



LING3388

PACE: Accessible and Inclusive Communication

Session 2, In person-scheduled-infrequent, North Ryde 2026

Department of Linguistics

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

(Admission to BLingLangSc or admission to BSpHSc) AND 50cp at 2000 level or above

Corequisites

Co-badged status

Unit description

This unit examines the impact of complex communication needs on a person's participation and inclusion in society. It explores theoretical models of multilingualism, disability, and inclusive workplace communication to improve the communication outcomes of people with complex communication needs and the facilitative role of communication partners. Students will engage in a work-integrated learning experience placement which may be undertaken across a range of sectors (e.g., government, not-for-profit, community-based organisations) and settings (e.g., disability policy, service planning or development, health promotion, advocacy, education, research). Students will complete a minimum of 50 hours during their placement. They will also engage with lecture and tutorial materials, which will provide information relevant to linguistic diversity, disadvantage and social justice, and workplace communication and inclusion. This unit will foster an understanding of the theoretical and practical considerations related to accessible and inclusive communication, highlighting strategies that facilitate successful communication for people of diverse linguistic background or with complex needs in a variety of real-world situations.

Visit [Employability Connect](#) for important information on this unit.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

ULO1: Communicate an understanding of how theoretical aspects of multilingualism, communication disorders, or inclusive workplace communication relate to people with complex communication needs.

ULO2: Describe the impact of linguistic diversity or lifelong disability on communication for the individual, family, and society.

ULO3: Give examples of multimodal communication approaches for people of diverse linguistic background or with complex communication needs.

ULO4: Analyse an organisation's responsibilities towards multilingual speakers or individuals with complex communication needs.

ULO5: Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.

General Assessment Information

| General Assessment Information |

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128 and 129).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better. Further details for each assessment task will be available in iLearn.

| Late Submission |

Requesting an extension to assignment due date

On occasion, you may be in a situation when you aren't able to submit an assessment task on time. Please notify the Unit Convenor if this happens.

Extensions are given in special circumstances, by completing a Special Consideration request. For more information on Special Consideration, see <https://students.mq.edu.au/study/my-study-program/special-consideration>

Unless an extension has been approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day an assessment is not submitted, up until the 7th day (including weekends).

After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
<u>Understanding key linguistic concepts</u>	30%	No	Week 2, 4, & 6	Individual	No	Open
<u>Presentation</u>	20%	No	From Week 8	Individual	No	Observed
<u>Placement-based report</u>	50%	No	06/11/2026	Individual	No	Open

Understanding key linguistic concepts

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 24 hours

Due: **Week 2, 4, & 6**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Open

This portfolio assessment requires you to provide evidence of your understanding of some of the key concepts covered in this unit. You will be required to collectively provide evidence of the

depth and soundness of your understanding of these concepts.

On successful completion you will be able to:

- Communicate an understanding of how theoretical aspects of multilingualism, communication disorders, or inclusive workplace communication relate to people with complex communication needs.
- Describe the impact of linguistic diversity or lifelong disability on communication for the individual, family, and society.
- Give examples of multimodal communication approaches for people of diverse linguistic background or with complex communication needs.

Presentation

Assessment Type ¹: Presentation task

Indicative Time on Task ²: 10 hours

Due: **From Week 8**

Weighting: **20%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

A reflection and analysis of one's PACE placement

On successful completion you will be able to:

- Communicate an understanding of how theoretical aspects of multilingualism, communication disorders, or inclusive workplace communication relate to people with complex communication needs.
- Describe the impact of linguistic diversity or lifelong disability on communication for the individual, family, and society.
- Give examples of multimodal communication approaches for people of diverse linguistic background or with complex communication needs.
- Analyse an organisation's responsibilities towards multilingual speakers or individuals with complex communication needs.
- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.

Placement-based report

Assessment Type ¹: Written Submission

Indicative Time on Task ²: 30 hours

Due: **06/11/2026**

Weighting: **50%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Open

Reflection and analysis of the organization where the student undertook their PACE placement. Within the context of their PACE placement, students will apply the theoretical framework of multilingualism, communication disorder, or accessible and inclusive communication to the needs of people with communication challenges.

On successful completion you will be able to:

- Communicate an understanding of how theoretical aspects of multilingualism, communication disorders, or inclusive workplace communication relate to people with complex communication needs.
- Describe the impact of linguistic diversity or lifelong disability on communication for the individual, family, and society.
- Give examples of multimodal communication approaches for people of diverse linguistic background or with complex communication needs.
- Analyse an organisation's responsibilities towards multilingual speakers or individuals with complex communication needs.
- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- [Academic Success](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation.

³ An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

Delivery and Resources

| Lectures & Tutorials |

This unit is taught through 1 x 2 hours seminar each week and 1 x 1 hour tutorial. Tutorials begin in Week 1. **Lecture and tutorial schedules are on the same day.** All seminars and tutorials are delivered on campus. A recording of the seminar will be available later on the day of delivery.

Because of your 50-hour placement, which is an embedded requirement in this unit, our

meetings are irregular. Seminars and tutorials will run from Weeks 1 to 7. Then ONLY tutorials will run again in Weeks 8 to 12. A final seminar will be held in Week 13.

| Recommended Readings |

There is no textbook for this unit. However, there are journal articles assigned each lecture week. These are available through the Leganto reading list, accessible via the iLearn page. Discussions in the tutorials and your ability to fulfil the assessment tasks will be dependent on the readings and the lectures.

Enrolment in this unit entails engagement in a range of face-to-face and online learning activities, including lectures and tutorials, pre-tutorial activities, readings, and videos. Details can be found in the iLearn site for this unit.

Unit Schedule

In Weeks 1 to 7, during the seminars, the following topics will be covered:

- Introduction to the unit
- Multilingualism/ linguistic diversity
 - Aspects of Multilingualism
- Language policies and ideologies
- Communication disorders
- Inclusive communication in the workplace

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.s.mq.edu.au) (<https://policies.s.mq.edu.au>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>).

[du.au](#)) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit connect.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Academic Success

[Academic Success](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Ask a Study Coach](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study

- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit <https://students.mq.edu.au/support/technology/service-desk>.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance

if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Unit information based on version 2026.02 of the [Handbook](#)