



MEDI3401

PACE: Professional Learning in the Clinical Sciences

Session 2, In person-scheduled-weekday, North Ryde 2024

Macquarie Medical School

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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Consultation by appointment

Course Director

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Credit points

10

Prerequisites

140cp at 1000 level or above including ((MEDI103 or MEDI1400) and (MEDI206 or MEDI2400))

Corequisites

Co-badged status

MEDI3401 will be co-taught with HLTH3050.

Unit description

This unit is the capstone unit within the Bachelor of Clinical Science. It aims to prepare MQ students to become lifelong learners in a connected world and take responsibility for their own learning and professional development needs. It adopts an enactivist approach where students learn to identify learning opportunities as they arise in work or life situations and take appropriate actions. In line with this approach, the unit provides work-integrated learning experience in a health-related context with placements undertaken in a range of settings. You will be supported in performing professional activities as relevant to your placements and reflecting on your performance for improvement. You will also have opportunities to build skills necessary to apply for jobs, form professional networks and develop a foundation for continuing professional development. Students will have the opportunity to commence their PACE placement either prior to or during the teaching period.

Visit [Employability Connect](#) for important information on this unit including required preparation and closing dates for PACE activities.

Important Academic Dates

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

Learning Outcomes

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

ULO1: Effectively communicate your professional capabilities to potential colleagues and employers.

ULO2: Identify further developmental needs and implement appropriate lifelong learning strategies to meet them.

ULO3: Critique, review and reflect on the process of the placement, the health or community issue and the student learning experience.

ULO4: Apply knowledge and employ effective presentation techniques to develop and present a career-focused professional portfolio.

General Assessment Information

General assessment Information

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

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

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

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Students will be required to complete the 70 hour placement to meet the unit learning outcomes. According to the [Work Integrated Learning Policy \(WIL\)](#), students will be responsible for:

1. completing any preparation obligations for the WIL experience in accordance with University and WIL partners' requirements;
2. meeting the expectations of professional behaviour;
3. observance of reasonable directions from the WIL partner/organisation;
4. maintaining satisfactory performance and progression during the WIL experience; and
5. contacting the University promptly should an issue or incident occur during the WIL experience.

Further details for each assessment task will be available on iLearn.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

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

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

Special Consideration

If you are unable to complete an assessment task on or by the specified date due to circumstances that are unexpected, unavoidable, significantly disruptive and beyond your control, you may apply for special consideration in accordance with the [Special Consideration Policy](#). Applications for special consideration must be supported by appropriate evidence and submitted via ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online tasks participation	10%	No	Weekly
Cover Letter	20%	No	Week 3

Name	Weighting	Hurdle	Due
Video Personal Pitch	10%	No	Week 6
Placement Reflective Report	20%	No	Week 11
Graduation Portfolio	40%	No	Week 13

Online tasks participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 13 hours

Due: **Weekly**

Weighting: **10%**

Participation will be marked based on the completion of activities on the iLearn page.

On successful completion you will be able to:

- Identify further developmental needs and implement appropriate lifelong learning strategies to meet them.
- Critique, review and reflect on the process of the placement, the health or community issue and the student learning experience.

Cover Letter

Assessment Type ¹: Professional writing

Indicative Time on Task ²: 10 hours

Due: **Week 3**

Weighting: **20%**

Students will develop a cover letter to address a specific role and identify personal skills that align with the Graduate Capabilities.

On successful completion you will be able to:

- Effectively communicate your professional capabilities to potential colleagues and employers.
- Identify further developmental needs and implement appropriate lifelong learning strategies to meet them.

- Apply knowledge and employ effective presentation techniques to develop and present a career-focused professional portfolio.

Video Personal Pitch

Assessment Type ¹: Media presentation

Indicative Time on Task ²: 7 hours

Due: **Week 6**

Weighting: **10%**

Development and presentation of a personalised pitch aimed at a potential future employer.

On successful completion you will be able to:

- Effectively communicate your professional capabilities to potential colleagues and employers.
- Apply knowledge and employ effective presentation techniques to develop and present a career-focused professional portfolio.

Placement Reflective Report

Assessment Type ¹: Work-integrated task

Indicative Time on Task ²: 15 hours

Due: **Week 11**

Weighting: **20%**

A reflective report on the PACE activities and their relation to employability/work-ready skills and personal career goals.

On successful completion you will be able to:

- Identify further developmental needs and implement appropriate lifelong learning strategies to meet them.
- Critique, review and reflect on the process of the placement, the health or community issue and the student learning experience.

Graduation Portfolio

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 20 hours

Due: **Week 13**

Weighting: **40%**

Graduation portfolio that demonstrates attainment of graduate capabilities through submission of reflections and an interview.

On successful completion you will be able to:

- Effectively communicate your professional capabilities to potential colleagues and employers.
- Identify further developmental needs and implement appropriate lifelong learning strategies to meet them.
- Critique, review and reflect on the process of the placement, the health or community issue and the student learning experience.
- Apply knowledge and employ effective presentation techniques to develop and present a career-focused professional portfolio.

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

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

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

Delivery and Resources

As a student enrolled in this unit, you will engage in a range of online and face-to-face learning activities, including work-integrated learning (placement which accounts for the majority of the contact hours within this unit), online modules, videos and lectures. Details can be found on the iLearn site for this unit.

Recommended Readings

There is no textbook for this unit.

Additional readings to support the completion of your assessments can be accessed through the library.

Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Unit Schedule

	Topic/Theme	Learning Activities	Unit Learning Outcomes
Week 1	Introduction to unit	Lecture, online learning activities	ULO2
Week 2	Getting ready for success, part I (employability skills)	Lecture, online learning activities	ULO1, ULO2, ULO3
Week 3	Beyond Bachelor of Clinical Science: exploring career pathways	Workshop, online learning activities	ULO2, ULO3
Week 4	Getting ready for success, part II (communication skills for interviews)	Lecture, Online learning activities	ULO1, ULO2, ULO3
Week 5	Getting ready for success, part III (management skills)	Lecture, Online learning activities	ULO1, ULO2, ULO3
Weeks 6-7		Zoom drop-in, Online learning activities	ULO2, ULO3
Week 8	Reflection on your PACE placement	Online learning activities	ULO2, ULO3
Week 9	Reflective writing	Online learning activities	ULO2, ULO3
Week 10	Getting ready for success, part IV (presentation techniques and graduate portfolio)	Online learning activities	ULO1, ULO2, ULO4
Weeks 11-13		Zoom drop-in, Online learning activities	ULO2, ULO3

Policies and Procedures

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

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

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

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

Results

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

Academic Integrity

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

Student Support

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

The Writing Centre

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

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

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

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

Student Services and Support

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

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

Student Enquiries

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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Changes from Previous Offering

A participatory task (AT1) is now implemented to better align with the learning outcomes.

Inclusion and diversity

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

Professionalism

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

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

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

Unit information based on version 2024.03 of the [Handbook](#)