



GEOS348

PACE in Earth and Planetary Sciences

S1 Day 2016

Dept of Earth and Planetary Sciences

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General Information

Unit convenor and teaching staff Kelsie Dadd kelsie.dadd@mq.edu.au
Credit points 3
Prerequisites Permission of Executive Dean of Faculty
Corequisites
Co-badged status
Unit description This unit provides an opportunity for students to engage with the community through a variety of activities that relate to teaching and research in the Department of Earth and Planetary Sciences. Examples might include individual and group activities in international or Australian regions with public-sector agencies, companies, industry partners and not-for-profit organisations. Students will gain skills that will make them more employable and provide them with a larger view of what positions are available and where their degree can take them. Partners will benefit from having a student or group students as activities will be based on addressing partner-based need through discipline-specific experience for which Earth and Planetary Science students can offer current knowledge of geoscience and Earth resources.

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:

1. Recognise the nature of interactions between Earth materials and geological systems, and interpret the record of these interactions both in space and time.
2. Understand the societal impact of many geoscience issues through the combination of theory and practice.
3. Collect data for analysis based on partner needs. This may include field observation and measurement of both the natural and modified environment
4. Co-ordinate, integrate and interpret multiple strands of geoscience data and apply this

to solve geoscience questions and problems in a 'real world' context.

5. Summarise and effectively communicate scientific understanding. This may include presentation of information, articulating and evaluating arguments and justifying conclusions using a range of mechanisms (oral, written and visual) to diverse audiences for a variety of purposes.

6. Make informed decisions on issues of local and global geoscience significance.

7. Demonstrate a capacity for self-directed learning, the ability to work in a team, and to work toward deadlines.

8. Work in a safe and responsible manner in the community and environment

9. Understand how a combination of discipline-specific knowledge, ethics, negotiation skills, cross-cultural and interpersonal skills are important for future career paths.

10. Recognise how engaging with the community can facilitate mutually beneficial opportunities for the generation and sharing of knowledge

Assessment Tasks

Name	Weighting	Due
<u>Introduction to prof practice</u>	10%	Weeks 1 and 2
<u>Reflective journal</u>	10%	Weeks 4, 8 and 12
<u>Reflection - Learning Outcomes</u>	30%	Week 10
<u>Risk Assessment</u>	5%	Week 3
<u>Reporting</u>	25%	Week 12
<u>Presentation</u>	20%	Week 13

Introduction to prof practice

Due: **Weeks 1 and 2**

Weighting: **10%**

Students are required to read a number of documents about professional practice, health and safety and the role of ethics and to participate in an online or face to face discussion on these issues. Grading will be based on peer and supervisor assessment following a marking rubric.

On successful completion you will be able to:

- 2. Understand the societal impact of many geoscience issues through the combination of theory and practice.

- 6. Make informed decisions on issues of local and global geoscience significance.
- 7. Demonstrate a capacity for self-directed learning, the ability to work in a team, and to work toward deadlines.
- 8. Work in a safe and responsible manner in the community and environment
- 9. Understand how a combination of discipline-specific knowledge, ethics, negotiation skills, cross-cultural and interpersonal skills are important for future career paths.
- 10. Recognise how engaging with the community can facilitate mutually beneficial opportunities for the generation and sharing of knowledge

Reflective journal

Due: **Weeks 4, 8 and 12**

Weighting: **10%**

Students must keep a reflective journal/log throughout their work in GEOS348. This will help to develop key skills in recording thoughts and data, critical reflection and evaluation. Research papers on how to construct a journal will be given online. The journal will be checked for progress in weeks 4 and 8 and submitted in week 12.

On successful completion you will be able to:

- 1. Recognise the nature of interactions between Earth materials and geological systems, and interpret the record of these interactions both in space and time.
- 2. Understand the societal impact of many geoscience issues through the combination of theory and practice.
- 3. Collect data for analysis based on partner needs. This may include field observation and measurement of both the natural and modified environment
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Reflection - Learning Outcomes

Due: **Week 10**

Weighting: **30%**

The reflective journal will assist the student to prepare a report outlining how they have achieved each of the learning outcomes by undertaking the PACE activity. The extent to which each is met will depend on the type of activity that the student undertakes.

On successful completion you will be able to:

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- 2. Understand the societal impact of many geoscience issues through the combination of theory and practice.
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Risk Assessment

Due: **Week 3**

Weighting: **5%**

All students will be asked to prepare a risk assessment based on the university risk assessment procedure for their activity.

