NURS20166 *Clinical Learning and Teaching*
Term 1 - 2024

Profile information current as at 12/05/2024 11:48 pm

All details in this unit profile for NURS20166 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

This unit provides you with a comprehensive framework for planning, guiding and evaluating clinical learning and teaching. You will explore theories and concepts that underpin adult learning to support clinical learning and teaching. You will develop the skills and knowledge to foster a culture of learning that includes engagement with others in the clinical setting, to share knowledge and practices that support person-centered care.

Details

Career Level: *Postgraduate*
Unit Level: *Level 9*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Students must be enrolled in CL22 Master of Clinical Nursing to undertake this unit.
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 1 - 2024

- 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 Postgraduate 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. **Written Assessment**
Weighting: 30%
2. **Presentation**
Weighting: 20%
3. **Written Assessment**
Weighting: 50%

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.

Unit Learning Outcomes

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

1. Analyse the application of learning and teaching theory and frameworks to create a personal education philosophy.
2. Construct a lesson plan to improve professional practice using principles of adult learning and teaching in your clinical practice setting.
3. Implement and evaluate a lesson plan and subsequent learning and teaching outcomes.

N/A.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	○ Introductory Level	○ Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%	●		
2 - Presentation - 20%		●	●
3 - Written Assessment - 50%		●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge	○	○	○
2 - Communication	○	○	○
3 - Cognitive, technical and creative skills	○	○	○
4 - Research	○	○	
5 - Self-management	○		○
6 - Ethical and Professional Responsibility	○	○	○
7 - Leadership		○	○
8 - 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)
- Academic Learning Centre services
- CQ U library search engines for research articles
- CQUniversity library literature search tools
- Microsoft Word
- Wordprocessing, spreadsheeting and powerpoint software
- Zoom account (Free)
- Zoom app on your smart phone or access to Zoom on your laptop
- Endnote bibliographic software. This is optional for formatting references.
- CQUniversity Library Nursing Resources
- CQUniveristy Library Resources
- Zoom (both microphone and webcam capability)
- Zoom access

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Hellen Kaneko Unit Coordinator
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Leanne Jack Unit Coordinator
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Schedule

Module 1 - Week 1 - Understanding Learning - 04 Mar 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Understanding Learning.	Check out the Moodle site and click on all the links. Assessment? How do I find the Library? What is the Academic Learning Centre?	**Zoom** - Tutorial and Unit content and assessment question and answer. **Discussion Forum** – Tell us a little about yourself and what you hope to learn from this unit of study. **Assessments 1, 2 and 3** - Review the assessment tasks and make a study plan. **Foundations of Academic Integrity Program** - complete your annual program. **Announcement and Discussion Boards** - Check for posts and updates.

Module 1 - Week 2 - The Teacher and Learning - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Teacher and Learning.	Readings and activities in Moodle.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Student email** - Check your student email at least twice per week for communication.

Module 1 - Week 3 - The Learner and Learning - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Learner and Learning.	Readings and activities in Moodle.	**Zoom** - Tutorial and Unit content and assessment question and answer. **General Discussion Forum** - How do you learn? **Student email** - Check your student email at least twice per week for communication.

Module 1 - Week 4 - The Context for Learning - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Context for Learning.	Readings and activities in Moodle.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Student email** - Check your student email at least twice per week for communication. **Personal Education Philosophy** Due: Week 4 Wednesday (27 Mar 2024) 5:00 pm AEST

Module 2 - Week 5 - Teaching for Learning - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Teaching for Learning.	Readings and activities in Moodle.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Discussion Forum** - Describe one experience of teaching where you learned something new or more deeply. Why was it good? **Student email** - Check your student email at least twice per week for communication.

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week.	Please use this mid-term break as an opportunity to rest and recover. Enjoy your break!	No timetabled learning activities. Please use this week to progress your assessments.

