



SPCH14006 *Speech Pathology Skills and Practice*

6

Term 2 - 2017

Profile information current as at 30/04/2024 03:51 pm

All details in this unit profile for SPCH14006 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit students will consolidate their clinical skills within the International Classification of Functioning, Disability and Health (ICF) framework through a combination of on-campus experiences, a practical and written assessment and an eight week clinical block practicum. The assessment tasks will require students to demonstrate entry-level competence across each of the Competency-based Occupational Standards (CBOS, 2011) and the generic professional competencies described in the Competency Assessment in Speech Pathology (COMPASS®), across different range of practice areas. Prior to the commencement of the unit, students will be required to complete all pre-clinical requirements, as outlined in the 'Professional Practice Guide for Allied Health Students - Pre Practice Requirements' handbook, and maintain these requirements throughout the unit.

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

Pre-Requisite: SPCH14003 Speech Pathology Skills and Practice 5

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 - 2017

- 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 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. **On-campus Activity**

Weighting: Pass/Fail

2. **Practical and Written Assessment**

Weighting: Pass/Fail

3. **Professional Practice Placement**

Weighting: Pass/Fail

4. **Portfolio**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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' student satisfaction survey

Feedback

Placements were beneficial to learning.

Recommendation

Continue to offer practical learning experiences through clinical placements

Feedback from 'Have Your Say' student satisfaction survey

Feedback

Fourth year students would prefer to meet with third year students to discuss clinical placement experiences and allow them to ask questions, rather than to give them written information.

Recommendation

Arrange a suitable time for third and fourth year students to meet and discuss clinical placement experiences.

Feedback from Informal student feedback

Feedback

Time and workload management was difficult during the block placements for some students due to having to juggle the placement demands with other university requirements, such as the Honours project.

Recommendation

Explicitly discuss time and workload management with students prior to commencing block placements. Monitor this and provide support to students throughout the placement that specifically addresses the balance between placement demands and other requirements, as well as work-life balance.

Feedback from Self-reflection

Feedback

Clinical Education Handbook requires updating

Recommendation

The Clinical Education Handbook should be a work in progress, with continual improvements to content and organisation being made as required and/or recommended.

Unit Learning Outcomes

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

1. Demonstrate entry-level competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.
2. Present a portfolio that provides direct and/or indirect evidence of entry-level competence across all range of practice areas as well as the four generic professional competencies and all seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

The range of practice areas covered within this unit will depend largely on the nature of each student's block placement. However, the two practical assessment items will allow each student to have the opportunity to demonstrate entry-level competence with both adult and paediatric populations across one or more of the following range of practice areas:

- Voice, Swallowing, Speech, Language, Multi-Modal Communication, Fluency

Students will be required to demonstrate entry-level competence across each of the seven Competency-based Occupational Standards (CBOS, 2011) units, as well as the four generic professional competencies described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
2 - Practical and Written Assessment - 0%	•	•	•	•	•	•	•	•		
3 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	•		
4 - Portfolio - 0%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Leisa Skinner Unit Coordinator

l.skinner@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic

Chapter

Events and Submissions/Topic

Welcome to Week 1 of Skills and Prac

6. This week we will be covering:

- Term 2 clinical placement details
- Reflection on previous clinical experiences/placements - write yourself a letter
- Portfolios
- Assessment tasks and pass criteria

You will also commence the first of a five week sessional fluency placement.

Week 2 - 17 Jul 2017

Module/Topic

Chapter

Events and Submissions/Topic

In Week 2 we will cover the following:

- Further discussions regarding the clinical experience and the transition between placements in fourth year and entry into the workforce
 - Job seeking, job applications, interviews, etc.
 - Your ability to communicate with and complete administrative tasks for a range of different audiences and populations
- Your sessional placement will continue this week.

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
This week a range of clinical placement issues and necessary skills will be covered, including: <ul style="list-style-type: none">• time management and organisation• using COMPASS• learning contracts• making the most of the clinical placement experiences Your sessional placement will continue this week.		

