SPTH4050 - Speech Pathology 5
Course Outline

Course Co-ordinator: Associate Professor Alison Ferguson
Room: GP1.18
Ph: 4921 5716
Fax: 4921 7386
Email: Alison.Ferguson@newcastle.edu.au
Consultation hours: Fridays 11-12noon & by appointment

Semester: Semester 1 - 2008
Unit Weighting: 10
Teaching Methods: Case Study
Problem Based Learning

Brief Course Description
Provides students with an opportunity to integrate and consolidate their theoretical and applied learning at an advanced level in speech-language/swallowing pathology. Problem based learning techniques will be used to examine a complex speech pathology case/situation at an advanced level of theoretical knowledge and clinical skill.

Contact Hours
Case Study for 2 Hours per Week for the Full Term

Learning Materials/Texts - (Recommended only – both in library)

Course Objectives
Course Outline Issued and Correct as at: Week 1, Semester 1 - 2008

CTS Download Date: 1 Feb 2008
Upon successful completion of this subject, students will be able to:
1. Analyse, integrate and interpret speech pathology and other relevant data to determine diagnosis, prognosis.
2. Demonstrate ability to use principles of evidence-based practice to determine appropriate methods of intervention and outcome measurement.
3. Demonstrate adherence to scientific principles in clinical practice.
4. Recognise and respond professionally to complex ethical/legal situations.
5. Demonstrate self-directed learning to keep knowledge base current.
6. Demonstrate the ability to work effectively in a group.

Course Content
Review of principles of problem based learning & group processes
Professional, legal and ethical issues in verbal and written communication
Critical review of evidence-base
Exploration of cultural/institution systems in which services are provided

Assessment Items

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>2,000 words, 50%</td>
</tr>
<tr>
<td>Presentations - Group</td>
<td>20 minutes, 20%</td>
</tr>
<tr>
<td>Reports</td>
<td>1,500 words, 30%, group work</td>
</tr>
</tbody>
</table>

Assumed Knowledge
All prior speech pathology subjects in prescribed sequence.

Callaghan Campus Timetable
SPTH4050
SPEECH PATHOLOGY V
Enquiries: School of Humanities and Social Science
Semester 1 - 2008
Tutorial Friday 9:00 - 11:00 [GP2-12/14]

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link:

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then
retain a copy of the item on its database for the purpose of future plagiarism checking).

- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html) for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.

- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.

- **Requests for Rescheduling Exams** must be received in the Student Hub no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students

[https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)
Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

**Callaghan campus**
- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

**City Precinct**
- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

**Ourimbah campus**
- Ourimbah Hub: Administration Building

**Faculty websites**

Faculty of Education and Arts


**Contact details**

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

Ourimbah

Phone: 02 4348 4030

Email: EnquiryCentre@newcastle.edu.au

**The Dean of Students**
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

**Deputy Dean of Students (Ourimbah)**
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

**Alteration of this Course Outline**
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

**Web Address for Rules Governing Undergraduate Academic Awards**
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Group Work

The assessment in this course involves group work. Refer - http://www.newcastle.edu.au/policylibrary/000650.html

<table>
<thead>
<tr>
<th>Presentations - Group</th>
<th>20 minutes, 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports</td>
<td>1,500 words, 30%, group work</td>
</tr>
</tbody>
</table>

Groupwork will be allocated by the course co-ordinator. It is expected that all students within a group will receive the same mark for groupwork assessment tasks, but in situations where it can be established that this would be inequitable, marking will be moderated in light of the Groupwork Statement(s) received and in discussion with the students involved (see attached to this course outline).

Online Tutorial Registration:

Students are required to enrol in the Lecture for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.
SPTH4050 - Speech Pathology 5
Important Additional Information

Relationship of Course Objectives to Graduate Attributes, Professional & Occupational Competencies

<table>
<thead>
<tr>
<th>University of Newcastle Graduate Attributes(^1)</th>
<th>Community Responsiveness</th>
<th>Professionalism</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Competencies(^2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generic Professional Competencies(^3) (COMPASS(^\text{TM}) Unit, Element)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Clinical populations</th>
<th>CBOS Unit, Element</th>
<th>Professionalism</th>
<th>Reasoning</th>
<th>Lifelong Learning</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Analyse, interpret for diagnosis, prognosis</td>
<td>Various</td>
<td>2.1, 2.2, 2.3</td>
<td></td>
<td>GPC 1.1, 1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Use principles of EBP</td>
<td>Various</td>
<td>5.7</td>
<td></td>
<td>GPC 1.2, 1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Adhere scientific principles</td>
<td>Various</td>
<td>5.7</td>
<td></td>
<td>GPC 1.2, 1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Respond prof &amp; ethically to complex situations</td>
<td>Various</td>
<td>7.1</td>
<td>GPC 4.2, 4.4, 4.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Demonstrate self directed learning</td>
<td>Various</td>
<td>7.2</td>
<td></td>
<td>GPC 3.2, 3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Work effectively in a group</td>
<td>Various</td>
<td>6.2</td>
<td></td>
<td></td>
<td></td>
<td>GPC 2.3, 4.1</td>
</tr>
</tbody>
</table>

