



MEDI14001 *Transition to Independent Practice*

Term 3 - 2022

Profile information current as at 18/04/2024 08:24 pm

All details in this unit profile for MEDI14001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In your final year of study, you are transitioning from student to independent practitioner. Nearing completion of your tertiary studies to begin a career in your selected profession is a huge learning milestone. This transition phase of your learning journey is also a starting point for another learning journey, i.e. your continuing development as a professional. To support your transition, this unit focuses on the development of your clinical decision making skills to work autonomously as a graduate practitioner as well as your preparation for seeking employment as a newly qualified radiographer. You will apply concepts and processes of facility accreditation, quality improvement, risk management, incident management, patient information systems and healthcare records to the analysis and discussion of clinical incidents and near misses. You will further develop your ability to contribute to the education of your peers in line with your professional registration requirements.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-Requisites: MEDI13005 Medical Imaging Clinical Course 3 and ESSC11004 Study and Research Skills for Health Science and MEDI13008 Imaging Pathways in the Diagnostic Process

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 3 - 2022

- Online

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 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 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. **Case Study**

Weighting: 30%

2. **Presentation**

Weighting: 30%

3. **Portfolio**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Unit coordinator reflection

Feedback

Despite different levels of performance in the group and updating of the scoring guides and assessment tasks following the last delivery of the unit, the students still scored relatively high marks in the Case study assessment.

Recommendation

Review and alter the assessment tasks and related rubrics for the Case study assessment to ensure that they are at the appropriate levels of complexity in differentiating between performances against the set criteria in the future iteration of the unit.

Feedback from Medical Imaging team meeting Unit coordinator reflection

Feedback

The Portfolio assessment needs to be modified to address the new requirements for entry to practice set by the accrediting body, Medical Radiation Practitioners Board of Australia (MRPBA).

Recommendation

Amend the assessment tasks for the Portfolio assessment to address the new requirements for entry to practice set by the accrediting body, Medical Radiation Practice Board of Australia (MRPBA).

Feedback from Have your say student evaluation

Feedback

Students felt that the unit supported them in preparing for graduate job interviews and helped them in further building up their CV for a graduate radiographer role.

Recommendation

Adapt the current unit content with further enhancement to job preparation and application where needed in future iterations of the unit so that students are better supported in their preparation and transition into the workforce.

Unit Learning Outcomes

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

1. Apply evidence-based practice to inform clinical reasoning and professional decision-making required to work autonomously as a graduate practitioner
2. Integrate concepts and processes of facility accreditation, quality improvement and risk management to analyse and discuss clinical incidents and near misses relative to clinical governance standards such as National Safety and Quality Health Service (NSQHS) standards
3. Demonstrate in written, interview and presentation contexts professional communication skills associated with entering the job market and contributing towards the profession
4. Provide developmental support to your peers through presentation at a simulated conference and participation in peer assessment.

The unit links to the following Professional Capabilities for Medical Radiation Practitioners as detailed by the Medical Radiation Practice Board of Australia (effective March 2020):

Domain 1: Medical radiation practitioner:

- 2. Use clinical information management systems appropriately (Part a: Understand and comply with legislative responsibilities about data privacy, the ownership, storage, retention and destruction of patient/client records and other practice documentation, Part d: Identify and respond appropriately when clinical information is incorrectly associated with the identity of a patient/client and/or examination/treatment, Part f: Respond appropriately to data errors and/or system failures & Part g: Ensure clinical information is made available to the appropriate persons involved in the care of the patient)

Domain 2: Professional and ethical practitioner:

- 1. Practice in an ethical and professional manner, consistent with relevant legislation and regulatory requirements (Part h: Exercise appropriate levels of autonomy and professional judgement in a variety of medical radiation practice settings)
- 3. Take responsibility and accountability for professional decisions (Part a: Make appropriate professional decisions about the care of patients, Part b: Recognise and respond appropriately to unsafe or unprofessional practice & Part c: Integrate organisational policies and guidelines with professional standards and apply to practice)
- 5. Seek opportunities to progress the profession (Part a: Participate in peer assessment, standard setting, mentorship and provide developmental support to other medical radiation practitioners and other members of the healthcare team)

Domain 4: Evidence-informed practitioner:

- 1. Resolve challenges through application of critical thinking and reflective practice (Part a: Identify the challenge or question and the information that is needed to respond, Part b: Find, critically appraise, interpret and apply best available research evidence to inform clinical reasoning and professional decision-making & Part d: Recognise opportunities to contribute to the development of new knowledge through research and enquiry)
- 2. Identify ongoing professional learning needs and opportunities (Part a: Comply with legal and professional responsibilities to complete CPD, Part b: Critically reflect on own strengths and limitations to identify learning needed to improve and adapt professional practice & Part d: Plan and implement steps to address professional learning and development needs)