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
This week will involve a guest speaker who will assist you to identify strategies designed to help you get the most out of your next placement. Your sessional placement will continue this week.		

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
In Week 5 we will cover the following: <ul style="list-style-type: none">• Final discussions and preparations for Term 2 block placement• Reflection on the five week sessional placement This will be the last week of your sessional placement.		

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes		(P/F) Sessional Placement Due: Vacation Week Friday (18 Aug 2017) 5:00 pm AEST

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Week 1 of block placement		Learning contracts should be developed and discussed with CE. Dates for mid and final placement assessments should be set.

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Week 2 of block placement		

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Week 3 of block placement		
Week 9 - 11 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Week 4 of block placement		
Week 10 - 18 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Week 5 of block placement		Mid-placement assessment will typically take place this week - specific dates are to be negotiated with the CE.
Week 11 - 25 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 of block placement		
Week 12 - 02 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Week 7 of block placement		
Review/Exam Week - 09 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Week 8 of block placement		Final-placement assessment will typically take place this week - specific dates are to be negotiated with the CE. (P/F) Block Placement Due: Review/Exam Week Friday (13 Oct 2017) 5:00 pm AEST
Exam Week - 16 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic
No classes/exams		(P/F) Portfolio Due: Exam Week Friday (20 Oct 2017) 5:00 pm AEST

Assessment Tasks

1 (P/F) On-campus Activity

Assessment Type

On-campus Activity

Task Description

As this unit is designed to be highly practical in nature, you will be required to complete your allocated clinical placements, which will include a sessional placement during Weeks 1-5 and an eight-week block placement from Week 6 onwards. You will also be expected to attend scheduled weekly classes during Weeks 1-5, contribute to class discussions and participate in other interactive exercises that occur as part of these classes. These on-campus activities will assist you to meet the learning outcomes for this course and to further develop your skills as a Speech Pathologist.

Assessment Due Date

This assessment requirement refers to regular class attendance and participation as required. Classes are scheduled for Weeks 1 to 5 only, therefore this assessment task will be completed by the end of Week 5.

Return Date to Students

There are no items for return, as this assessment task refers to regular class attendance and participation as required.

Weighting

Pass/Fail

Minimum mark or grade

Students must meet the pass criteria by attending a minimum of 80% of scheduled classes.

Assessment Criteria

You will be required to attend a minimum of 80% of your scheduled classes. The Unit Coordinator must be informed as early as possible of any expected absences and a medical certificate may be requested by the Unit Coordinator. This is a pass/fail assessment task, as a high level of class attendance and participation is considered to be a key requirement of this unit.

Referencing Style

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

Submission

Offline

Submission Instructions

No specific documents need to be submitted for this assessment piece, although students will be required to complete a sign-in sheet for each class they attend.

Learning Outcomes Assessed

- Demonstrate entry-level competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

Graduate Attributes

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

2 (P/F) Sessional Placement

Assessment Type

Practical and Written Assessment

Task Description

You will be required to attend and participate in a 5 week sessional placement, for half a day per week for the first five weeks of term. The nature of this placement, including the clientele and the range of practice areas you will be required to work with, may vary for each student, however the expected outcome will be the same - that is, entry-level skills across all relevant CBOS elements and units as well as the four generic professional competencies. This sessional placement may also require you to mentor fellow Speech Pathology students from other year levels within the Speech Pathology course.

You will also be required to provide a 1500-2000 word reflection based on your role as a student clinician in this setting. You will need to reflect deeply upon your experiences, including any challenges that you faced, benefits you gained, and learning that occurred, and explain how this may affect your plans for your upcoming block placement and beyond. This reflection should also specifically address any two of the four generic professional competencies (reasoning, communication, learning and/or professionalism) and should be presented in a logical, succinct and well-structured format.