On successful completion you will be able to:

- 4. Co-ordinate, integrate and interpret multiple strands of geoscience data and apply this to solve geoscience questions and problems in a 'real world' context.
- 8. Work in a safe and responsible manner in the community and environment

Reporting

Due: **Week 12**

Weighting: **25%**

All students will prepare a report on their activity or complete a deliverable as requested by the partner. More detail on this task will be determined once the PACE activity has commenced.

On successful completion you will be able to:

- 1. Recognise the nature of interactions between Earth materials and geological systems, and interpret the record of these interactions both in space and time.
- 2. Understand the societal impact of many geoscience issues through the combination of theory and practice.
- 3. Collect data for analysis based on partner needs. This may include field observation and measurement of both the natural and modified environment
- 4. Co-ordinate, integrate and interpret multiple strands of geoscience data and apply this to solve geoscience questions and problems in a 'real world' context.
- 5. Summarise and effectively communicate scientific understanding. This may include presentation of information, articulating and evaluating arguments and justifying conclusions using a range of mechanisms (oral, written and visual) to diverse audiences for a variety of purposes.
- 7. Demonstrate a capacity for self-directed learning, the ability to work in a team, and to work toward deadlines.

Presentation

Due: **Week 13**

Weighting: **20%**

Students will present a seminar that outlines the nature of the project, how the activity was undertaken and what was delivered to the partner. The audience will be students, staff and the partners. Presentation must be professional and showcase the work completed by the group.

On successful completion you will be able to:

- 1. Recognise the nature of interactions between Earth materials and geological systems, and interpret the record of these interactions both in space and time.
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- 3. Collect data for analysis based on partner needs. This may include field observation and measurement of both the natural and modified environment

- 4. Co-ordinate, integrate and interpret multiple strands of geoscience data and apply this to solve geoscience questions and problems in a 'real world' context.
- 5. Summarise and effectively communicate scientific understanding. This may include presentation of information, articulating and evaluating arguments and justifying conclusions using a range of mechanisms (oral, written and visual) to diverse audiences for a variety of purposes.
- 7. Demonstrate a capacity for self-directed learning, the ability to work in a team, and to work toward deadlines.

Delivery and Resources

What to do in the case of an emergency:

1. Remove yourself from any danger.
2. Call 000, if necessary.
3. Speak to your partner-based supervisor, if possible. The Organisation may have emergency procedures to follow.

THEN - if the emergency occurs in office hours (i.e. Monday - Friday 9am-5pm)

4. Contact your Unit Convenor by phone/email as soon as you can.
5. If you cannot reach your Unit Convenor, contact your Faculty PACE Manager by phone/email.

OR - if the emergency occurs outside of office hours (i.e. outside of Monday - Friday 9am-5pm)

6. Phone Campus Security Office on (02) 9850-9999 as soon as you can. This is a 24 hour, 7 days a week service and it does not matter where in Australia you are when you call. Please identify yourself as a PACE student when you call.

N.B. For any minor issues with your participation activity, please speak to your partner-based Supervisor. If the problem is more serious, please contact your Unit Convenor or your Faculty PACE Manager.

If you are experiencing difficulties and need to speak to a counsellor:

Contact the MQ Counselling Service at Campus Wellbeing on 9850-7497 (Monday - Friday, 8am-6pm)

1800 MQ CARELINE (1800-227-367) - information and referral service (24 hours, 7 days a week)

If you would like to speak to a counsellor outside of office hours, you can also contact Lifeline on 13 11 14 (24 hours, 7 days a week).

Work, Health, and Safety (WHS)

A PACE Activity is an experiential activity allocated to, and undertaken by, a student within a PACE unit which may take place in premises other than the University (usually the Partner

Organisation's premises). When working or studying in non-University premises, the primary responsibility for the health and safety of our students becomes that of the Partner Organisation hosting the student. However, as a student, you also have a legal responsibility under the Workplace Health & Safety Act 2011 and the Macquarie University Health & Safety Policy to ensure the health and safety of yourself and of others in the workplace.

Each student has a moral and legal responsibility for ensuring that his or her work environment is conducive to good health and safety, by:

- ensuring that their work and work area is without risk to the health and safety of themselves and others
- complying with the University's and Partner Organisation's Work Health & Safety Policy and Procedures
- reporting hazards and incidents as they occur in accordance with University and Partner Organisation's policy
- actively participating in all health and safety activities and briefing sessions (eg emergency evacuation procedures, site inspections etc)

Each student is also required to advise their Unit Convenor or Faculty PACE Manager as soon as possible when:

- he/she feels unsafe at any stage during the PACE activity
- he/she did not receive a safety induction prior to the commencement of the activity covering: First aid, Fire and emergency evacuation; and Injury/incident reporting
- he/she did not receive any specialised instructions/training necessary to carry out the role
- an incident/accident happens (even when reported to the Partner Organisation/supervisor and managed by them)

Non-compliance with the above may result in withdrawal of the student from the PACE Activity.

