



LING1100

Professional Practice I

Session 2, Online-flexible 2026

Medicine, Health and Human Sciences Faculty level units

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

Admission to BSpHSc

Corequisites

Co-badged status

MHHS1001, MHHX1001, PSYU1100, PSYX1100, MEDI1400

Unit description

This unit will provide you with a thorough introduction to the essential capabilities required for a career in speech, hearing and language sciences, emphasising key concepts of professionalism, including self-reflection, effective communication, and teamwork. Through engaging interactive tutorials, online modules, and peer engagement, you will develop critical learning strategies, enhance your collaborative abilities, and refine your communication skills. These foundational capabilities are designed to prepare you to become a reflective and effective professional, equipped with the tools necessary to be a life-long learner and for success in speech, hearing and language sciences related fields.

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: Develop learning techniques to effectively manage academic tasks and address learning challenges specific to speech, hearing and language sciences. (Scientist and Scholar)

ULO2: Clearly and professionally convey information using various communication

techniques appropriate to both an individual and group setting. (Practitioner)

ULO3: Adapt communication and teamwork strategies to effectively engage with individuals from diverse cultural backgrounds. (Citizen)

ULO4: Use reflective practice to assess own personal performance, explore career aspirations, and identify areas for development. (Professional)

General Assessment Information

Please refer to the detailed assessment instructions for each assessment task, which will be posted in the 'Assessment' block on the LING1100 iLearn site. These instructions contain essential information about the ways that individual assessment tasks should be approached and presented. Assessment tasks must be submitted using the relevant link on the LING1100 iLearn site. In the case of the group presentation assessment, the presentation and associated question and answer session will be delivered live, and all members of the group are expected to participate as both presenters and audience members.

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](#).

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 on iLearn.

Requesting an Extension for an Assessment Task

On occasion, you may be in a situation when you aren't able to submit an assessment task on time. Extensions are only given in special circumstances, by completing a Special Consideration request. For more information on Special Consideration, see [Special Consideration | Macquarie University, Sydney](#).

Late Submission

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. Unless a Special Consideration request has been submitted and 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

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
<u>Case Study Analysis</u>	20%	No	06/09/2026	Individual	Yes	Open
<u>Presentation</u>	40%	No	18/10/2026	Individual and Group	No	Observed
<u>Reflective Journal</u>	40%	No	08/11/2026		Yes	Open

Case Study Analysis

Assessment Type ¹: Written Submission

Indicative Time on Task ²: 18 hours

Due: **06/09/2026**

Weighting: **20%**

Groupwork/Individual: Individual

Short extension ³: Yes

AI Approach: Open

You will analyse a detailed case study related to speech, hearing and language sciences, addressing specific challenges by applying practical learning techniques and integrating evidence from reliable sources. Your analysis should include solutions supported by evidence, a clear communication of findings, and reflections on personal insights and learning strategies used.

On successful completion you will be able to:

- Develop learning techniques to effectively manage academic tasks and address learning challenges specific to speech, hearing and language sciences. (Scientist and Scholar)

- Clearly and professionally convey information using various communication techniques appropriate to both an individual and group setting. (Practitioner)
- Use reflective practice to assess own personal performance, explore career aspirations, and identify areas for development. (Professional)

Presentation

Assessment Type ¹: Presentation task

Indicative Time on Task ²: 36 hours

Due: **18/10/2026**

Weighting: **40%**

Groupwork/Individual: Individual and Group

Short extension ³: No

AI Approach: Observed

You will prepare and deliver a presentation on a speech, hearing or language-related topic, incorporating effective communication techniques and cultural sensitivity. In your presentation you must address how you have adapted your communication strategies to diverse cultural contexts and provide a critical analysis of your approach. A live Q&A session will follow to assess your ability to convey information and adapt in real-time.

On successful completion you will be able to:

- Clearly and professionally convey information using various communication techniques appropriate to both an individual and group setting. (Practitioner)
- Adapt communication and teamwork strategies to effectively engage with individuals from diverse cultural backgrounds. (Citizen)

Reflective Journal

Assessment Type ¹: Reflection task

Indicative Time on Task ²: 36 hours

Due: **08/11/2026**

Weighting: **40%**

Groupwork/Individual:

Short extension ³: Yes

AI Approach: Open

You will maintain a reflective practice journal throughout the unit, documenting your experiences with academic tasks, communication, teamwork, and cultural engagement.

On successful completion you will be able to:

- Develop learning techniques to effectively manage academic tasks and address learning challenges specific to speech, hearing and language sciences. (Scientist and Scholar)
- Clearly and professionally convey information using various communication techniques

appropriate to both an individual and group setting. (Practitioner)

- Adapt communication and teamwork strategies to effectively engage with individuals from diverse cultural backgrounds. (Citizen)
- Use reflective practice to assess own personal performance, explore career aspirations, and identify areas for development. (Professional)

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

Delivery and Resources

LING1100 (Professional Practice 1) is delivered through weekly online content modules. These modules contain links to short videos, mini-lecture presentations, short textual content and interactive learning activities. Students engage individually with this online content. They then work through any tasks and reading assigned for the week to consolidate their understanding of the key concepts, and apply these concepts to a range of problems related to professional practice in health and human sciences.

Where there are required readings, these will be accessible electronically through the Leganto tool on the LING1100 iLearn site. There is no set textbook for this unit.