Module 2 - Week 6 - Planning and Preparing for Teaching - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Preparing to Teach.	Readings and activities in Moodle.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Student email** - Check your student email at least twice per week for communication.

Module 2 - Week 7 - Teaching Through Active Learning - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Teaching Through Active Learning.	Readings and activities in Moodle.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Public Holiday** - 25th April - Anzac Day. **Student email** - Check your student email at least twice per week for communication. **Lesson Plan and Lesson** Due: Week 7 Wednesday (24 Apr 2024) 5:00 pm AEST

Module 3 - Week 8 - Evaluating Teaching - Reflective Practice - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Reflection • Applying Reflection to Practice.	Readings and activities in Moodle.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Student email** - Check your student email at least twice per week for communication.

Module 3 - Week 9 - Evaluating Teaching - The Student Lens - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Evaluating Teaching • The Student Lens.	Readings and activities in Moodle.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Discussion Forum** - How do you know if you are being objective in your evaluation? **Student email** - Check your student email at least twice per week for communication.

Module 3 - Week 10 - Evaluating Teaching - The Self Lens - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Evaluating Teaching • The Self Lens.	Readings and activities in Moodle.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Discussion Forum** - What tools do you use to assess a learner? **Student email** - Check your student email at least twice per week for communication.

Module 3 - Week 11 - Evaluating Teaching - The Peer Lens - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Evaluating Teaching • The Peer Lens.	Readings and activities in Moodle.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Student email** - Check your student email at least twice per week for communication.

Module 3 - Week 12 - Evaluating Teaching - The Scholarly Lens - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Evaluating Teaching • The Scholarly Lens.	Readings and activities in Moodle.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Discussion Forum** - What have you learned from your studies about teaching & learning and how will this affect your teaching? **Student email** - Check your student email at least twice per week for communication. **Written Assessment** Due: Week 12 Wednesday (29 May 2024) 5:00 pm AEST

Review/Exam Week - 03 Jun 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Nil.	Nil.	Nil.
Exam Week - 10 Jun 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Nil.	Nil.	Nil.

Assessment Tasks

1 Personal Education Philosophy

Assessment Type
Written Assessment

Task Description
Aim
The aim of this assessment is for you to reflect on your approach to teaching and the theoretical teaching frameworks that underpin your approach.
Please note, that the personal education philosophy reflection you undertake in this assessment will inform Assessments 2 and 3 in this unit.

Instructions
You are writing an academic essay that requires you to reflect on your teaching philosophy and the theoretical teaching framework/s that underpins it. You should identify and explain how the components of the selected teaching framework/s guide your clinical teaching and support your teaching philosophy. Consider Figure 1 (below) when writing your assessment.
Please follow the steps below to complete your assessment task:

1. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).

   ○ Introduce the purpose of the assignment, which is to reflect on the author/nurse educator/nurse's teaching philosophy and how this is supported by literature regarding teaching models/theories.

2. Reflect on your approach to teaching to describe your teaching philosophy with reference to the relevant literature.

   ○ Identify influencing factors. Do you have a role model? Has your nursing career influenced your teaching? How do you like to learn? Does this affect your approach to teaching? (approximately 200 words).

3. Critically review the relevant literature to identify the theoretical teaching framework/s that underpin your teaching philosophy:

   ○ Identify which learning theory fits best with the type of teaching you do?
      ■ Behaviourist theory
      ■ Cognitive theory
      ■ Constructivist theory
      ■ Humanism theory
      ■ Connectivism theory
   ○ Discuss why does this learning theory fit your type of teaching?
   ○ Discuss the advantages/disadvantages of the learning theory that fits your type of teaching? (approximately 400 words).
   ○ Discuss your teaching philosophy and consider the following points:
      ■ State what is your approach to teaching and what was your main influence.
      ■ Identify if you value student-centred, family-centred teaching or problem-solving teaching.
      ■ Discuss your personal values and those of your students.
      ■ Identify your final aim/goal (approximately 300 words).

