

Please note that marks will be allocated based on group performance. However, there will be exceptions. Those exceptions will be based on the following: 1) if the unit coordinator/ teaching staff note that a student has not contributed during the actual seminar to the same level as peers; and/or 2) the SPA tool reveals problems with a particular group members' contribution and/or 3) where it is evident that there are considerable discrepancies in the SPA scores within a group. **If any or all of those circumstances occur, the unit coordinator will mark relevant students separately from the group.**

Each student group will be given a broad topic area, on which you must complete the following tasks:

1. Perform preliminary research on the allocated seminar topic (seminar reading lists have been compiled to support you in starting this process)
2. Generate learning objectives for the seminar topic which are clearly articulated and met in the seminar
3. Generate a presentation for your student peers which will address those learning objectives
4. The presentation must include substantial, evidence-based content, and interactive activities for students to consolidate learning and reinforce the learning objectives you have developed
5. Each seminar must have up to 10 minutes within the allocated time for discussion and questions
6. You must be able to proffer appropriate questions to the class to help you determine if learning outcomes have been met. You must also demonstrate an adequate knowledge of the material to respond to questions from the class group.

The written component of this task will be generation of learning resources for your peers. These resources will aid the delivery of your subject matter and should be designed so that your peers can keep the resources and refer back to them in the future, should the need arise. These learning resources are in addition to the teaching resources you may utilise throughout your seminar.

The seminar topics are as follows:

1. Features of a high-performing team in the health and wellness sector - fostering the development of one's own teamwork capabilities (both disciplines)
2. Considerations in establishing a private practice (both disciplines)
3. Navigating your way as a practitioner through the NDIS and getting the best for your patient/clients/consumers (both disciplines)
4. Using technology effectively to support professional practice and promote services (this may include telehealth and social media) (both disciplines)
5. Occupational therapists as advocates and changemakers - beyond the focus on the individual (OT only)

Assessment Due Date

Week 5 Monday (6 Aug 2018) 8:00 am AEST

All students of both disciplines must submit their completed slides to Moodle by 8am Monday. One representative from each group must be nominated to submit on behalf of the group.

Return Date to Students

Week 7 Monday (27 Aug 2018)

Weighting

50%

Minimum mark or grade

Students must achieve 50% of the overall marks in order to pass this assessment piece.

Assessment Criteria

Contemporary content optimises peer learning outcomes (15)
Evidence of research and critical analysis in generation of content (15)
Professional design and delivery of content and learning resources (10)
Teamwork (10)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline Online Group

Submission Instructions

All students of both disciplines must submit their completed slides to Moodle by 8am Monday 6th August. One representative from each group must be nominated to submit on behalf of the group.

Learning Outcomes Assessed

- Determine the breadth and scope of the role of new graduate health professionals in the contemporary Australian health care system.
- Investigate the current trends in the provision of professional services to rural/remote and regional practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

2 Complex equipment prescription and professional reasoning narrative

Assessment Type

Reflective Practice Assignment

Task Description

This assessment requires you to explore a patient/client/consumer case scenario, and undertake an evidence-based intervention which complies with prescribing guidelines (including funding constraints) and minimum competency standards. You will refine the process of complex equipment selection, prescription and application, and will be able to transfer that process in the context of changing application schemes (e.g. National Disability Insurance Scheme). There are two components to this written assessment.

Part one is based on the information provided in a case scenario supplied in week 1 and the following activities must be completed:

- a) choose an appropriate assistive device/daily living aid/technology and
- b) complete the standardised paperwork in accordance with the prescriber guidelines

Part two focuses on reflection of the clinical reasoning process. In addition to the submitted application form, you will document (2000 words +/- 10%) your clinical reasoning process, including patient/client/consumer assessment, the equipment trial process, deliberation of suitable options and intervention decisions. You will undertake critical reflection of your process. References must be included in the reflection section of this written assessment.

This is an authentic assessment piece. The prescriber application that you are required to do is an example of an actual prescription process that graduate therapists use for mobility aids and/or daily living aid prescription. It is a technical skill that will be utilised in professional practice upon graduation. This task enables you to develop skills which enable you to demonstrate how you meet new graduate competency standards. The reflection component of this task supports you to articulate your professional reasoning and rationale for intervention decisions. This reflection supports you in your professional reasoning as you transition to practice.

Assessment Due Date

Week 8 Monday (3 Sept 2018) 5:00 pm AEST

Return Date to Students

Week 10 Monday (17 Sept 2018)

Weighting

50%

Minimum mark or grade

Students are required to achieve a minimum of 50% of the available marks to pass this assessment piece

Assessment Criteria

Prescriber documentation relevance and accuracy (10)
Selection of appropriate evidence-based intervention (5)
Client-centred approach to practice (5)
Articulation of clinical reasoning (15)
Reflective practice (10)
Written expression (5)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Determine the breadth and scope of the role of new graduate health professionals in the contemporary Australian health care system.
- Investigate the current trends in the provision of professional services to rural/remote and regional practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

3 Role Application Hurdle Task

Assessment Type

Portfolio

Task Description

There are three components to this assessment submission. **Firstly**, you will develop a curriculum vitae (four pages maximum) based on the accumulated knowledge throughout your training and reflections throughout the unit about how to frame your information. **Secondly**, you will consider your professional experiences and skills and use those considerations to prepare responses to selection criteria for a new graduate position. **Thirdly**, you will compose a cover letter addressed to the selection panel highlighting your skills and abilities in a professional and succinct manner.

The final authentic assessment piece in this unit is designed to produce documents that can be used to assist in applying for professional positions upon graduation. It is a hurdle task and therefore is a mandatory requirement as part of the assessment suite. You will be supplied with a choice of two role descriptions per discipline and may choose which one you submit your assessment piece on. The skills obtained in this assessment and the feedback provided by your lecturing team may then be applied in the real-world context to job applications upon graduation.

Assessment Due Date

Week 10 Friday (21 Sept 2018) 5:00 pm AEST

Return Date to Students

Week 12 Monday (1 Oct 2018)

Weighting

Pass/Fail

Minimum mark or grade

This is a must-pass hurdle task

Assessment Criteria

The pass/fail criteria are as follows:

Appearance

Your curriculum vitae (CV) ought to be impressive. It should be neat, succinct and aesthetically pleasing. Think carefully about how information is organised and how headings are displayed, and which font is used. The CV, cover letter and responses to the selection criteria should make a strong first impression.

Organisation

Your documents must be well organised in order to allow the reader to quickly assess your competencies and attributes in order to be shortlisted.

Content

You must convey your technical and interpersonal skills in an effective, succinct way.

Written expression

All submitted documents must be grammatically correct and without spelling or punctuation errors. The documents must convey your knowledge, skills and abilities through high level written communication.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submission via Moodle

Learning Outcomes Assessed

- Generate and synthesise a range of resources to support the commencement of professional practice.

Graduate Attributes

- Communication
- Information Literacy
- Information Technology Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem