



OCCT14004 Developing Occupation-Centred Community Programs

Term 2 - 2018

Profile information current as at 16/05/2024 11:53 am

All details in this unit profile for OCCT14004 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 capstone unit will prepare you to use your evolving skills and knowledge to evaluate, design and implement occupational therapy programs that will address the complex needs of clients in a variety of community settings. You will work in small groups on projects identified by local clinicians that will take you into the field to develop, enhance or evaluate programs using an occupational justice lens. Supervision and mentoring will be provided by academic staff in collaboration with community based stakeholders. You will accrue a minimum of 150 hours of professional practice fieldwork during this unit. It will culminate in a student led professional conference. This capstone unit integrates the learning experiences of the entire course.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 12

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.25

Pre-requisites or Co-requisites

OCCT13006 Professional Practice I and Prereq OCCT13005 Professional Practice II Prereq

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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. **Portfolio**

Weighting: 30%

2. **Practical and Written Assessment**

Weighting: 30%

3. **Presentation and Written Assessment**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Have Your Say

Feedback

Students appreciated supervision and support from teaching staff, and enjoyed the learning from completing the community project.

Recommendation

Students will continue to receive support and guidance from teaching staff to complete their projects. Students will be encouraged to prepare and complete project subtasks within deadlines where possible, to successfully achieve project aims and maximise their enjoyment of personal learning opportunities.

Feedback from Have Your Say Teaching staff reflections

Feedback

Students requested some changes to the submission date, and earlier delivery of teaching resources and content for Assessment 1.

Recommendation

Submission date for Assessment 1 will be as soon as practicable after Census Date, ensuring all prior teaching content required is completed. Students will be provided with formative consultation early in the term to select appropriate options for their portfolio. Selected components important to the project planning phase will be included in the portfolio so earlier feedback can be provided. To decrease student workload, this assessment task may be appropriate for each project team rather than being completed by individual students.

Feedback from Have Your Say Teaching staff reflections

Feedback

Students were unclear about what to expect in each of the project phases, especially regarding their time commitment and the editing and drafting of project documents.

Recommendation

Students will be provided information early in the term about the expected pattern of time commitment for their community project. Students will also be informed about the expectation that they will respond to feedback on any documents they create for the project partner so documents meet project needs.

Feedback from Teaching staff reflections and stakeholder feedback

Feedback

Some students had difficulty sustaining effective professional behaviours and communication with stakeholders and teaching staff during the project timeframe.

Recommendation

Class content will be provided in Week 1 about expected professional behaviours, student roles and communication standards during the community project. Students will be individually monitored for ongoing adherence to expectations, and provided with appropriate feedback about areas to improve if there is clear evidence that standards are consistently not being met.

Unit Learning Outcomes

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

1. Select appropriate theoretical approaches to underpin the development of a program for clients with complex needs using evidence based practice principles.
2. Utilise a range of professional communication strategies including interviews, advocacy roles, problem solving, conflict management and negotiation to facilitate program development in community settings.
3. Demonstrate skills of prioritisation, networking, time and project management to manage a community based project.
4. Exhibit professional and ethical behaviours as reflects a new health professional in all actions.
5. Display capacity to operate as an effective team member understanding own role and roles of others during the completion of a complex project.
6. Prepare a project plan with a clear rationale and a robust evaluation strategy.
7. Evaluate self and others throughout the unit and during final conference presentation.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Portfolio - 30%	•	•	•	•	•		•
2 - Practical and Written Assessment - 30%	•	•	•	•	•	•	
3 - Presentation and Written Assessment - 40%			•		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Communication		•	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•	•	•
3 - Critical Thinking	•	•	•	•		•	•
4 - Information Literacy	•	•	•	•			
5 - Team Work			•	•	•		
6 - Information Technology Competence	•	•	•	•			
7 - Cross Cultural Competence	•	•		•	•	•	

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
8 - Ethical practice	•	•	•	•	•	•	
9 - Social Innovation							
10 - Aboriginal and Torres Strait Islander Cultures							

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Portfolio - 30%	•	•	•	•	•	•	•	•		
2 - Practical and Written Assessment - 30%	•	•	•	•	•	•	•	•		
3 - Presentation and Written Assessment - 40%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

OCCT14004

Prescribed

Occupational Therapy in Community-Based Practice Settings

Edition: 2nd edn revised (2013)

Authors: Scaffa, ME & Reitz, SM

FA David

Philadelphia , PA , USA

ISBN: 9780803625808

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Pamela Meredith Unit Coordinator
p.meredith@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Unit Introduction and project/fieldwork planning provided on Moodle. Self-directed learning and group work focus this week, with OCCT14002 delivered more intensively.	Scaffa & Reitz (2014, pp. 2-15, pp. 19-27, pp. 31-47)	Please familiarise yourselves with all assessment materials, and form working groups of 3 students . Selection of project topics will be addressed.

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
A: Program planning, needs assessment and program evaluation B: Time management	Scaffa & Reitz (2014, pp. 96-112) Owen & Rogers (1999, pp. 40-54, 86-101)	Finalisation of project topics. Initial meetings with community organisations. Weekly fieldwork - 12 hours

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
A: Project design, timelines for implementation and PAR B: Business plans	Scaffa & Reitz (2014, pp.61-77, pp. 80-93). Fazio, L. S. (2008). <i>Developing occupation-centred programs for the community</i> , (2nd ed). New Jersey:Pearson. pp.283-301 <i>Available as a CRO on Moodle</i>	Weekly fieldwork - 12 hours

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Self-directed learning and group work focus	Consider earlier and related readings	Project-related weekly fieldwork - 12 hours 30% Evaluation Tools Analysis Report Due: Week 4 Friday (3 Aug 2018) 5:00 pm AEST

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Self-directed learning and group work	Consider earlier and related readings	Weekly fieldwork - 12 hours

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leadership models and engaging with stakeholders. Entrepreneurship & Innovation in OT. Effectual Action & Occupational Therapy.	Scaffa & Reitz (2014) pp. 114-131. Sweetman (2016). Brown, Williams & Jolliffe (2014). Fazio, L. S. (2008). <i>Developing occupation-centred programs for the community</i> (2nd ed). New Jersey:Pearson. pp.58-82 <i>Available as a CRO on Moodle</i>	Weekly fieldwork - 12 hours

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Self-directed learning and group work	Continue with previous set readings and commence reading in advance for future weeks.	Weekly fieldwork - 12 hours

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Developing evidence-based programs Self-directed learning and group work	Fazio, L. S. (2008). <i>Developing occupation-centred programs for the community</i> (2nd ed). New Jersey:Pearson. pp.126-154 <i>Available as a CRO on Moodle</i>	Weekly fieldwork - 12 hours

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Putting together your competencies toolkit Self-directed learning and group work. [OCCT14002 classes all day on Friday in place of OCCT14004]	Clarke et al. (2014). Gat & Ratson (2014). Moore & Fitzgerald (2017). Schmidt, R. (2013). A model for alternative fieldwork, in K. Stagnitti, A. Schoo & D. Welch (Eds.). <i>Clinical and Fieldwork Placement in the Health Professions</i> (2nd ed.). Oxford: OUP.	Weekly fieldwork - 12 hours

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Self-directed learning and group work.	Revise and prepare readings from other weeks and check Moodle.	Weekly fieldwork - 12 hours

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Project task completion activities. Future directions for community practice Self-directed learning and group work.	Selected readings and independent learning tasks will be provided in Moodle.	Weekly fieldwork - 12 hours 30% Action Learning Cycle Due: Week 11 Monday (24 Sept 2018) 9:00 am AEST

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Conference week		Group Presentation slides due for submission to Moodle by 9.00am Wednesday 3rd October. Project Team conference presentations in the afternoon of Wednesday 3rd October. Student conference attendance is expected all day on 3rd October.

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Project Report assignment and Self and Peer Evaluation (SPA) will be open for submission from 5.00pm Wednesday 3rd October until 5.00 pm Wednesday 10th October. 40% Project Progress Report Due: Review/Exam Week Wednesday (10 Oct 2018) 5:00 pm AEST

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

This capstone unit integrates the learning experiences of the entire course. It relies on graduate-level professional skills, and you will need to be internally motivated, organised, self-directed, and team focussed to complete your real world project related to occupational therapy practice.

Assessment Tasks

1 30% Evaluation Tools Analysis Report

Assessment Type

Portfolio

Task Description

Evaluation is a vital process for the development and sustainability of community-based programs. Throughout this unit you will be introduced to a range of different evaluation theories, frameworks and tools. This task will enable you to understand and implement the type of evaluation you need to do within your team project for this unit. You will produce a report collating information for five evaluation tools. You will provide a brief introduction to your team project context and the general purpose of evaluation in project work (300 words). For **each** evaluation tool you will generate a concisely written chapter (600 words) that provides a rationale for your selection of the tool, a description and analysis of each tool. You will provide relevant high quality references (topic relevant, synthesising contemporary research and practice literature, from recognised peer reviewed sources preferably published within the last 10 years) to support your tool descriptions and analyses. Your report will adhere to strict professional formatting guidelines. This set of analyses will form an important resource for your professional portfolio as you prepare for graduation.