Domain 5: Radiation safety and risk manager:

- 1. Perform and provide safe radiation practice (Part f: Identify radiation risks and implement effective and appropriate risk management systems and procedures & Part g: Recognise and report on near misses and their consequences, in addition to adverse events and relevant contributing factors)
- 2. Protect and enhance patient/client safety (Part b: Review, communicate, record and manage patient/client information accurately, consistent with protocols, procedures and legislative requirements for maintaining patient/client records & Part e: Apply relevant quality frameworks to practice)
- 4. Maintain safety of the workplace and associated environments (Part a: Identify safety hazards in the workplace and respond to incidents [including radiation and radioactivity incidents] in a timely manner, in accordance with protocols and procedures, Part b: Report on all incidents [including radiation and radioactivity incidents] as needed & Part g: Provide information on radiation -related hazards and control measures to others in the workplace).

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Case Study - 30% | • | • | | |
| 2 - Presentation - 30% | | | • | • |
| 3 - Portfolio - 40% | • | | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|-----------------------------------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Communication | • | • | • | • |
| 2 - Problem Solving | | • | | |
| 3 - Critical Thinking | • | • | • | • |
| 4 - Information Literacy | | • | • | • |
| 5 - Team Work | | • | | |
| 6 - Information Technology Competence | | | | • |
| 7 - Cross Cultural Competence | | | | |
| 8 - Ethical practice | | | | |
| 9 - Social Innovation | | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | |

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 styles below:

- [Harvard \(author-date\)](#)
- [Vancouver](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Karen Finlay Unit Coordinator
k.finlay@cqu.edu.au

Schedule

Effective meeting guidelines, healthcare facility accreditation and quality management - 07 Nov 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------|
| <ul style="list-style-type: none">• Group work, planning, running and documenting meetings• Purpose, scope and benefits of accreditation and quality management in a diagnostic imaging facility• Diagnostic Imaging Accreditation Scheme (DIAS)• Medical Imaging Accreditation Program (MIAP)• Quality standards, indicators and benchmarks used in quality improvement• PDCA (PDSA) and FADE models• Barriers to quality improvement processes encountered in a clinical workplace | <ul style="list-style-type: none">• Refer to the unit Moodle site for assigned readings. | Zoom tutorial 1 |

Risk and incident management - 14 Nov 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

- Purpose, scope and benefits of risk and incident management
- Adverse events, near misses and sentinel events
- Root cause analysis
- Incident report and risk register
- Hierarchy of control of hazards
- Preventative strategies
- Risk and incident management tools and processes in clinical practice
- National Safety and Quality Health Service Standards (NSQHS)

• Refer to the unit Moodle site for assigned readings.

Zoom tutorial 2

Application of evidence-based practice, clinical reasoning, professional decision making and social innovation mindset - 21 Nov 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------|
| <ul style="list-style-type: none"> • Purpose and benefits of evidence-based practice • Clinical reasoning versus professional decision-making • Clinical reasoning strategies • Social innovation mindset • Barriers and facilitating factors influencing application of evidence-based practice, clinical reasoning, professional decision making and social innovation mindset as a graduate practitioner | <ul style="list-style-type: none"> • Refer to the unit Moodle site for assigned readings. | Zoom tutorial 3 |

Preparation for Graduate practice - Registration and Licensing perspectives - 28 Nov 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Fitness to practice and behavioral attributes for independent practice - MRPBA Professional capabilities for medical radiation practitioners • AHPRA registration • QLD radiation use licensing • ASMIRT Code of Ethics and Guidelines for Professional Conduct | <ul style="list-style-type: none"> • Refer to the unit Moodle site for assigned readings. | Zoom tutorial 4 <ul style="list-style-type: none"> • Case Study Assessment Part 1 Due: Tuesday 29/11/2022 at 11:45 pm AEST • SPA (1) due on Friday 02/12/2022 at 11:45 pm AEST |

Vacation Week - 05 Dec 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Entering the job market - 12 Dec 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------|
| <ul style="list-style-type: none"> • Common and specific employer expectations in the workplace • Benefits of employing new graduates • Challenges of employing and managing new graduates • Resume versus curriculum vitae (CV) • Checklist and tips for preparing a CV or resume • Types of interviews • Tips for preparing for graduate job interviews • Common interview questions | <ul style="list-style-type: none"> • Refer to the unit Moodle site for assigned readings. | Zoom tutorial 5 |

Career planning and development - 19 Dec 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

- Lifelong career development
- Essential elements of career planning
- Career planning as a lifelong process
- Reflecting on your career
- Presenting in a virtual conference
- Peer support
- Self awareness

- Refer to the unit Moodle site for assigned readings.