Students in the Faculty of Science and Engineering should also be familiar with Faculty-specific practices as appropriate.

<http://web.science.mq.edu.au/intranet/ohs/>

Learning and Teaching Activities

Face to face or Online discussion

Students will contribute to discussions on a number of topics on themes related to professional practice and conduct.

Reflective journal

Students will learn how to keep a reflective journal that can be used to improve their

performance, understand the learning process and provide content for other activities.

Reporting

A number of the assessment tasks require students to report on activities in a variety of formats to a variety of audiences.

Professional placement

Students will undertake an activity with a professional or community partner for at least 50 hours.

Policies and Procedures

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

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, 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.

PACE-related policies, procedures, and other important information

PACE Activity – Early Commencement Procedure: – to outline the conditions under which the unit convenor of a PACE unit will consider a request from a student to commence or complete a PACE activity prior to the official start date of the associated PACE unit.

https://mq.edu.au/policy/docs/participation_activity/procedure_commencement.html

PACE - Managing Other Commitments Procedure: to outline the University's approach to an absence or other form of disruption during the session due to a student undertaking a PACE activity.

http://www.mq.edu.au/policy/docs/participation_activity/procedure.html

PACE - Reasonable Adjustments, Guideline and Procedure: Macquarie University will endeavour to match students with an appropriate host and feasible PACE activity to maximise student success. These documents provide good practice information for students and staff to encourage early disclosure of circumstances (e.g. disability, medical condition, flexible time arrangements, or leave days for official observances, etc.), which may impact on a student's PACE activity, and the subsequent arrangement of reasonable adjustments when enrolling or participating in a PACE Unit (Guideline).

http://mq.edu.au/policy/docs/reasonable_adjust_pace/guideline.html

http://www.mq.edu.au/policy/docs/reasonable_adjust_pace/procedure.html

PACE activities requiring background checks: Some partner organisations may require students to complete certain background checks and/or clearances in cases where they will be working with children, young people, people with disabilities, the frail-aged, at-risk clients, and government/statutory agencies. It's very important that students complete the required background clearances before beginning the PACE activity. Any necessary information on background checks will be communicated directly to students by the Unit Convenor or the Faculty PACE team.

Policy regarding PACE and the AHEGS statement: As a PACE unit, FOSC300 will be flagged on student transcripts with the symbol 'π' after the unit code and before the unit title. Students can highlight this designation to future employers and academic institutions as the following definition, which details the value of such units, will also be included after the list of units and before Special Achievements, Recognition and Prizes (if included) or the Key to Grading:

π: Units marked with a π are designated PACE units. These units provide students with an opportunity to learn through practical experience and make a valuable contribution to the community by applying knowledge and skills acquired at the University.

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)

- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

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.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 4. Co-ordinate, integrate and interpret multiple strands of geoscience data and apply this to solve geoscience questions and problems in a 'real world' context.
- 5. Summarise and effectively communicate scientific understanding. This may include presentation of information, articulating and evaluating arguments and justifying conclusions using a range of mechanisms (oral, written and visual) to diverse audiences for a variety of purposes.
- 6. Make informed decisions on issues of local and global geoscience significance.
- 7. Demonstrate a capacity for self-directed learning, the ability to work in a team, and to work toward deadlines.
- 10. Recognise how engaging with the community can facilitate mutually beneficial opportunities for the generation and sharing of knowledge

Assessment tasks

- Introduction to prof practice
- Reflective journal

- Reflection - Learning Outcomes
- Risk Assessment
- Reporting
- Presentation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 4. Co-ordinate, integrate and interpret multiple strands of geoscience data and apply this to solve geoscience questions and problems in a 'real world' context.
- 5. Summarise and effectively communicate scientific understanding. This may include presentation of information, articulating and evaluating arguments and justifying conclusions using a range of mechanisms (oral, written and visual) to diverse audiences for a variety of purposes.
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- 9. Understand how a combination of discipline-specific knowledge, ethics, negotiation skills, cross-cultural and interpersonal skills are important for future career paths.
- 10. Recognise how engaging with the community can facilitate mutually beneficial opportunities for the generation and sharing of knowledge

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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- 6. Make informed decisions on issues of local and global geoscience significance.
- 7. Demonstrate a capacity for self-directed learning, the ability to work in a team, and to work toward deadlines.
- 9. Understand how a combination of discipline-specific knowledge, ethics, negotiation skills, cross-cultural and interpersonal skills are important for future career paths.
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Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. Recognise the nature of interactions between Earth materials and geological systems, and interpret the record of these interactions both in space and time.
- 2. Understand the societal impact of many geoscience issues through the combination of theory and practice.