Unit Schedule

Week	
1	What is a Professional? Key elements of Professional Practice After completing this section of the unit, you will be able to: • explain the historical evolution of the concept of a “professional” • articulate the key attributes of professional practice in contemporary global societies • identify the transportable professional skills, attributes and approaches that are relevant to your own career aspirations • chart the ways in which you expect your university education to contribute to the development of these professional skills, attributes and approaches

2	Professional Practice and your university education After completing this section of the unit, you will be able to: • create a visual representation of your university studies as a form of professional development and practice • explain the differences between a "compliance-based approach" and a "values-based approach" to professional practice • illustrate with examples how a values-based approach to professional practice can be a lens through which you can effectively manage your university studies • apply the frameworks you have created to a range of professional practice scenarios
3	Reflective Practice I: Transforming experience into expertise After completing this section of the unit, you will be able to: • articulate the key tenets of Donald Schön's concept of "reflection on action" • explain the argument that reflection on practice is essential for the development of expertise in any profession, and that experience without reflection does not allow one to become an expert practitioner. • illustrate the connections between reflection on action and the development of professional expertise through examples that are personally relevant to you • apply the principles of reflection on action to your own university studies and future career aspirations.
4	Reflective Practice II: Adjusting and adapting in the moment After completing this section of the unit, you will be able to: • articulate the key tenets of Donald Schön's concept of "reflection in action" and distinguish this concept from "reflection on action" (as covered in Week 3) • through a series of professional practice scenarios, identify precisely how novice and expert practitioners "think in action" to adjust their approaches to communication and problem-solving in real time. • apply principles of adjustment and adaptation to suggest ways of achieving optimal outcomes in professional communication scenarios • appraise professional communication scenarios to identify the possible outcomes associated with a lack of adaption and adjustment
5	Teamwork and Communication in Professional Practice I After completing this section of the unit, you will be able to: • explain the connections between reflective practice and the concept of teamwork in professional practice settings • illustrate through examples how teamwork is achieved through communication and interaction • provide operational definitions of the concepts of rapport and trust as they apply to professional practice • identify the interactional moves and adjustments that allow rapport and trust – the foundations of effective teamwork – to be built in a co-constructed way in a range of professional encounters

6	Teamwork and Communication in Professional Practice II After completing this section of the unit, you will be able to: • articulate the distinction between 'teamwork' as a nebulous and vague notion, and 'teamwork' as an attribute that can be observed systematically and developed as a professional skill • explain specific ways in which rapport and trust (discussed in detail in Week 5) can be leveraged to facilitate the achievement of shared goals in a range of professional contexts • critically reflect on personally relevant professional practice scenarios to suggest ways in which teamwork can be optimised through thoughtful communicative choices and approaches
7	Unity in Diversity in Professional Practice I After completing this section of the unit, you will be able to: • explain how diversity intersects with teamwork to support shared professional goals • reflect on real-world university and workplace scenarios to identify the role of diversity in professional practice • develop an understanding of how to acknowledge and respect diverse perspectives in collaborative environments • create thoughtful responses to diversity-related challenges that align with your own values and those of others.
8	Unity in Diversity in Professional Practice II After completing this section of the unit, you will be able to: • articulate how diversity can be re-framed as a strength and resource in professional practice. • examine how the contributions of individuals with varied life experiences contribute to more inclusive and effective problem-solving. • reflect on your own unique experiences, skills, and attributes and how these can enhance your contributions to collaborative professional activities
9	Professionals as problem-solvers I: Framing problems collaboratively After completing this section of the unit, you will be able to: • explain how reflection, teamwork, and diversity contribute to effective problem-solving and goal achievement • demonstrate skills you have developed in "problem setting" as a critical step before engaging in problem-solving • apply collaborative strategies to analyse and respond to complex scenarios in order to distil the key problems to be addressed
10	Professionals as problem-solvers II: Putting your knowledge and experience to work After completing this section of the unit, you will be able to: • explain the importance of interactional and tacit knowledge in professional practice • identify how invisible forms of knowledge influence collaboration with various stakeholders • reflect on your own professional interactions to uncover and articulate tacit knowledge • apply strategies to make tacit and interactional knowledge more explicit and actionable in your professional role

11	Leadership, mentoring, and giving back to your profession After completing this section of the unit, you will be able to: • explain the role of mentoring and professional education in sustaining and advancing your profession • engage effectively in both mentor and mentee roles within professional contexts • evaluate different approaches to delivering professional education in formal and informal settings reflect on and apply strategic methods for tailoring educational experiences to meet individual or group needs
12	Putting it all together: Reflection, Respect and Collaboration After completing this section of the unit, you will be able to: • synthesise key themes from the unit into a cohesive model of professional practice • create a visual representation that reflects your personal perspective on the interconnections within professional practice • critically engage with peer models to broaden your understanding of diverse professional perspectives • articulate how integrated concepts from the unit align with and support your professional career aspirations

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au) (<https://policies.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>) 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.

Artificial Intelligence Tools

Macquarie University recognises that artificial intelligence (AI), especially generative AI, is rapidly reshaping education and the modern workplace. As AI becomes increasingly accessible, the University and your teaching staff are committed to preparing you to use these tools effectively, ethically, and with strong professional judgment. Rather than restricting technology, the emphasis is on helping you understand when and how AI can be used to enhance productivity, support learning, and reflect real-world professional practice. Across your degree, we will support you to develop the critical thinking, adaptability, and values-based decision-making skills required to navigate evolving AI tools responsibly, including acknowledging their use appropriately. You should always appropriately acknowledge when you have used AI tools within assessment tasks, including which AI tools you have used and how you have used them.

To provide clarity, Macquarie University uses a simple, two-tiered approach to AI in assessment:

AI Open assessments allow you to fully incorporate AI, reflecting authentic tasks where AI would normally be used in professional settings.

Observed with AI Optional assessments involve tasks where you either demonstrate essential knowledge without technology or show how you apply AI under supervision.

Across both categories, the goal is to ensure you build foundational knowledge, exercise sound judgment, and engage with AI in ways that uphold ethical, cultural, and university values.

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 2026.03 of the [Handbook](#)