4. Analyse the educational theoretical framework/s you selected to justify how it/they support/s your approach to teaching in the clinical setting:

   ○ Discuss a) how these aspects link together; b) is there anything you should consider; and c) if there is anything you could further add or improve (approximately 400 words).

5. Use current evidence to support all aspects of this assessment task.

6. Provide a concise conclusion summarising your teaching philosophy and conclude your essay (approximately 100 words).

Marking Criteria

Refer to the marking rubric on the Moodle site for more details on how marks will be assigned.

If you do not pass this assessment item, you may have an opportunity to re-attempt. A re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities. You may be given the opportunity to re-attempt an assessment but will only achieve a mark no greater than the minimum for a pass standard for the assessment. You must:

- have shown a reasonable attempt to complete the initial assessment task
- be granted a re-attempt by your Unit Lead/Coordinator
- make changes to the nominated assessment task which you have failed and resubmit the revised work for marking within seven consecutive days, no assessment extensions will be approved.

Please note: Only one opportunity for a re-attempt is allowed.

If you are required to re-attempt, you can only achieve a maximum of 50% of the available marks for this assessment. Students are to submit their assessment re-attempt to the Assessment One re-attempt submission portal in the Unit Moodle site within seven (7) consecutive days of the release of assessment results as per the assessment re-attempt policy.

Assessment Due Date

Week 4 Wednesday (27 Mar 2024) 5:00 pm AEST
Submit your assessment in Microsoft Word format only.

Return Date to Students

Week 7 Wednesday (24 Apr 2024)
Students will be advised of release of assessment marking completion via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, the 'Return to Students Information" is an approximate date.

Weighting

30%

Assessment Criteria

Assessment 1 – Personal Education Philosophy   Student name:

Key Criteria	High Distinction 84.5–100%	Distinction 74.50–84.49%	Credit 64.50–74.49%	Pass 49.50–64.49%	Fail <49.5%	TOTAL
Introduction and conclusion (10%)	(10–8.5) The essay has a clear and succinct introduction and conclusion conveyed using the student's own words. The introduction provides excellent background information and outlines the direction of the essay, and the conclusion succinctly summarises the key points.	(8.4–7.5) The essay has a clear introduction and conclusion conveyed using the student's own words. The introduction provides good background information and outlines the direction of the essay, and the conclusion summarises most key points.	(7.4–6.5) The essay has an adequate introduction and conclusion conveyed using the student's own words. The introduction provides some background information and outlines the direction of the essay, and the conclusion summarises some key points.	(6.4–5) An essay and conclusion have been attempted conveyed using the student's own words. The introduction provides limited background information and an outline of the essay's direction, and the conclusion has a few key points.	(4.9–0) The introduction has significant errors and/or omissions of aims and direction of content or the introduction is not provided and/or is not conveyed using the student's own words. The logical direction of the essay is unclear. The conclusion does not summarise the assessment or is omitted.	
Relevancy (35%)	(35–30) Content provides a comprehensive and critical discussion that demonstrates an excellent understanding of theoretical teaching frameworks and is conveyed in the student's own words. Consistently and comprehensively integrates quality references to support and reflect all ideas, factual information, and quotations.	(29.5–26.5) Content provides a strong and relevant discussion that demonstrates a very good understanding of theoretical teaching frameworks and is conveyed in the student's own words. Consistently integrates quality references to support and reflect ideas, factual information, and quotations with 1 exception.	(26–23) Content provides an adequate and relevant discussion that demonstrates a solid understanding of theoretical teaching frameworks and is conveyed in the student's own words. Frequently integrates quality references to support and reflect ideas, factual information, and quotations, with 2 exceptions.	(22.5–17.5) Content provides some relevant discussion that demonstrates a fair understanding of theoretical teaching frameworks and is conveyed in the student's own words. Occasionally integrates references to support and reflect ideas, factual information, and quotations, with 3 exceptions.	(17.4–0) Content provides insufficient or inappropriate discussion that demonstrates a poor understanding of theoretical teaching frameworks and/or content is not conveyed in the student's own words. Minimal or no appropriate references integrated to support arguments and factual ideas and/or cited excessive quotations reflecting the knowledge of others.	