Zoom tutorial 6

• Case Study Assessment Part 2 & SPA (2) Due: Thursday 22/12/2022 at 11:45 pm AEST

Vacation Week - 26 Dec 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Preparing for and transitioning into independent practitioner role - 02 Jan 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

- Personal skills and capabilities necessary to develop attributes expected of a graduates
- Barriers impacting transition from student to independent practitioner
- Preparedness for clinical practice as a newly qualified practitioner
- Strategies for developing readiness for graduate practice

- Refer to the unit Moodle site for assigned readings.

Zoom tutorial 7

Week 8 - 09 Jan 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

CPD presentation development time

Zoom drop in session 1

Week 9 - 16 Jan 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

CPD presentation development time

Zoom drop in session 2

Week 10 - 23 Jan 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

CPD presentation development time

Zoom drop in session 3

Week 11 - 30 Jan 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

CPD presentation

Virtual conference presentation and peer assessment at allocated time in Week 11.

Week 12 - 06 Feb 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Consolidation and review

Zoom tutorial 8

Portfolio Due: Week 12 Friday (10 Feb 2023) 11:45 pm AEST

Exam Week - 13 Feb 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Term Specific Information

As a 6-credit unit, you are expected to spend on average 10 - 12 hours of time each week in your study activities for this unit. A suggested time budget is:

- 1 - 2 hours for completing assigned readings for the weekly module
- 2 hours for watching recorded lectures
- 2 hours for creating study notes from Module materials
- 1- 2 hours for completing other posted learning activities
- 1 hour for group meetings regarding the group assessment
- 2 - 3 hours for preparing and completing assessment tasks

There will be weekly tutorial sessions via Zoom in Weeks 1- 7 and 12 with a focus on clarification, revision and consolidation of the concepts learned in those weeks. In Weeks 8-10, there will be Zoom drop in sessions that you can use to seek any clarifications regarding your assessments related to the continuous professional development (CPD) presentation. In Week 11, you will be presenting and participating in a virtual conference.

Assessment Tasks

1 Case Study

Assessment Type

Case Study

Task Description

In Medical imaging, adverse events can arise as a result of the complex nature of the equipment, the imaging procedure or patient condition. In future practice, you will be required to follow the policies and procedures outlined by your workplace to minimise the occurrence of adverse events. It is important that you are able to report any medical imaging adverse events to improve procedural guidelines and to develop a safe culture at your workplace.

For this assessment, you will work in a group of 3 - 4 students to complete research on a case study. The case study will focus on a hypothetical clinical imaging facility's handling of an adverse event (to be assigned by the unit coordinator). You will work on this assessment item both individually and as a group, discussing and sharing your ideas in weekly group meetings.

For your case study report, your group will

- discuss the event which occurred
- outline a reporting mechanism that could be used to document and communicate the event
- analyse contributing factors to the event's occurrence
- discuss the risks of detriment that could arise from the event, including severity and likelihood of the detriment
- formulate preventative strategies that the clinical facility could adopt to manage the risk of recurrence
- consider the costs and benefits of the strategies proposed
- relate the event and preventative strategies to the facility's adherence to Diagnostic Imaging Accreditation Scheme standards and to standards of National Safety and Quality Health Service (NSQHS)
- document team meetings and group task progress accurately and concisely using formal agenda and minutes

Task Process

Work on this assessment will be between weeks 1 - 6. You will be assigned a group by your unit coordinator. Information and guidance on working in the groups and investigating the topics will be provided on the unit Moodle site and in the online zoom drop-in sessions. You are required to take an active part in this assessment and attend your group meetings to discuss and share your ideas. Take note that a lack of contribution to group work by Week 4 may result in you being removed from the group by the unit coordinator. You will then be required to complete Part 2 of the assessment alone. Lack of contribution by a student will be evidenced by group meeting minutes.

This assessment has three parts:

Part 1 - Individual work (10%) Due: Tuesday 29/11/2022 in Week 4 at 11:45 pm AEST

Each team member will be allocated by group consensus one of the following components to complete in preparation for the group report:

- Adverse event reporting mechanism (documentation and process)
- Analysis of contributing factors
- Risks of detriment

The word count limit is 800 words +/- 10% (excluding references) per person. You will submit this work individually through the submission link on the unit Moodle site. You will also distribute your individual component to the rest of your group.