- 3. Collect data for analysis based on partner needs. This may include field observation and measurement of both the natural and modified environment
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Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1. Recognise the nature of interactions between Earth materials and geological systems, and interpret the record of these interactions both in space and time.
- 2. Understand the societal impact of many geoscience issues through the combination of theory and practice.
- 3. Collect data for analysis based on partner needs. This may include field observation and measurement of both the natural and modified environment
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- 5. Summarise and effectively communicate scientific understanding. This may include

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- 6. Make informed decisions on issues of local and global geoscience significance.

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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 1. Recognise the nature of interactions between Earth materials and geological systems, and interpret the record of these interactions both in space and time.
- 3. Collect data for analysis based on partner needs. This may include field observation and measurement of both the natural and modified environment
- 4. Co-ordinate, integrate and interpret multiple strands of geoscience data and apply this to solve geoscience questions and problems in a 'real world' context.
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- Risk Assessment
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- Presentation

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 4. Co-ordinate, integrate and interpret multiple strands of geoscience data and apply this to solve geoscience questions and problems in a 'real world' context.
- 5. Summarise and effectively communicate scientific understanding. This may include presentation of information, articulating and evaluating arguments and justifying conclusions using a range of mechanisms (oral, written and visual) to diverse audiences for a variety of purposes.
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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's

historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 2. Understand the societal impact of many geoscience issues through the combination of theory and practice.
- 4. Co-ordinate, integrate and interpret multiple strands of geoscience data and apply this to solve geoscience questions and problems in a 'real world' context.
- 6. Make informed decisions on issues of local and global geoscience significance.
- 7. Demonstrate a capacity for self-directed learning, the ability to work in a team, and to work toward deadlines.
- 9. Understand how a combination of discipline-specific knowledge, ethics, negotiation skills, cross-cultural and interpersonal skills are important for future career paths.
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Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- 2. Understand the societal impact of many geoscience issues through the combination of theory and practice.
- 4. Co-ordinate, integrate and interpret multiple strands of geoscience data and apply this

to solve geoscience questions and problems in a 'real world' context.

- 6. Make informed decisions on issues of local and global geoscience significance.
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Ethical Practice and PACE

Ethical considerations feature heavily in the PACE Initiative. As ambassadors of the University, students are expected to engage with the wider community in a responsible and ethically informed manner that respects the rights of individuals, communities and the environment. This expectation applies to all PACE activities regardless of their nature. Ethical practice involves negotiating the ethical complexities of the context with which you are working. This involves critically thinking about issues of power, hierarchy, culture and position, and about the potential risks of your work and interactions with others, immediate and over time. It is important to ensure that risks are mitigated and experiences are enriching and worthwhile for all those involved.

In addition to the role of students as ambassadors, partners must conform to the University's ethical standards; PACE activities must be aligned with the wellbeing of people and planet; there are research-based PACE activities as well as collaborative research with partners; and, the way in which everybody's PACE experiences are captured and shared must be ethical. If a student ever feels that unethical behaviour has occurred during a PACE activity, they should consult with their Unit Convenors and/or the Faculty PACE staff immediately. Further, any students whose PACE activity will involve research must consult with their convenor prior to commencement to confirm whether or not research ethics permission is required.

PACE and IP: Students enrolled in PACE units may be working with external industry partners. Although it is uncommon, during some activities Intellectual Property may be created and there may be some instances when the partner requires the assignment of IP. For more information please refer the PACE Activity Handbook and feel free to consult with the Unit Convenor or Faculty PACE Team.

Grants and Prizes

PACE Grants and Prizes: There are several ways in which PACE might support students financially to undertake PACE activities. PACE students are also eligible to apply for the prestigious Prof. Judyth Sachs PACE Prizes.

http://students.mq.edu.au/courses/professional_and_community_engagement/pace_grants/

http://students.mq.edu.au/courses/professional_and_community_engagement/pace_prizes/