Content:

The analysis will include:

- Any theoretical underpinnings of the tool
- A description of the type of data gathered
- The timing of application of the tool use during your project
- Your evaluation of the tool strengths and limitations
- Any ethical considerations for using the tool.

Description of the tool will include but is not limited to:

- Accurate description of the features of the tool
- How it is used to evaluate
- Objectives and aims of the tool
- Outcomes expected from use of the tool

Rationale will include:

- How the tool is relevant to the project you are developing
- Why it is suitable to use with the population or context of your project

References:

For *each evaluation tool* you will source at least five high quality references from peer reviewed professional literature to support your findings.

Formatting: You will prepare this assignment as a professional report.

- Create one continuous Word document with five (5) distinct chapters.
- Use a table of contents with headings and sub-headings to organise the structure of your work.
- Each chapter will start on a new page.
- Provide a reference list after each chapter.
- References may be repeated in different chapters.
- Report formatting requirements are provided in the Assessment Resources Folder on Moodle.

Word count:

Total: 3300 words \pm 10% (range 2970- 3630 words)

Exclusions: Cover page, Table of contents, Headings, References are NOT included in word count.

Assessment Due Date

Week 4 Friday (3 Aug 2018) 5:00 pm AEST

Online

Return Date to Students

Week 6 Monday (20 Aug 2018)

Via Moodle

Weighting

30%

Minimum mark or grade

50% (a minimum of 50/100 marks must be achieved for this assessment task in order to pass the unit)

Assessment Criteria

- Report presentation and organisation: cover page, table of contents, spacing, introduction, headings, page breaks, font size and type, page margin/numbering meets standards provided. **10 marks**
- Rationale for selection of 5 evaluation tools highly relevant to project context and needs for completion. **10 marks** Accurately and clearly describes features of each tool, evaluation procedures used, expected outcomes and objectives measured. **5 x 5 marks= 25 marks**
- Analysis of each tool. Accurately and clearly synthesises theoretical underpinnings, ethical considerations, data type gathered, timing in project, models, frameworks, strengths and limitations. **5 x 5 marks= 25 marks**
- Use of relevant evidence from a broad range of high quality sources including evidence based occupational therapy and other literature **10 marks**
- Referencing adheres to APA 6 style for in-text citations and reference list. **10 marks**
- Written work meets professional standards for terminology use, articulation and flow of ideas, spelling & grammatical conventions. **10 marks**

NB. Students must pass each of the three assessment tasks in this Unit to pass overall.

Referencing Style

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

Submission

Online

Submission Instructions

Via Moodle

Learning Outcomes Assessed

- Select appropriate theoretical approaches to underpin the development of a program for clients with complex needs using evidence based practice principles.
- Utilise a range of professional communication strategies including interviews, advocacy roles, problem solving, conflict management and negotiation to facilitate program development in community settings.
- Demonstrate skills of prioritisation, networking, time and project management to manage a community based project.
- Exhibit professional and ethical behaviours as reflects a new health professional in all actions.
- Display capacity to operate as an effective team member understanding own role and roles of others during the completion of a complex project.
- Evaluate self and others throughout the unit and during final conference presentation.

Graduate Attributes

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

2 30% Action Learning Cycle

Assessment Type

Practical and Written Assessment

Task Description

All students will be part of a project team in this unit, working with community stakeholders towards achieving their organisation's goals for community based services. This unit is designed to help you make the shift from student to

independent occupational therapy practitioner. Important features of independent practitioners are that they

- understand that occupational therapy is a fluid and responsive process that requires constant adaptation to change
- are comfortable with a level of uncertainty that engages our collaborative problem solving and higher level thinking capacities
- independently prepare, reflect, plan and act with staged support rather than direct instruction.

