



BIOL391

Biological Sciences Capstone

S2 External 2017

Dept of Biological Sciences

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	10
<u>Policies and Procedures</u>	11
<u>Graduate Capabilities</u>	13

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General Information

Unit convenor and teaching staff

Career Development Consultant

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Career and Employment Service L5, The Australian Hearing Hub

Unit Convenor

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E8C242

By appointment.

Credit points

3

Prerequisites

39cp at 100 level or above

Corequisites

3cp from BIOL301-BIOL375 or BBE305 or BBE306

Co-badged status

Unit description

In this capstone unit students consolidate their learning across a diversity of units within their programs of study and prepare themselves for appropriate transition to the next stage of their careers. This involves active reflection on prior learning, building and articulating a positive self-understanding, exploring opportunities, clarifying goals, acquiring adequate employability and workplace skills, and building linkages with professional communities and industries. A major objective in this course is to get students to think about, and help students assess, their future career path and the skills required to meet their career aspirations. A series of guest speakers will talk about their own career paths and offer advice on future study, career and employment options. The course also covers key topics such as communicating science, the publication and review process, research ethics, and career pathways.

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:

Reflect and articulate key learning's and skills gained throughout program of study

Evaluate strategies for transitioning from university to the workforce and apply learning's to prepare an effective job search strategy and create a competitive portfolio.

Appraise work ready soft skills and apply to key activities that will help to maximise a graduate's contribution to their chosen field of work and to build positive workplace experience.

Assess effective communication strategies for the workplace and apply key understandings to delivering biological information to both scientific and lay audiences using a variety of oral and written approaches.

Appraise strategies for working effectively both as an individual and as part of a team, with knowledge of ethical principles and professional conduct.

Unite skills gained throughout program of study to devise creative strategies to sell ideas for promoting scientific-based goals through a variety of media

General Assessment Information

Submission of Assignments

All written assignments are submitted the Friday at 5pm of the week due and submitted through Turnitin via ilearn.

Late assignments

All assessments must be submitted by the due date. 10% of the mark allocated for any assignment will be deducted for every 24 h period (or part thereof) that any work is submitted past the nominated deadline.

What if you are sick or circumstances prevent you from submitting an assignment?

1. Communicate:

Let the course convenor know ASAP via email that you will not be able to make the deadline in advance.

2. Disruptions to Studies Notification:

File a Disruptions to Studies Notification via Ask.mq.edu.au. **Do it right away**, even if you have not yet got all your documentation (documentation needs to be uploaded **within 5 days** of submitting the Disruptions notification)

3. Documentation:

Make an appointment with the healthcare professional to **get the documentation you will need** (for a medical condition - a medical certificate PLUS the Professional Authority Form). Ask the healthcare professional to fill in the Professional Authority Form and submit with request for special consideration. Note that the healthcare professional does not have to divulge the details of your condition if you do not want him/her to do so.

Only a medical certificate or a letter with appropriate supporting documents outlining other serious, extenuating circumstances, will be considered when applying for extensions. All applications for special consideration or extension must be sought *before the due date* unless this is absolutely impossible.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Individual presentation</u>	5%	No	Week 3
<u>Portfolio</u>	25%	No	Week 5
<u>Job Interview</u>	5%	No	Week 7
<u>Selling ideas</u>	25%	No	Week 7 and Week 9
<u>Research and Outreach Proposal</u>	40%	No	Week 10 and 13

Individual presentation

Due: **Week 3**

Weighting: **5%**

You will be required to create a 3 min presentation on information obtained from an interview with an individual who has a profession of interest. You will need to source your own subject to interview. See ilearn for further details. You will need to produce 2 slides or so to use as visual aide to illustrate your points and it will be presented in class.

On successful completion you will be able to:

- Evaluate strategies for transitioning from university to the workforce and apply learning's to prepare an effective job search strategy and create a competitive portfolio.

Portfolio

Due: **Week 5**

Weighting: **25%**

A tailored portfolio that address all criteria is key to getting an interview.

This task has two components.

Part I - A brief personal career statement (max. 1/2 page, 5%). The first is a reflective piece. We require a personal summary of your career aspirations, your strengths and weaknesses relative to these aspirations and what you identify as important skills/qualifications/pathways to achieve these aspirations.

Part II - Application for a particular job

Job advertisement: Supply a job ad or job description/reference material of work that you are interested in applying for (note will also be the job you will be addressing for your interview):

Cover letter (1 - 1.5 pgs; 10%): This letter addresses your suitability for the job by address the advertisement criteria

Curriculum Vitae (max. 2 page; 10%) tailored for the work description/job application above

On successful completion you will be able to:

- Reflect and articulate key learning's and skills gained throughout program of study
- Evaluate strategies for transitioning from university to the workforce and apply learning's to prepare an effective job search strategy and create a competitive portfolio.
- Appraise work ready soft skills and apply to key activities that will help to maximise a graduate's contribution to their chosen field of work and to build positive workplace experience.