Assessment Due Date

Vacation Week Friday (18 Aug 2017) 5:00 pm AEST

The written component of this assessment task will require students to submit a reflection by Friday the 18th of August at 05:00pm. The practical component will involve the completion of a hard copy assessment in a face-to-face session between the student and CE. It is expected that this will be completed within one week of the completion of the placement, however the date is to be negotiated between the CE and student.

Return Date to Students

Week 7 Friday (1 Sept 2017)

The written component of this assessment task will be returned to students within 10 working days of the due date. There are no items relating to the practical component of this assessment task that need to be returned to the student.

Weighting

Pass/Fail

Minimum mark or grade

Students must pass both the practical and written components of this task, by demonstrating entry-level competence across all assessed competencies at the placement's completion plus achieving a Pass for the written component.

Assessment Criteria

Your participation in the sessional placement will be assessed through the use of a modified hard-copy COMPASS assessment. By the end of Week 5, you will be required to demonstrate entry-level competence in each of the following competency units, provided that you have been given the opportunity to do so:

- Professional Competency Unit 1: Reasoning
- Professional Competency Unit 2: Communication
- Professional Competency Unit 3: Learning
- Professional Competency Unit 4: Professionalism

- CBOS Unit 1: Assessment
- CBOS Unit 2: Analysis and Interpretation
- CBOS Unit 3: Planning Evidence-Based Speech Pathology Practice
- CBOS Unit 4: Implementation of Speech Pathology Practice
- CBOS Unit 5: Planning, Providing and Managing Speech Pathology Services
- CBOS Unit 6: Professional and Supervisory Practice
- CBOS Unit 7: Lifelong Learning and Reflective Practice

Further information regarding each of these units can be found in the COMPASS Assessment Resource Manual, available through COMPASS online: <https://compass.speechpathologyaustralia.org.au/compass/portal/portal.jsp>

In addition, your written submission must also address any two of the following generic professional competency units:

- Professional Competency Unit 1: Reasoning
- Professional Competency Unit 2: Communication
- Professional Competency Unit 3: Learning
- Professional Competency Unit 4: Professionalism

You will be assessed on your ability to demonstrate deep reflective skills, as well as your writing style and the professional presentation of your work.

Marking rubrics for both the practical and the written components of this assessment task will be provided to students via Moodle. Each rubric will contain information regarding both the pass and fail criteria.

Referencing Style

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

Submission

Online

Submission Instructions

The practical component of this assessment task will not require students to submit any specific documents, as it is their performance whilst on placement that will be assessed by the CE in a face-to-face session. The written component however will need to be submitted online through Moodle.

Learning Outcomes Assessed

- Demonstrate entry-level competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

Graduate Attributes

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

3 (P/F) Block Placement

Assessment Type

Professional Practice Placement

Task Description

This assessment item will require you to complete a block placement which will typically take place 4 days a week for 8 weeks. This placement is expected to commence on August 21st (Week 6) and finish on October 13th 2017 (first exam week) and will provide you with an opportunity to further develop your skills as a Speech Pathologist under the supervision of a Clinical Educator (CE), in a setting that is external to the university, such as a community health facility, a hospital or an educational setting. Block placements may involve either an adult, paediatric or mixed caseload and may require you to travel and complete your placement outside of the Central Queensland region.

Your CE, a qualified Speech Pathologist, will assess your competence across the seven CBOS units and each of the four generic professional competencies at both the mid and final points of the placement, through the use of the COMPASS online assessment tool. You will also be required to complete a self-assessment at each of these placement points, also through COMPASS online. In addition, at the commencement of your placement you will need to complete a learning contract which is to be reviewed by you and your CE as part of the mid-placement and final-placement assessments. By the end of your placement you are expected to demonstrate entry-level competence across the majority of the CBOS and generic professional competency units.