You will be participating in practical peer and supervisor mediated seminars where you will utilise the *Action Learning Cycle* to present your weekly feedback and updates regarding your team's project progress. These seminars may be carried out on campus or by videoconference after negotiation with supervisors. The aim of the seminars is to learn independently and together with peers and supervisors. The supervisor will facilitate discussion through staged questioning at these seminars. You and your team are responsible for preparing your own topics for discussion with peers and supervisors. Seminar discussion topics may regularly include

- research you have done that will help inform your project
- planning you are doing with your project team, including your timelines and Gantt chart
- communication and meetings with stakeholders
- evaluations you have carried out and the data obtained
- issues that have arisen or areas where you are finding expected/unexpected challenges
- solutions you have discovered
- learning needs you have identified for yourself or your team
- planning required for the student conference where you will present your project progress to stakeholders
- anything else relevant to successful achievement of your project aims

As part of the Action Learning Cycle, you will use a template to individually self-reflect and document outcomes from each of the seminars you participate in. You will submit 5 of these for marking. You must ensure the 5 reflections chosen are cumulative and representative of all different stages of your learning journey, for example early, midway and later in the project timeline.

There is no set word count for this task as reflections are highly individual. Reflections from participants in the same team may be quite different for very valid reasons. An ideal cumulative series of five written reflections will record your journey of being actively engaged in the seminars as part of your team project and accepting responsibility for your own learning, motivated by a desire to achieve the project outcomes. It is expected that you will need between 2-5 pages for each Seminar Reflection. The total maximum number of pages anticipated is 25.

NB. Students must pass each of the three assessment tasks in this Unit to pass overall.

Assessment Due Date

Week 11 Monday (24 Sept 2018) 9:00 am AEST

Submit assignment via Moodle

Return Date to Students

Review/Exam Week Friday (12 Oct 2018)

Electronic return via Moodle

Weighting

30%

Minimum mark or grade

50% (a minimum of 50/100 marks must be achieved for this assessment task in order to pass the unit)

Assessment Criteria

- Professional standard of written communication, organisation and presentation of each submitted reflection **10 marks**
- Deep level of critical reflection for significant events, using the Action Learning Cycle model across the whole timeline of the project **40 marks**
- Use of wide range of documentary evidence for seminar content and participation that clearly supports reflections **10 marks**
- Identifies several realistic and appropriate learning issues and goals using independent and original thinking **20 marks**
- Achievement of identified learning improvements clearly explained **20 marks**

Referencing Style

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

Submission

Online

Submission Instructions

Moodle submission for individual self reflections.

Learning Outcomes Assessed

- Select appropriate theoretical approaches to underpin the development of a program for clients with complex needs using evidence based practice principles.
- Utilise a range of professional communication strategies including interviews, advocacy roles, problem solving, conflict management and negotiation to facilitate program development in community settings.
- Demonstrate skills of prioritisation, networking, time and project management to manage a community based project.
- Exhibit professional and ethical behaviours as reflects a new health professional in all actions.
- Display capacity to operate as an effective team member understanding own role and roles of others during the completion of a complex project.
- Prepare a project plan with a clear rationale and a robust evaluation strategy.

Graduate Attributes

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

3 40% Project Progress Report

Assessment Type

Presentation and Written Assessment

Task Description

Part 1:

Conference Presentation

Your project team will prepare a 20 minute presentation (plus 5 minutes discussion time) for a professional audience including your project stakeholders, invited guests, multidisciplinary student peers and teaching staff that outlines the key stages in your project development. *All members* of the project team must demonstrate their involvement in the preparation and oral presentation of material for the conference.

While each project and each presentation will be different, you are expected to address the following essential information:

- Description of the organisation
- Needs analysis processes
- Key stakeholders
- Theoretical underpinnings that explain the occupation focus
- Scoping of project and timelines
- Business case and funding implications
- Program occupational goals and objectives
- Evaluation processes
- Ethical considerations
- Future developments - where to from here
- References
- Questions

Each project team can nominate one member to submit your slides to Moodle by 9.00am on the day of the Conference. All students will complete a Self and Peer Evaluation (SPA) immediately after the student conference, to be submitted to Moodle.

Part 2:

Project Progress Report.

A written report is the final deliverable of your capstone project for this unit. The report will provide evidence that you have met learning outcomes 3, 5, 6 & 7.

In your project team, you will produce a project progress report covering all of the details summarised in your conference presentation. You will include all documents generated and sourced to support your project. You will adhere strictly to the report formatting guidelines to prepare the written document ready for sharing with the external partner organisation. You will be asked to edit your work after submission should the organisation decide to continue with

implementation of your project recommendations.