Job Interview

Due: **Week 7**

Weighting: **5%**

Attend a 5 min job interview simulation with a panel for a position that you apply for in assignment 2 - i.e. Portfolio 1.

On successful completion you will be able to:

- Reflect and articulate key learning's and skills gained throughout program of study
- Evaluate strategies for transitioning from university to the workforce and apply learning's to prepare an effective job search strategy and create a competitive portfolio.
- Appraise work ready soft skills and apply to key activities that will help to maximise a graduate's contribution to their chosen field of work and to build positive workplace experience.
- Unite skills gained throughout program of study to devise creative strategies to sell ideas for promoting scientific-based goals through a variety of media

Selling ideas

Due: **Week 7 and Week 9**

Weighting: **25%**

A scientist is part innovator and part salesperson. The generation of novel ideas often requires connecting multiple pieces of information via known concepts. Coming up with a new idea though is only part of the challenge. You must then sell your idea to others. The aim of selling an idea is to convince an audience to act on your suggestions whether that be through providing funding or resources or simply agreeing that your idea is a good approach to take. The audience you are trying to sell the idea to, may not be initially sympathetic to the idea, have their own agenda and/or, have deeply engrained preconceived notions that are contrary to your own.

This process of generating new ideas and selling them is not just important for scientists but is in fact a generic skill that is important for all workplaces. In fact, once you have a bachelor degree, the workplace expects you will come up with ideas, voice them without invitation and then ultimately act on them. By doing this you become an active participant within the workplace and not just a spectator; and with it comes respect and arguably greater job satisfaction.

In this task, you will need to come up with an angle to convince an audience of the merit of investing in a research topic. To add to this challenge, you will use video as the medium to do this, and you are asked to sell an idea that is developed for a topic that has little or no past research. This assignment is also delivered unlike other assignments. Its delivery simulates a situation in which the boss sends you to a workshop to acquire skills to tackle a task. This creates a circumstance in which you take on great responsibility within the workplace even though you are a junior i.e. no-one in the workplace has the skills to do the task but you.

A workshop including 2 hours of lectures and a 2 hour hands-on tutorial will provide the skills required and from that point you will be treated as an employee. After the workshop we will have a boardroom meeting in which you must provide your idea, which is then further developed at which point you provide a rationale for the idea with a storyboard for the vlog. Feedback from this submission will be acted on by you to make the video.

Requirements:

- Attendance at the workshop (compulsory and attendance will be taken - failure to attend the whole workshop may result in penalties)
- Boardroom activity (compulsory, in class activity)
- A literature supported rationale (10%)
- Script with directions (e.g. storyboard) (5%)
- Video (10%)

On successful completion you will be able to:

- Appraise work ready soft skills and apply to key activities that will help to maximise a graduate's contribution to their chosen field of work and to build positive workplace

experience.

- Assess effective communication strategies for the workplace and apply key understandings to delivering biological information to both scientific and lay audiences using a variety of oral and written approaches.
- Unite skills gained throughout program of study to devise creative strategies to sell ideas for promoting scientific-based goals through a variety of media

Research and Outreach Proposal

Due: **Week 10 and 13**

Weighting: **40%**

You will work in a group to create a solution to a major biological issue present in society today note some activities are delivered as a group and others as an individual.

Includes:

- Boardroom activity (compulsory): outline of plan for the task, planned timeline, allocation of tasks.
- Presubmission presentation (group task): during tutorial you will be asked as a group to present a 10 min pre-submission pitch according to guidelines (10%). (Half of the 10% mark will be peer-assessed)
- Grant proposal (individual): task is to write a short grant proposal explaining how you will tackle your issue and why your solution should be funded. (20%).
- Outreach (group): provide a brief for an outreach extension for the project (10%)
- Reflection (compulsory): A page reflection of group work with a clear outline of contributions of all group members; what worked well and what did not and how could that be improved.

On successful completion you will be able to:

- Appraise strategies for working effectively both as an individual and as part of a team, with knowledge of ethical principles and professional conduct.

Delivery and Resources

Course structure

The course consists of a two-hour lecture and a two-hour tutorial each week (compulsory). Although lecture attendance is not mandatory you are expected to attend lectures to get the full learning experience and in a number of cases the attendance is required in order to complete a task satisfactorily. I expect attendance at the lectures. If you are in a workplace you are unable to schedule other things over meetings as they are a requirement of the work. Lectures in this course are equivalent to workplace meetings and in some cases are workshop components. In addition a number of guest lecturers will be involved. Professional courtesy is an important attribute for any employee so why not practice now! **Note that there are no tutorials in week 1.**

Unit description

BIO391 is a capstone unit in which students consolidate their learning across a diversity of units within their programs of study and prepare themselves for appropriate transition to the next stage of their careers. This involves active reflection on prior learning, building and articulating a positive self-understanding, exploring opportunities, clarifying goals, acquiring adequate employability and workplace skills, and building linkages with professional communities and industries.