Reflection (35%)	(35–30) There is a clear and strong reflection in relation to the student's teaching philosophy and is conveyed in the student's own words. This is consistent throughout the essay. Expertly integrates quality references to support and reflect all ideas, factual information, and quotations.	(29.5–26.5) There is a very good reflection in relation to the student's teaching philosophy and is conveyed in the student's own words. This is generally consistent throughout the essay. Consistently integrates quality references to support and reflect ideas, factual information, and quotations with 1 exception.	(26–23) There is evidence of reflection in relation to the student's teaching philosophy and is conveyed in the student's own words. This is consistent throughout the essay with 1-2 exceptions. Frequently integrates quality references to support and reflect ideas, factual information, and quotations, with 2 exceptions.	(22.5–17.5) There is some reflection in relation to the student's teaching philosophy. Some inconsistencies in the discussion are apparent and is conveyed in the student's own words. Occasionally integrates references to support and reflect ideas, factual information, and quotations, with 3 exceptions.	(17.4–0) There is inconsistent, little or no evidence of reflection in relation to the student's teaching philosophy in the essay and/or content is not conveyed in the student's own words. Minimal or no appropriate references integrated to support arguments and factual ideas and/or cited excessive quotations reflecting the knowledge of others.
Professional writing and presentation (10%)	(10–8.5) Content is students own work, clear, accurate, and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. The language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 10, appropriate contemporary peer-reviewed journal articles. Written in first person language. Formatting requirements applied without error. Adheres to the word count.	(8.4–7.5) Content is students own work, frequently clear, correct, and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. The assessment is substantiated with a minimum of 9 appropriate contemporary peer-reviewed journal articles. Written in first person language. Formatting requirements applied with 1 error. Adheres to the word count.	(7.4–6.5) Content is students own work, mostly clear, correct, and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. The assessment is substantiated with a minimum of 8 appropriate contemporary peer-reviewed journal articles. Written in first person language. Formatting requirements applied with 2 errors. Adheres to the word count.	(6.4–5) Content is students own work, frequently clear, correct, and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. The assessment is substantiated with a minimum of 7 contemporary peer-reviewed mostly appropriate journal articles. Formatting requirements applied with 3 errors. Adheres to the word count.	(4.9–0) Content is not students own work, consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling, and punctuation conventions have ≥4 errors. The language of the discipline is infrequently or incorrectly used. The assessment is substantiated with ≤6 contemporary peer-reviewed, appropriate journal articles. Some content is written in first person language. Formatting requirements applied with ≥4 errors. Deviates +/- 10% of the word count.
Referencing (10%)	(10–8.5) Acknowledges all sources and meets APA (7th Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(8.4–7.5) Acknowledges majority of sources and/or meets APA (7th Edition) referencing standards with 1 error. The majority of literature cited is published in the last 5 years and sourced from the CQUniversity library.	(7.4–6.5) Acknowledges most sources and/or meets APA (7th Edition) referencing standards with 2 errors. Most literature cited has been published in the last 5 years and sourced from the CQUniversity library.	(6.4–5) Acknowledges sources and/or meets APA (7th Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.9–0) Multiple sources not acknowledged and/or ≥4 APA (7th Edition) referencing errors or references not provided. Some literature cited is published ≥5 years and/or not sourced from the CQUniversity library.

TOTAL: **Marker:**

Marker's feedback:

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit your assessment via the Assessment 1 submission portal on the unit Moodle site.

Learning Outcomes Assessed

- Analyse the application of learning and teaching theory and frameworks to create a personal education philosophy.