Part 2 - Group work (15%) Due: Thursday 22/12/22 in Week 6 at 11:45 pm AEST

It is expected that group meetings will take place weekly and by common agreement through an appropriate on-line method with documentation of each meeting that takes place. This summary report will be prepared by the group as a whole and build upon the contributions from the individual group member task in Part 1. The report must include:

- Preventative strategies
- Costs and benefits of those strategies
- Connection of event and strategies to external standards
- Agenda, minutes and action plans of team meetings

Each group will be submitting only one summary report per group. The mark and feedback will apply to each group member named on the front page of the submission.

The word count limit is 1500 words +/- 10% excluding references.

Part 3 - Self and Peer Assessment (SPA) (5%)

To ensure that each group member is proactive in the group work, each group member will be required to assess each individual team member's contribution towards the group work. This will be accomplished by each group member taking part in TWO self and peer assessments.

- You will submit your SPA form in Week 4 (Due: Friday 02/12/22 at 11:45 pm AEST) and Week 6 (Due: Thursday 22/12/22 at 11:45 pm AEST). In confidence, you will score yourself and each of the team members for their degree of contribution to the team work process. Each time you will be asked 10 questions concerning your own and your peers' participation as team members. The average of your assessment by your peers will form part of your mark for this part of the group assessment.

For Parts 1 and 2, your submission must be a word-processed document with appropriate layout including relevant headings and sub-headings that enable information to be easily read.

- Acceptable file types are Word document (either .doc or .docx format) or pdf file that is a conversion of a word-processed document (NOT an image file such as a scanned document).
- All submissions must be processed through TURNITIN.

Please note that further details regarding the requirements for this assessment will be provided on the unit Moodle site.

Assessment Due Date

Part 1 due on Tuesday 29/11/2022 at 11:45 pm AEST. SPA (1) due on Friday 02/12/2022 at 11:45 pm AEST. Part 2 and SPA (2) due on Thursday 22/12/2022 at 11:45 pm AEST

Return Date to Students

Feedback for each part will be provided within two weeks of the due date for the part.

Weighting

30%

Assessment Criteria

The individual and group work will be assessed using the following criteria:

- completeness of each section of the report relative to the content requirements listed in the Task Description
- application of best practices and existing standards
- clarity and completeness of explanations and discussions
- factual correctness of explanations and discussions
- relevance of written content to core concepts
- correctness of definitions and use of terminology
- selection of and correct acknowledgement of authoritative information sources
- adherence to word limit

The SPA will be assessed using the following criteria:

- peer assessment of team work process (dependability, task acceptance, timely productivity, contribution to team discussions and collaboration with team members)

Further details and the scoring guide will be posted on the unit Moodle site.

Referencing Style

- [Harvard \(author-date\)](#)
- [Vancouver](#)

Submission

Online Group

Learning Outcomes Assessed

- Apply evidence-based practice to inform clinical reasoning and professional decision-making required to work autonomously as a graduate practitioner
- Integrate concepts and processes of facility accreditation, quality improvement and risk management to analyse and discuss clinical incidents and near misses relative to clinical governance standards such as National Safety and Quality Health Service (NSQHS) standards

2 Presentation

Assessment Type

Presentation

Task Description

In your final year of study, you are transitioning from student to independent practitioner. Nearing completion of your tertiary studies to begin a career in your selected profession is a huge learning milestone. This transition phase of your learning journey is also a starting point for another learning journey; your continuing professional development (CPD). CPD is a vital aspect of being an imaging professional. It ensures that we remain up-to-date in our practice through reading journal articles, attending workshops, and attending and presenting at educational sessions and conferences. This task is designed to develop your skills in CPD and help you become familiar with the concept, in preparation for registration.

Your task is to create a presentation that is suitable for a professional e-conference in terms of both format and content and to deliver this as an e-presentation live during a virtual conference.

The presentation topic is a novel or innovative technology, procedure or practice in diagnostic imaging, specifically one that you have not already researched for assessment in a previous unit. You will apply your literature search skills to find a current research article that relate to this new development as well as other articles and/or authoritative sources that discuss current practice. You will use this literature to develop an e-presentation that includes the following components:

- Overview of the new technology, procedure or practice, particularly what makes this new
- Comparison of the new development with current practice in terms of diagnostic ability, radiation dose, patient care and health costs
- Explanation of how any identified benefits of the new development are achieved
- Evaluation of any impacts of implementation of this new development on radiographers in terms of:
 - required preparatory knowledge and/or skills of radiographers in order for them to participate in this new development
 - scope of practice

Further details on the assignment including marking rubric and formatting requirements will be provided on the unit Moodle site.