As part of this placement, you will need to complete the following:

- mid-placement assessment using COMPASS On-line. This will be completed with your CE at the mid-point of your placements, however you will also be required to complete a self-assessment (also using COMPASS On-line) prior to meeting with your CE for this assessment. The mid-placement assessment is formative in nature, which means that although it does not technically count towards your final mark at the end of the placement, it provides you with a formal opportunity to discuss your strengths and areas for improvement - that is, the areas to focus on for the second half of the placement. It also provides your CE with an opportunity to formally raise any concerns with the Clinical Education Co-Ordinator.
- final-placement assessment using COMPASS On-line. This will be completed at the end of your placements. Again, you will be required to complete a self-assessment using COMPASS On-line prior to meeting with your CE. This final assessment is summative in nature, meaning that it provides the CE with the opportunity to give final marks and feedback regarding the entire placement. At this point you are required to be at entry-level across each of the four generic professional competencies as well as all of the CBOS (2011) Units. The behavioural descriptors for the entry-level student can be found in the COMPASS Assessment Resource Manual which is available on COMPASS On-line and will also be posted on Moodle. The specific pass criteria will also be explained in the Week 1 tutorial.
- learning contract - this is a learning agreement that is reached between you and your CE at the beginning of the placement (i.e. in the first week). It enables both you and your CE to identify and discuss any particular areas which need to be focussed on and developed throughout the placement. The contract is to be reviewed at the mid and final points of your placements, in order to determine whether the goals you have set for yourself have been achieved.
- Clinical Hours Summary form - you should record your clinical contact hours each week and your CE will sign off on this form at the completion of the placement.
- any additional documentation that is required by the CE or placement organisation, such as written reports and information for client files.

Further details regarding recording hours, completing learning contracts and COMPASS can all be found in the Clinical Education Handbook, which will be posted on Moodle. The forms needed are also included in this handbook.

Assessment Due Date

Review/Exam Week Friday (13 Oct 2017) 5:00 pm AEST

Block placements are due to finish on Friday the 13th of October. However, in the case of exceptional circumstances, the extension or early completion of a block placement may be required. These details are to be negotiated between the CE and CEC, and in some instances the student.

Return Date to Students

A return date does not apply, as the COMPASS assessments are completed online with both the student and CE present in a face-to-face session. Learning contracts are also completed during each of these sessions and records are to be kept by the CEC, CE and student.

Weighting

Pass/Fail

Minimum mark or grade

Entry-level competence across each of the eleven CBOS and generic professional competency units.

Assessment Criteria

You will be assessed on the four generic professional competencies and the seven CBOS (Occupational) competencies

through the use of COMPASS online.

The generic professional competency units are:

- Professional Competency Unit 1: Reasoning
- Professional Competency Unit 2: Communication
- Professional Competency Unit 3: Learning
- Professional Competency Unit 4: Professionalism

The CBOS units are:

- CBOS Unit 1: Assessment
- CBOS Unit 2: Analysis and Interpretation
- CBOS Unit 3: Planning Evidence-based Speech Pathology Practices
- CBOS Unit 4: Implementation of Speech Pathology Practice
- CBOS Unit 5: Planning, Providing and Managing Speech Pathology Services
- CBOS Unit 6: Professional and Supervisory Practice
- CBOS Unit 7: Lifelong Learning and Reflective Practice

Further information regarding each of these units can be found in the COMPASS Assessment Resource Manual, available through COMPASS online: <https://compass.speechpathologyaustralia.org.au/compass/portal/portal.jsp>

Prior to meeting with your CE to complete your mid-placement and final-placement assessments, you must first complete the self-assessment component through COMPASS online. You must also bring the learning contract that was developed at the commencement of the placement, for you and your CE to review, as this will aid the discussion you have about the progress you have made and any objectives you may have achieved.

At the final-placement assessment, your COMPASS results are expected to indicate that you have demonstrated entry-level competence across each of the eleven CBOS and generic professional competency units.