2 Lesson Plan and Lesson

Assessment Type
Presentation

Task Description
Aim
The aim of this assessment is for you to plan and implement a clinical education session to improve practice in your clinical practice setting.
Instructions
This assessment has two parts. Both Part A and Part B must be submitted to complete the assessment.
Part A: Lesson Plan
You are to design a 200-word lesson plan for a clinical education session on a topic related to your specialty or practice

area.

Please follow the steps below to complete Part A of your assessment task:

1. Use the Lesson Plan Proforma on Moodle to complete your lesson plan. There is also a PDF version of the Lesson Plan Proforma available on Moodle with attached instructions to guide you in presenting your lesson plan.
2. Identify the topic from your clinical area/specialty on which you will educate your learner.
3. Categorise the learner/audience characteristics to be considered in your lesson delivery. The learner may be a simulated colleague/student nurse.
4. Identify the context of delivery.
5. Identify the learning outcomes (minimum 3 and maximum 5) of the education session using Bloom's Taxonomy (see references below).
6. Outline the content of the education session.
7. Identify the learning resources you will require to undertake the education session.
8. Identify how you will assess the learning outcomes.

Part B: Recorded Education Session (implemented lesson plan)

You are required to record yourself delivery your teaching session in the clinical setting.

Please follow the steps below to complete Part B of your assessment task:

1. Organise your venue and the necessary equipment to provide and record your education session. The recording may also include a learner and they may be off-screen, but this is not a requirement.
2. Your recording may be a video, Teams or Zoom recording.
3. Introduce yourself to the learner and provide the aim of the education session.
4. Ensure that your learning outcomes and required content are addressed.
5. Ensure that your learner/audience is engaged in the session using active learning.
6. Demonstrate how you will assess the student's learning and provide feedback.
7. Conclude the education session.

Marking Criteria

Refer to the marking rubric on the Moodle site for more details on how marks will be assigned. Assessment re-attempt is not available for Assessment Two.

Assessment Due Date

Week 7 Wednesday (24 Apr 2024) 5:00 pm AEST

Submit Part A of your assessment via the unit Moodle site in Microsoft PowerPoint format only. Submit Part B of your assessment by following the instructions on Moodle.

Return Date to Students

Week 10 Wednesday (15 May 2024)

Students will be advised of release of assessment marking completion via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, the 'Return to Students Information" is an approximate date.

Weighting

20%

Assessment Criteria

Assessment 2 – Lesson Plan and Lesson   Student Name:

Key Criteria	High Distinction 84.5–100%	Distinction 74.50–84.49%	Credit 64.50–74.49%	Pass 49.50–64.49%	Fail <49.5%	TOTAL
PART A – Lesson Plan						
Lesson plan proforma (10%)	(10–8.5) All elements of the lesson plan are correctly completed, and the topic is clearly identified and is the students own work.	(8.4–7.5) Most elements of the lesson plan are correctly completed, and the topic is clearly identified and is the students own work.	(7.4–6.5) Many elements of the lesson plan are correctly completed, and the topic is identified and is the students own work.	(6.4–5) Some elements of the lesson plan are satisfactorily completed, and the topic is apparent and is the students own work.	(4.9–0) Most elements of the lesson plan are incorrectly completed or omitted and/or the topic is incorrectly or not identified and is not and the students own work.	

	(20–17)	(16.5–15)	(14.5–13)	(12.5–10)	(9.5–0)	
Learner /Audience characteristics and resources (20%)	Learner/audience characteristics to be considered are comprehensively identified. All necessary resources are listed.	Learner/audience characteristics to be considered are concisely identified. Most necessary resources are listed.	Learner/audience characteristics to be considered are identified. Many appropriate resources are listed.	Learner/audience characteristics to be considered are mostly identified. Some resources are listed.	Learner/audience characteristics are not well identified. The resources listed do not meet the lesson requirements.	
Learning outcomes (20%)	(20–17) The learning outcomes are the students own work, expertly identified using Bloom's Taxonomy and are all comprehensively aligned with the content of the lesson. Assessment of learning outcomes is clearly articulated.	(16.5–15) The learning outcomes are the students own work, very well identified using Bloom's Taxonomy and all are aligned to the content of the lesson. Assessment of learning outcomes is mostly articulated.	(14.5–13) The learning outcomes are the students own work, well identified using Bloom's Taxonomy and most are aligned to the content of the lesson. Assessment of learning outcomes is articulated.	(12.5–10) The learning outcomes are the students own work, satisfactorily identified using Bloom's Taxonomy and are occasionally aligned to the content of the lesson. Assessment of learning outcomes is apparent.	(9.5–0) The learning outcomes are not the students own work, are unclear or not identified and are not aligned with the content of the lesson. Assessment of learning outcomes are unclear or missing.	