Assessment Due Date

At allocated time for virtual conference in Week 11.

Return Date to Students

The results will be released within two weeks of the presentation.

Weighting

30%

Assessment Criteria

The presentation will be assessed in each of the following areas:

1. Content of presentation

- Relevance to audience of peers for current and future practice
- Choice of topic in building knowledge beyond entry to practice level
- Depth of discussion of topic
- Use of correct terminology
- Use of authoritative information sources
- Correct attribution of sources used
- Visibility of presentation resources or slides
- Content selection and organisation including: selection of key points, relevance to audience, logical sequencing of content, inclusion of references used, cohesiveness of presentation resources/slides and audio components
- Correct use and citation of references

2. Organisation and formatting of slide contents

- Logical sequencing
- Visual clarity of slides
- Inclusion of references

3. Oral presentation

- Clarity of speech
- Ability to speak beyond slides
- Cohesiveness in aligning verbal component with slide content
- Adherence to time requirements

A marking rubric detailing the minimum requirements for each category will be posted on the unit Moodle site.

Referencing Style

- [Harvard \(author-date\)](#)
- [Vancouver](#)

Submission

Online

Learning Outcomes Assessed

- Demonstrate in written, interview and presentation contexts professional communication skills associated with entering the job market and contributing towards the profession
- Provide developmental support to your peers through presentation at a simulated conference and participation in peer assessment.

3 Portfolio

Assessment Type

Portfolio

Task Description

You will create an e-portfolio to showcase your progress towards entry to practice, including meeting the Professional Capabilities of a medical radiation practitioner and the Code of Conduct of the profession and presenting yourself as a worthy addition to the workplace of prospective employers.

An e-portfolio enables you to present your knowledge, skills and behavioural attributes, explain how you have reached your current level of performance and show how this relates to your readiness for independent practice practice. The e-portfolio also showcases your critical thinking and your ability to make connections between your experience and researched concepts and theories.

Your e-portfolio has two parts - your profile and your projects.

Profile:

Your profile will include an introduction of you as a job seeker, including your education, clinical experience in Medical Imaging and your work experience and community involvement outside of Medical Imaging.

Projects:

Each 'project' of your profile will focus on either one specific key capability and associated enabling components or one specific principle of the Code of Conduct. You will provide attachments that provide evidence of your performance in that area. These attachments are items associated with your learning journey (within the course and/or in other areas of your life experience). They may include photos, certificates, other documents, presentations, videos as well as links to online items.

In the project description, you will reflect on your progress toward being able to achieve that capability or principle. Your reflections should consider theories, concepts and best practices, drawing from authoritative sources. Your reflections will need to comply with standards for academic writing, including formal acknowledgement of external information sources.

For this assignment, you will choose the number of projects you create to demonstrate your progress towards entry to practice. There are specific 'core' topics that all students must address in their projects to meet the minimum requirements for this assessment task.

For some of these core topics, guided learning activities are provided on the unit Moodle site to support your development of the associated knowledge and skills. These may take some time for you to complete, so you should start these activities early in the term to make best use of them.

For many other topics, the learning activities and assessments you have undertaken in other units throughout the course have already supported your development. You are encouraged to look back at your study over the past three years to consider how your learning journey has been supported and how you have achieved evidence of achievement of many capabilities and principles of conduct.

You may also have achieved significant learning through life experience, whether through employment, community involvement or team activities. You are encouraged to include this informal learning in your critical reflections.

Further details of the requirements for each of the profile and projects sections, including core topics and essential evidence items, will be posted on the unit Moodle site.

You will use the Canvas Portfolium software application for your portfolio. Access is built into Moodle and is auto-linked to this unit for this assessment. Moodle Help for Students includes detailed support for use of the system and helpful tips.

Assessment Due Date

Week 12 Friday (10 Feb 2023) 11:45 pm AEST

Return Date to Students

The results will be released by 24th February 2023

Weighting

40%

Assessment Criteria

This assessment is assessed on the following criteria:

- Scope of capabilities and principles that have been addressed
- Evidence of critical reflection
- Evidence of clinical judgment and decision-making
- Professional communication and presentation of information
- Scope and relevance of supporting evidence
- Use of authoritative sources to inform reflections

Referencing Style

- [Harvard \(author-date\)](#)
- [Vancouver](#)

Submission

Online

Learning Outcomes Assessed

- Apply evidence-based practice to inform clinical reasoning and professional decision-making required to work autonomously as a graduate practitioner
- Demonstrate in written, interview and presentation contexts professional communication skills associated with entering the job market and contributing towards the profession
- Provide developmental support to your peers through presentation at a simulated conference and participation in peer assessment.

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