Referencing Style

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

Submission

Online

Submission Instructions

Students are required to complete online self-assessments at the mid-point and end-point of their clinical placements, however this is to be completed through COMPASS online (ie. not through Moodle). Students and CEs then meet face-to-face at the mid-point and end-point of their clinical placement. Again, this is completed on-line through the COMPASS website. Therefore, students are not required to submit hard copies of any documents as part of this assessment, unless required by their CE, and are not required to submit assessment items through Moodle.

Learning Outcomes Assessed

- Demonstrate entry-level competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

Graduate Attributes

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

4 (P/F) Portfolio

Assessment Type

Portfolio

Task Description

During your eight week block placement you will be required to continue to gather evidence (direct and indirect) that you have entry-level competence in all generic professional and occupational (CBOS) competencies across the Range of Practice areas, with both adult and child caseloads. Following the completion of all other assessment items required for this unit, including your block placement, you must present a completed portfolio of this supporting evidence. This may be either an electronic document or a hard copy portfolio. The portfolio will be marked either Pass or Fail and, if it does

not initially meet pass criteria, you will be provided with feedback by the Clinical Education Co-ordinator (CEC) and you will have an opportunity to re-submit this assessment piece. Examples of documents that you may wish to include in your portfolio are:

- evidence of assessment planning, administration and analysis/interpretation, such as de-identified assessment reports, progress notes, letters relating to assessment, etc.
- evidence of goal setting and intervention planning, such as de-identified session plans, management plans, assessment reports, case conference minutes, progress notes, etc.
- evidence of the provision of intervention, such as de-identified session plans, progress notes, therapy summary/progress reports, etc.
- evidence of other clinical experiences, such as the evaluation of speech pathology services, the training and education of others, participation in research and/or resource development, etc.
- written self-reflections and CE and peer feedback
- COMPASS results
- unit profiles
- relevant assessment pieces
- certificates of participation in professional development events
- letters of reference

It is also important to note that whilst there is no prescribed format or presentation of the portfolio, it does need to be complete, well-organised and professionally presented in order to meet the pass criteria. Additionally, in the case where there is a 'gap' in direct clinical experience, you may provide a reflective statement where you claim transferability of skills from other areas. For example, if you are missing direct evidence of having experience working with children in the area of fluency, but you have evidence that you have demonstrated entry-level competence when working with an adult caseload in this particular Range of Practice as well as when working with children in other areas such as speech and language, you may claim that these skills are transferrable. Essentially however, this is a decision that rests with the CEC, as the nature of the gap is critical.

Assessment Due Date

Exam Week Friday (20 Oct 2017) 5:00 pm AEST

The portfolio should be submitted within a week of a student completing their other assessment requirements as part of this course. Therefore, this due date may be subject to change if other assessment requirements have not been completed by the expected date. This will be negotiated between the CEC and student/s.

Return Date to Students

Portfolios will be returned within ten working days.

Weighting

Pass/Fail

Minimum mark or grade

This is a Must Pass assessment requirement. The Pass criteria (see marking rubric) must be achieved in order to pass the SPCH14006 unit.

Assessment Criteria

A copy of the marking rubric will be posted on the unit Moodle site. Essentially however, the portfolios are marked based on the following:

- information included and the manner in which it is organised
- evidence of meeting professional competencies
- use and completion of summary spreadsheet
- reflective statements
- evidence of meeting CBOS Units 1-4 with a paediatric caseload
- evidence of meeting CBOS Units 1-4 with an adult caseload
- evidence of meeting CBOS Units 5-7

Referencing Style

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

Submission

Offline Online

Submission Instructions

Portfolios may be submitted either electronically (via Moodle) OR as a hard copy (to be handed directly to the CEC, Leisa Skinner)

Learning Outcomes Assessed

- Demonstrate entry-level competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.
- Present a portfolio that provides direct and/or indirect evidence of entry-level competence across all range of practice areas as well as the four generic professional competencies and all seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

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