**Relationship of course objectives and assessment tasks**

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Written Assignment</th>
<th>Presentation Group 20 min (20%)</th>
<th>Report Group 1,500 words (30%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Analyse, interpret for diagnosis, prognosis</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Use principles of EBP</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Adhere scientific principles</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Respond prof &amp; ethically to complex situations</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5 Demonstrate self directed learning</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6 Work effectively in a group</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) The University of Newcastle Graduate Attribute Policy (under development May 2007)

\(^2\) Competency Based Occupational Standards for Speech Pathologists - Entry Level (Revised 2001, Speech Pathology Australia)

\(^3\) COMPASS\(^\text{TM}\): Competency Assessment in Speech Pathology. Melbourne: Speech Pathology Australia (2006)
Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission: There are no hard copy submissions of assignments in this course.

Electronic submission via Blackboard digital drop box:
Submit both written assignments through the 'digital drop box' on the Blackboard site for this course.
Go to the front screen for SPTH4050, and select 'Course Tools' from the menu bar on the left-hand side.
Select 'digital drop box'. Then select 'send', and follow the instructions.
Note that if you just select 'add', then the assignment will be visible in your drop box, but not in mine. So select 'send', and then you will be able to see it in your drop box, and I'll be able to see it in mine!

Online copy submission to Turnitin:
In addition to electronic submission via the Blackboard digital drop box, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

| Reports (medico-legal report) | 1,500 words, 30%, group work |

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).
Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Assignments will be returned via the Blackboard digital drop box for this course.


Preferred Referencing Style

In this course, it is required that you use the use APA referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote or specific information includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors).

American Psychological Association.

For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Students are also encouraged to make use of ‘Endnote’ software – a reference data base which allows you to select your referencing format style – and which is available at no charge via the library – see:

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

Assessment details:

In this course, students will form groups of no more than 6 students per group. All assessment items in this course relate to a complex case study, identified by the group drawing from their clinical experience as documented in group members’ previous Portfolio case submissions. Once the case has been identified, each group works with that one case only for the remainder of the course.

**SPTH4050 Written Assignment - Individual**

| 2,000 words, 50% | due Week 6 (5pm, Friday 28 March 2008) – submit electronically via Blackboard site digital drop box. |

For this assignment, students in the group identify five main areas in which the evidence-base surrounding assessment and/or intervention requires consideration in order to explore the complexities of the case. Each student then works up 5 ‘CAP’s (Critical Appraisal of Paper) and one ‘CAT’ (Critical Appraisal of Topic) on their assigned area. The format required for CAPs and CATs will be presented in class. Work in progress will be discussed and shared in the group each week, but each individual is responsible for the written preparation and submission of the CAPs and CAT on their area, and will be marked individually on that submission.

*Criteria for marking:*

- Relevance of selection of papers for appraisal 5
- Level of detail in paper appraisal 5
- Integration of main issues in appraisal of topic 10
- Level of critical analysis with regard to methodology 10
- Level of critical analysis with regard to theory 10
- Accuracy and adequacy of referencing; proofreading 5
- Overall coherence 5

TOTAL 50

**SPTH4050 Report - Group**

| 1,500 words, 30%, group work – due Week 10 (5pm Friday 9 May 2008) – submit electronically via Blackboard site digital drop box. |

- AND to turnitin

Following return of the individual written assignments, the lecturer will assign a hypothetical medico-legal report to be prepared by each group on the group’s case.

*Criteria for marking:*

- Suitability of report for designated medico-legal purposes 5
- Relevance and specificity of information presented 10
- Clarity/coherence of writing 10
- Standards of proofreading & referencing meet medico-legal standards 5

TOTAL 30

**SPTH4050 Presentations -**

| 20 minutes, 20% - as scheduled in class time during week 12 |
In these presentations, each group is to briefly present their case, a description of what makes this case ‘complex’, and a discussion of strategies for assessment and/or intervention which would assist in the management of such a case. In considering strategies for management, students should consider the inclusion of more wide-ranging aspects of speech-language pathology scope of practice including political advocacy and public awareness. Note that not all members of each group are required to present (refer to the group contribution process in the Course Outline). Also, groups should feel free to consider creative ways to present information and engage the audience.