A major objective in this course is to get you to think about, and help you assess, your future career path and the skills you will need to develop to meet your career aspirations. The second major objective is to have you apply what you have learned during your studies in a deeper way, preparing you to tackle biological problems through workplace-derived scenarios.

Unit completion requirements

To pass this subject you must achieve all of the following:

Unit completion requirements

To pass this subject you must achieve all of the following:

- Receive a final overall mark of >50%.
- Attend a minimum of 8 out of 12 tutorials. Note it is expected that you will attend all tutorials. Core skills are acquired during the tutorials that will provide the basis for tackling the challenging assignments so attendance should equate to success and note attendance is mandatory for some lectures.
- Submit all assignments.

Technology

Unit outline, workshop notes and course notes will be distributed via iLearn. <http://ilearn.mq.edu.au>

iLearn is a web-based computer mediated communication package and can be accessed by most web browsers from inside or outside the University. iLearn and email will be the principle method of communication in this subject.

- You must use iLearn for
- Regularly checking subject announcement - particularly with regard to the pracs and class readings;
- Downloading course materials;
- Downloading some of the reference material;
- Using the discussion board.

If you are having trouble accessing your online unit due to a disability or health condition, please tell the convener immediately!!!! . Then go to the Student Services Website at <http://sss.mq.edu.au>

[u/equity/about](#) for information on how to get assistance if the issue cannot be resolved immediately. If you are having problems logging on and you cannot log in after ensuring you have entered your username and password correctly, you should contact Student IT Help, phone (02) 9850 4357 (in Sydney) or 1 800 063 191 (outside Sydney).

Career Resources

Young, S. P. (1984) Careers in the Biological Sciences: Finding Your Niche. In *The American Biology Teacher*. 46(1), pp. 12-17+64.

Blickley, J. L. et al. (2013) Graduate Student's Guide to Necessary Skills for Nonacademic Conservation Careers. In *Conservation Biology*. 27(1), pp.24-34

Career View publications are available on http://www.victoria.ac.nz/st_services/careers/resource/s/career_publications/career_view/index.aspx

Career View: Genetics and Molecular Biology

Career View: Marine Biology, Ecology and Biodiversity

Career View: Biotechnology

Career View: Biomedical Science

Graduate Careers Australia <http://www.graduatecareers.com.au/CareerPlanningandResources/careerprofiles/index.htm>

Myfuture <http://myfuture.edu.au/Explore%20Careers.aspx>

Astor, B. (2005) What Can You Do with a Major in Biology? New Jersey: Wiley Publishing.

Bernard, T. (2005) Bernard's Pharmaceutical & Biotechnology Jobseeker's Guide 2005. Queensland: Paddington Academic Press.

Advertisements for a range of positions can be found online or in the print media. For example, the *Sydney Morning Herald* publishes *My Career* every Saturday and local newspapers generally have classifieds sections advertising jobs. More high powered or specialized jobs are often advertised in major scientific sources such as *Science* and *Nature*.

Public sector positions

The Australian Public Service - jobs within federal government departments and agencies

<http://www.apsjobs.gov.au/>

NSW Government Jobs - jobs within NSW government departments and agencies

<http://www.jobs.nsw.gov.au/>

Jobs within other state government departments and agencies

Victoria - <http://www.careers.vic.gov.au/>

Queensland - <http://jobs.qld.gov.au/>

Western Australia - <http://www.jobs.wa.gov.au/>

South Australia - <http://www.vacancies.sa.gov.au/asp/public/Home.aspx>

Northern Territory - <http://notes.nt.gov.au/dcis/RMS.nsf/NTGEmploymentHome?OpenForm>

Tasmania - <http://www.jobs.tas.gov.au/>

Private sector positions

Natural Resource Management Jobs - <http://search.emailmedia.com.au/hrmjjobs.php>