PART B – Recorded Education Session

	(10–8.5)	(8.4–7.5)	(7.4–6.5)	(6.4–5)	(4.9–0)	
Presentation (10%)	The presenter comprehensively provided the aims, learning outcomes and required content for the education session. Adhered to time.	The presenter concisely provided the aims, learning outcomes and required content for the education session. Adhered to time.	The presenter mostly provided the aims, learning outcomes, and required content for the education session. Adhered to time but a rushed presentation.	The presenter provided some aims, learning outcomes, and required content for the education session. Almost adhered to time (two minutes or less over or under time).	The education format and structure was insufficient and/or did not present the aims and/or the learning outcomes and/or the required content. Did not adhere to time (more than two minutes over or under time).	
Content (20%)	(20–17) Learning outcomes and required content are addressed comprehensively and seamlessly conveyed using the student's own words.	(16.5–15) Learning outcomes and required content are addressed concisely conveyed using the student's own words.	(14.5–13) Learning outcomes and required content are addressed clearly conveyed using the student's own words.	(12.5–10) Learning outcomes and required content are addressed satisfactorily conveyed using the student's own words.	(9.5–0) Learning outcomes and required content are inconsistently or inappropriately addressed and/or is not conveyed using the student's own words.	
Professional communication (15%)	(15–12.75) The presenter used active learning to thoroughly engage the audience using a variety of communication techniques – including infrequent use of notes, and effectively uses voice and body language. The content is the students own work.	(12.74–11.25) The presenter used active learning to consistently engage the audience using a number of communication techniques – including an effective use of voice and body language. The content is the students own work.	(11.24–9.75) The presenter used active learning to mostly engage the audience using communication techniques – including an effective use of voice and body language. The content is the students own work.	(9.74–7.5) The presenter used active learning to engage the audience using some communication techniques – including an effective use of voice and body language. The content is the students own work.	(7.4–0) The presenter minimally used active learning and/or did not engage the audience. Communication techniques were not appropriate or not used. The content is not the students own work.	
Student learning and feedback (5%)	(5–4.3) The presenter comprehensively demonstrated how they will assess the student's learning and provide feedback.	(4.2–3.8) The presenter consistently demonstrated how they will assess the student's learning and provide feedback.	(3.75–3.55) The presenter mostly demonstrated how they will assess the student's learning and provide feedback.	(3.5–2.5) The presenter demonstrated how they will assess the student's learning and provide feedback.	(2.45–0) The presenter did not adequately demonstrate how they will assess the student's learning and provide feedback.	
TOTAL:				**Marker:**		

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit Part A of your assessment to the Part A Assessment 2 submission portal in the unit Moodle site. Submit Part B of your assessment to the Part B Assessment 2 submission portal and by following the instructions on Moodle.

Learning Outcomes Assessed

- Construct a lesson plan to improve professional practice using principles of adult learning and teaching in your clinical practice setting.
- Implement and evaluate a lesson plan and subsequent learning and teaching outcomes.