The report will contain:

Description of partner organisations and project:

- How the organisation's mission or values are expressed in their core activities and processes
- Provide an overview of the rationale and background to the project development, objectives, methods and expected outcomes of the project

Key stakeholders:

- Describe and list all key internal and external stakeholders for the project

Needs analysis processes

- Describe the rationale and processes used to determine the scope of the project.
- Describe the information collection and data analysis/interpretation methods.
- Describe any directions of the project that were impacted directly by the needs analysis and actions arising from the data.

Theoretical underpinnings:

- Describe models and frameworks relevant to the project. These may be theoretical and or practice models.

Project scoping:

- Describe in detail the project timelines, phases and inclusions/exclusions

Business case:

- Provide a business plan that meets University and stakeholder guidelines

Evaluation methodology and findings:

- Describe all processes and implications

Ethical considerations:

- Describe actions taken in order to meet ethical requirements of the project

Future developments:

- Discuss the relative merits of any options for future implementation or development of this project.
- Discuss any directions that have been identified as outside the scope of this project, but could be considered for a future student project team.

References:

Provide a comprehensive list of highly relevant contemporary professional references that underpin and support your project.

List of contributors:

You will provide a table documenting which team member was primarily responsible for each section of Part 1 and Part 2. You may include secondary contributors as long as there has been more than a rudimentary role for secondary contributors. All students must sign this record to indicate they agree it is a true representation of the distribution of team project tasks. The aim is for all students to contribute appropriately to the shared tasks. In addition, all students MUST complete and submit the Self and Peer Evaluation (SPA) by the due date of your report submission.

Project Progress Report context:

There is no word count for this report. The report is a significant outcome of your project that will require attention to detail and extensive documentation of information. It is expected that all your project report documents together may total approximately 10,000 words or more. The preparation of all documents is expected to be shared between your project team members.

Your project team will submit two hard copies and one electronic written interim project progress report covering in detail all of the points listed above. When you are collating your report, consider that this project may be one component of a larger, long term future student project. The project may eventually span several years. You will include copies of all documents generated and sourced to support the project in numbered Appendices. Time will be made available to work on this report throughout term and your preparation will need to begin from Week 1.

Assessment Due Date

Review/Exam Week Wednesday (10 Oct 2018) 5:00 pm AEST

Group submits Slides & Report online via Moodle AND 2 hard copies of interim reports to Assessors on Conference day, 3/10/18. The written report is due one week after the presentation.

Return Date to Students

Final report via Moodle following certification of grades

Weighting

40%

Minimum mark or grade

50% (a minimum of 50/100 marks must be achieved for each component of this assessment task in order to pass the unit)

Assessment Criteria

Presentation Marking Criteria

- Visual presentation of slides is clear, professional and attractively balanced between text and images **10 marks**
- Oral presentation topic content is well organised and flows smoothly to align with each slide **5 marks**
- Speakers are articulate and confident with seamless transitions between presentation team members **5 marks**
- Presents a clear and informative description of project process and outcomes **20 marks**
- Manages discussion time effectively **10 marks**

Project Progress Report Marking Criteria

- Overview of project purpose and aims **5 marks**
- Comprehensive description of partner organisations and stakeholders **10 marks**
- Needs analysis process is clearly outlined including rationale, data collection, data analysis and actions arising from data interpretation. **20 marks**
- Project timelines, phases, inclusions and exclusions are clearly stated. **20 marks**
- Business case meets University and stakeholder requirements for content and formatting **10 marks**
- Clarity, comprehensiveness and occupational focus of report **10 marks**
- Effective written communication throughout the report meets professional standards for terminology use, articulation and flow of ideas, spelling and grammatical conventions **5 marks**
- Broad range of highly relevant references published within past 10 years adhere strictly to APA 6 style **5 marks**
- Additional relevant project resources or documents are included in cited Appendices **5 marks**

Project Team Work marking criteria

- completes all items of the SPA - individual mark to be calculated from average peer mark **20 marks**

NB. Students must pass each of the three assessment tasks in this Unit to pass overall.

Referencing Style

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

Submission

Offline Online Group

Submission Instructions

All students must attend conference presentation. Group report submitted to Moodle.

Learning Outcomes Assessed

- Demonstrate skills of prioritisation, networking, time and project management to manage a community based project.
- Display capacity to operate as an effective team member understanding own role and roles of others during the completion of a complex project.
- Prepare a project plan with a clear rationale and a robust evaluation strategy.
- Evaluate self and others throughout the unit and during final conference presentation.

Graduate Attributes

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

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