EnviroJobs - <http://www.envirojobs.com.au/>

SEEK - <http://www.seek.com.au/>

Job Search Australia - <http://jobsearch.gov.au/default.aspx>

Unit Schedule

Lecture and Tutorial Schedule

Week	Week Start	Theme	Lecture material	Tutorial (Day)	Assessment (Day)
1	31-Jul	Introduction to the course and you	Course intro / Knowing who you are	No tutorial	
2	7-Aug	The sum of all your parts = money in the bank	Job search strategies / Networking	T1: Presentation skills / Cover letter / CV exercise	
3	13-Aug	Future pathways	STEM Careers Day	T2: Interview presentations	A1: Interview presentation
4	21-Aug	Presentations to order	Interview skills / Medicine	T3: Interview practice	
5	28-Aug	Selling ideas	Sound bytes workshop	T4: Sound bytes workshop (cont)	A2.1: Portfolio
6	4-Sep	Team environment	Guest Lecturer/ Professional Australia / Working in a team	T5: Boardroom 1 / Team work / Problem solving	
7	11-Sep	Selling yourself	Job interviews	T6: Job interviews	A2.2: Job interviews / A3.1: Storyboard and rationale
Uni Break	18-Sep to 1-Oct				
8	2-Oct	Selling ideas	Grants and grant writing	T7: Boardroom 2 / Modelling data from hypotheses or expectations	
9	9-Oct	Engaging community	Outreach / Science communication / Guest lecturer / Guest lecturer	T8: Grant writing exercises	A3.2: Vlog
10	16-Oct	Ethics	Ethical considerations in the workplace / Guest lecturer	T9: Pre-submission pitch	A4.1: Pre-submission pitch

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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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.

Plagiarism

The university has strict guidelines regarding plagiarism please see the policy above. Any student deemed to have plagiarised will need to address the discipline committee. If the student is deemed to have a case to answer for, at minimum, the student will have marks deducted at worse students run the risk of expulsion from the university. Please avoid the temptation. Plagiarism is a career killer and not only influences your own reputation but that of the institution and/or workplace that you represent. Avoid lending your work to anyone and do not copy and paste sections into your assignment with the aim of just rewording.

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

- Evaluate strategies for transitioning from university to the workforce and apply learning's to prepare an effective job search strategy and create a competitive portfolio.
- Assess effective communication strategies for the workplace and apply key understandings to delivering biological information to both scientific and lay audiences using a variety of oral and written approaches.
- Appraise strategies for working effectively both as an individual and as part of a team, with knowledge of ethical principles and professional conduct.
- Unite skills gained throughout program of study to devise creative strategies to sell ideas for promoting scientific-based goals through a variety of media

Assessment tasks

- Portfolio
- Selling ideas
- Research and Outreach Proposal

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

- Evaluate strategies for transitioning from university to the workforce and apply learning's to prepare an effective job search strategy and create a competitive portfolio.
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Assessment tasks

- Portfolio
- Job Interview
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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

- Assess effective communication strategies for the workplace and apply key understandings to delivering biological information to both scientific and lay audiences using a variety of oral and written approaches.
- Unite skills gained throughout program of study to devise creative strategies to sell ideas for promoting scientific-based goals through a variety of media

Assessment tasks

- Selling ideas
- Research and Outreach Proposal

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

- Reflect and articulate key learning's and skills gained throughout program of study
- Appraise work ready soft skills and apply to key activities that will help to maximise a graduate's contribution to their chosen field of work and to build positive workplace experience.

Assessment tasks

- Individual presentation
- Portfolio
- Job Interview
- Research and Outreach Proposal

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

- Reflect and articulate key learning's and skills gained throughout program of study
- Evaluate strategies for transitioning from university to the workforce and apply learning's to prepare an effective job search strategy and create a competitive portfolio.
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Assessment tasks

- Portfolio
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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

- Appraise work ready soft skills and apply to key activities that will help to maximise a graduate's contribution to their chosen field of work and to build positive workplace experience.
- Appraise strategies for working effectively both as an individual and as part of a team, with knowledge of ethical principles and professional conduct.
- Unite skills gained throughout program of study to devise creative strategies to sell ideas for promoting scientific-based goals through a variety of media

Assessment tasks

- Individual presentation
- Research and Outreach Proposal

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

- Reflect and articulate key learning's and skills gained throughout program of study
- Evaluate strategies for transitioning from university to the workforce and apply learning's

to prepare an effective job search strategy and create a competitive portfolio.

- Appraise work ready soft skills and apply to key activities that will help to maximise a graduate's contribution to their chosen field of work and to build positive workplace experience.
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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

- Appraise work ready soft skills and apply to key activities that will help to maximise a graduate's contribution to their chosen field of work and to build positive workplace experience.
- Assess effective communication strategies for the workplace and apply key understandings to delivering biological information to both scientific and lay audiences using a variety of oral and written approaches.
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Assessment tasks

- Selling ideas
- Research and Outreach Proposal

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

- Appraise work ready soft skills and apply to key activities that will help to maximise a graduate's contribution to their chosen field of work and to build positive workplace experience.
- Appraise strategies for working effectively both as an individual and as part of a team, with knowledge of ethical principles and professional conduct.
- Unite skills gained throughout program of study to devise creative strategies to sell ideas for promoting scientific-based goals through a variety of media

Assessment tasks

- Selling ideas
- Research and Outreach Proposal