3 Written Assessment

Assessment Type
Written Assessment

Task Description
Aim
The aim of this assessment is for you to review the quality and effectiveness of your lesson plan and its implementation.
Instructions
You are to review your lesson plan and justify its content in regard to the context of the planned education lesson. Follow this with an evaluation of your recorded education session that demonstrates an appraisal of the associated learning and teaching outcomes.
Please follow the steps below to complete your assessment task:
    1. Provide an introduction outlining the aim of your assessment:

        ○ Introduce your clinical lesson plan and recorded lesson to provide context for your essay. Explain how you will justify the content of your lesson plan and evaluate your given lesson (approximately 300 words).

    2. Critically examine the educational frameworks/theories/models in the literature to support the justification of your lesson plan.
    3. Using the educational framework literature, justify each component of your lesson plan (approximately 1,000 words).
    4. Provide an evaluation of your recorded lesson after you have justified your lesson plan.

        ○ Use the selected educational theoretical frameworks/theories/models to evaluate your approach to teaching in the clinical setting.
        ○ Evaluate the effectiveness of your clinical education session by discussing the lesson delivery, content, resources used, and outcomes (approximately 1,300).

    5. Reflect on what you have learned from the experience and what you would do differently if anything, next time (approximately 200 words).
    6. Use the following headings for this assessment task:

        ○ Introduction
        ○ Education framework
        ○ Evaluation
        ○ Reflection on learning
        ○ Conclusion

    7. Provide a concise conclusion summarising your lesson plan justification and education session evaluation (approximately 200 words).

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned. Assessment re-attempt is not available for Assessment Three.

Assessment Due Date
Week 12 Wednesday (29 May 2024) 5:00 pm AEST
Submit your assessment in Microsoft Word format only.

Return Date to Students
Exam Week Wednesday (12 June 2024)
Students will be advised of release of assessment marking completion via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, the 'Return to Students Information" is an approximate date.

Weighting
50%

Assessment Criteria

Assessment 3 – Justification and Evaluation   Student Name:

Key Criteria	High Distinction 84.5–100%	Distinction 74.50–84.49%	Credit 64.50–74.49%	Pass 49.50–64.49%	Fail <49.5%	TOTAL
Introduction and Conclusion (10%)	(10–8.5) The essay has a clear and succinct introduction and conclusion conveyed using the student's own words. The introduction provides excellent background information and outlines the direction of the essay, and the conclusion succinctly summarises the key points.	(8.4–7.5) The essay has an appropriate and clear introduction and conclusion conveyed using the student's own words. The introduction provides very good background information and outlines the direction of the essay, and the conclusion summarises key points.	(7.4–6.5) The essay has an appropriate introduction and conclusion conveyed using the student's own words. The introduction provides good background information and outlines the direction of the essay, and the conclusion summarises most key points.	(6.4–5) The essay has an adequate introduction and conclusion conveyed using the student's own words The introduction provides some background information and outline of the essay's direction, and the conclusion summarises some key points.	(4.9–0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided and or is not conveyed using the student's own words. Logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	
Justification of lesson plan (35%)	(35–30) Thorough and comprehensive justification of each component of the lesson plan. The discussion of the educational frameworks, theories/models and literature comprehensively justifies the approach taken. All work is and is conveyed in the student's own words. Consistently and comprehensively integrates quality references to support and reflect all ideas, factual information, and quotations supported by valid and relevant research and is conveyed using the student's own words.	(29.5–26.5) Concise justification of each component of the lesson plan. The discussion of the educational frameworks, theories/models and literature consistently justifies the approach taken. All work is and is conveyed in the student's own words. Consistently integrates quality references to support and reflect ideas, factual information, and quotations with 1 exception supported by valid and relevant research and is conveyed using the student's own words.	(26–23) Adequate justification of each component of the lesson plan. The discussion of the educational frameworks, theories/models and literature appropriately justifies the approach taken. All work is and is conveyed in the student's own words. Frequently integrates quality references to support and reflect ideas, factual information, and quotations, with 2 exceptions supported by valid and relevant research and is conveyed using the student's own words.	(22.5–20) Justification of each component of the lesson plan is provided, however there are some gaps in content. The discussion of the educational frameworks, theories/models and literature justifies the approach taken, however additional detailed justification is required. All work is and is conveyed in the student's own words. Occasionally integrates references to support and reflect ideas, factual information, and quotations, with 3 exceptions supported by valid and relevant research and is conveyed using the student's own words.	(19.5–0) The written justification of each component of the lesson plan, and/or the discussion of the educational frameworks, theories/models and literature do not consistently address the assessment task or are not provided. Some or all work is not All work is and is conveyed in the student's own words. Minimal or no appropriate references integrated to support arguments and factual ideas and/or cited excessive quotations reflecting the knowledge of others and/or is not supported by valid and relevant research and is conveyed using the student's own words.	
Evaluation of lesson and reflection (35%)	(35–30) Thorough and comprehensive evaluation of lesson effectiveness using the selected educational theoretical frameworks, theories/models. Comprehensively, clearly and concisely articulated reflection presented and is conveyed in the student's own words.	(29.5–26.5) Concise evaluation of lesson effectiveness using the selected educational theoretical frameworks, theories/models. Clearly articulated reflection and is conveyed in the student's own words.	(26–23) Adequate evaluation of lesson effectiveness using the selected educational theoretical frameworks, theories/models. Adequate reflection provided and is conveyed in the student's own words.	(22.5–20) Evaluation of lesson effectiveness using the selected educational theoretical frameworks, theories/models is provided, however there are some gaps in content. Mostly adequate reflection provided, however additional detailed of reflection is required and is conveyed in the student's own words.	(19.5–0) Evaluation of lesson effectiveness using selected educational theoretical frameworks, theories/models lacks clarity or is not provided. The written reflection lacks clarity or is not provided and/or content is inadequately or not provided and is/is not conveyed in the student's own words.	
Professional writing and presentation (10%)	(10–8.5) Content is students own work, clear, accurate, and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. The language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15, appropriate contemporary peer-reviewed journal articles. Formatting requirements applied without error. Adheres to the word count.	(8.4–7.5) Content is students own work, frequently clear, correct and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. The assessment is substantiated with a minimum of 13 or 14 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 1 error. Adheres to the word count.	(7.4–6.5) Content is students own work, mostly clear, correct and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. The assessment is substantiated with at least 11 or 12 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 2 errors. Adheres to the word count.	(6.4–5) Content is students own work, frequently clear, correct and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. The assessment is substantiated with 10 or 11 contemporary peer-reviewed mostly appropriate journal articles. Formatting requirements applied with 3 errors. Adheres to the word count.	(4.9–0) Content is not students own work, consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. The language of the discipline is infrequently or incorrectly used. The assessment is substantiated with ≤10 contemporary peer-reviewed, appropriate journal articles. Formatting requirements applied with ≥4 errors. Deviates +/- 10% of the word count.	

Referencing (10%)	(10–8.5) Acknowledges all sources and meets APA (7th Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(8.4–7.5) Acknowledges majority of sources and/or meets APA (7th Edition) referencing standards with 1 error. The majority of literature cited is published in the last 5 years and sourced from the CQUniversity library.	(7.4–6.5) Acknowledges most sources and/or meets APA (7th Edition) referencing standards with 2 errors. Most literature cited has been published in the last 5 years and sourced from the CQUniversity library.	(6.4–5.0) Acknowledges sources and/or meets APA (7th Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.9–0) Multiple sources not acknowledged and/or ≥4 APA (7th Edition) referencing errors or references not provided. Some literature cited is published ≥5 years and/or not sourced from the CQUniversity library.

TOTAL:
Marker's feedback:

MARKER:

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Submit your assessment via the Assessment 3 submission portal on the unit Moodle site.

Learning Outcomes Assessed

- Construct a lesson plan to improve professional practice using principles of adult learning and teaching in your clinical practice setting.
- Implement and evaluate a lesson plan and subsequent learning and teaching outcomes.

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