Criteria for marking:

**Manner**
- Selection of material has prioritised purpose of presentation  5
- Balance of time allowed for each aspect reflects purpose of presentation  5
- Style of presentation is professional and engages the audience 5

**Matter**
- Case complexity is identified clearly 5
- EBP has informed the development of strategies 5
- Full range of scope of practice in relation to the case has been considered 5

**TOTAL** 30

**Lecture Plan**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon 18 Feb</td>
<td>Course overview; review of group dynamics</td>
</tr>
<tr>
<td>2</td>
<td>Mon 25 Feb</td>
<td>Evidence Based Practice – CAPs &amp; CATs</td>
</tr>
<tr>
<td>3</td>
<td>Mon 3 Mar</td>
<td>What makes for case complexity?</td>
</tr>
<tr>
<td>4</td>
<td>Mon 10 Mar</td>
<td>Applying the evidence base to clinical practice</td>
</tr>
<tr>
<td>5</td>
<td>Mon 17 Mar</td>
<td>No lecture - Easter Friday</td>
</tr>
<tr>
<td>6</td>
<td>Mon 24 Mar</td>
<td>Medico-legal issues for SLP</td>
</tr>
<tr>
<td></td>
<td>(Easter Monday)</td>
<td>(Individual assignment due  Friday 28 Mar – digital drop box )</td>
</tr>
<tr>
<td>7</td>
<td>Mon 31 Mar</td>
<td>Case example of medico-legal reporting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First group workload plan</td>
</tr>
<tr>
<td>8</td>
<td>Mon 7 Apr</td>
<td>Clinical decision-making</td>
</tr>
<tr>
<td>9</td>
<td>Mon 28 Apr</td>
<td>Public awareness</td>
</tr>
<tr>
<td>10</td>
<td>Mon 5 May</td>
<td>Second group workload plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Group report due Friday 9 May – submit to digital drop box)</td>
</tr>
<tr>
<td>11</td>
<td>Mon 12 May</td>
<td>The boundaries of professional practice</td>
</tr>
<tr>
<td>12</td>
<td>Mon 19 May</td>
<td>Group presentations</td>
</tr>
<tr>
<td>13</td>
<td>Mon 26 May</td>
<td>SPAA/NZ conference</td>
</tr>
<tr>
<td>14</td>
<td>Mon 2 June</td>
<td>No lecture</td>
</tr>
</tbody>
</table>

**Mid-Semester Recess: Mon 14 Apr – Fri 25 April**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mon 28 Apr</td>
<td>Public awareness</td>
</tr>
<tr>
<td>10</td>
<td>Mon 5 May</td>
<td>Second group workload plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Group report due Friday 9 May – submit to digital drop box)</td>
</tr>
<tr>
<td>11</td>
<td>Mon 12 May</td>
<td>The boundaries of professional practice</td>
</tr>
<tr>
<td>12</td>
<td>Mon 19 May</td>
<td>Group presentations</td>
</tr>
<tr>
<td>13</td>
<td>Mon 26 May</td>
<td>SPAA/NZ conference</td>
</tr>
<tr>
<td>14</td>
<td>Mon 2 June</td>
<td>No lecture</td>
</tr>
</tbody>
</table>

**Examination period: Tues 10  – Fri 27 June**
**Speech Pathology - Groupwork Statement of roles & contributions to assessment task**

**Course:** SPHT4050 Speech Pathology V (Complex Case)

**Assessment tasks:**
- Group Report, 1,500 words, 30%
- Group Presentation, 20 minutes, 20%

This Statement is designed to be prepared & submitted by the group as a whole. Students are encouraged to negotiate the distribution of roles and contribution to the work involved. It is a good idea to work out a rough allocation of roles and expected contribution early in your groupwork. Be prepared to be flexible and to adjust these roles and levels of contribution in response to circumstances and unfolding discoveries. Whenever any group member thinks that the Statement needs to be reviewed, then the group as a whole should meet to make a new draft allocation. After the assessment task, the final Statement should be signed by each group member, and submitted to the course co-ordinator. If a particular member of the group disagrees with the final Statement, that group member should not sign the final Statement, but instead submit another Statement individually signed.

Students are encouraged to problem solve any difficulties arising in the group with regard to roles and contribution, but if facilitation is required, students need to advise the co-ordinator in a timely fashion, as making a complaint after the task has been completed reduces the possibility of equitable solutions for all students involved. It is expected that all students within a group will receive the same mark for groupwork assessment tasks, but in situations where it can be established that this would be inequitable, marking will be moderated in light of the Groupwork Statement(s) received and in discussion with the students involved.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>% contribution (^4)</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Preparation</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Signed:

\(^4\) Assuming the work for each role is 100%, what percentage is each member contributing? e.g. if there are 5 in the group, an equal distribution on a particular role would be 20% each. Depending on the skills of particular group members, it would be expected that some members may contribute more to one role than another, e.g. one member might contribute more to preparatory tasks, while another member might contribute more to the actual presentation.