



ENVS707

Environmental Measurement and Analysis

S2 Fieldwork 2017

Dept of Environmental Sciences

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General Information

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This is an eight-day field unit which provides an integrated view of environmental issues - usually three physical parameters (typically: water quality; geomorphology; aquatic ecology) and two social parameters (typically: a survey of social attitudes; integrative management) of a particular region and the methods that might be used to assess and manage them. Students divide into teams and take part in each activity in the field (in 'field groups') and analyse the results (in team 'data groups'). Each student then completes a comprehensive report on the results. The region studied will normally be outside the Sydney metropolitan area (in the last few years the area chosen has been the Jervis Bay region on the New South Wales south coast). Note: There is an additional cost to cover accommodation during the field trip. Transport is not provided, but car-pooling will be arranged.

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:

- Design a field data collection program to address an environmental issue(s)
- Describe and select appropriate field survey and data collection methods
- Collect, analyse, link and evaluate different data sets and inter-disciplinary perspectives related to a broadly defined environmental problem
- Identify and assess the implications of the data sets for management policies
- Develop skills in effective teamwork and communication of results
- Develop skills in professional report writing

Assessment Tasks

Name	Weighting	Hurdle	Due
Mind-map	5%	No	Wed 30 Aug 2017, 9 am
Field Group Participation	15%	No	Fri 29 Sept 2017
Data Group Presentation	30%	No	Fri 29 Sept 2017
Individual Report	50%	No	Mon 30 Oct 2017, 9 am

Mind-map

Due: **Wed 30 Aug 2017, 9 am**

Weighting: **5%**

At the first workshop, students will be organised into Data Groups to work on the data analysis for one of the 5 field trip themes. The first assessment requires each student to develop a mind-map for their field theme based on the background readings and their own literature search. The mind-map should be a 1-page visual representation of the issues and concepts relating to that theme (hand-drawn is ok). The mind-map will be used as the basis for discussion at the second workshop.

On successful completion you will be able to:

- Design a field data collection program to address an environmental issue(s)
- Collect, analyse, link and evaluate different data sets and inter-disciplinary perspectives

related to a broadly defined environmental problem

- Identify and assess the implications of the data sets for management policies

Field Group Participation

Due: **Fri 29 Sept 2017**

Weighting: **15%**

On each day of the field trip, students will work in Field Groups to undertake the data collection for each of the field themes. Staff members will assess the performance of each Field Group and award a mark, which will be collated to derive a mean mark for each group. The group mark will be converted to an individual mark by using a student peer review process facilitated through the SPARKPLUS software. The peer review will assess each group members' contribution to the data collection, as well as their teamwork skills in the field.

On successful completion you will be able to:

- Describe and select appropriate field survey and data collection methods
- Develop skills in effective teamwork and communication of results

Data Group Presentation

Due: **Fri 29 Sept 2017**

Weighting: **30%**

On the last day of the field trip, each Data Group will give a 20 min presentation (plus 10 mins questions) of their aims, methods, results and implications. Staff members will assess the presentations to derive a mean mark for each Data Group. The group presentation mark will then be converted to an individual mark by using a student peer review process facilitated through the SPARKPLUS software. The peer review will assess each group members' contribution to the data design and analysis, as well as their teamwork skills before and during the field trip.

On successful completion you will be able to:

- Design a field data collection program to address an environmental issue(s)
- Describe and select appropriate field survey and data collection methods
- Collect, analyse, link and evaluate different data sets and inter-disciplinary perspectives related to a broadly defined environmental problem
- Identify and assess the implications of the data sets for management policies
- Develop skills in effective teamwork and communication of results

Individual Report

Due: **Mon 30 Oct 2017, 9 am**

Weighting: **50%**

The individual report is a major component of the unit assessment. The report enables students

to draw together different sources of information, including reports, policies, legislation, plus their own data collected during the field trip, to provide a synthesis of the environmental management challenges at Jervis Bay. It also enables students to develop and refine their professional report-writing skills.

The task is to write a comprehensive and integrated report on the management challenges and effectiveness of policy and practice in coastal zone management in the Jervis Bay area, including recommendations for future management. Students can focus their report on the 2 or 3 management challenges at Jervis Bay that interest them the most.

On successful completion you will be able to:

- Collect, analyse, link and evaluate different data sets and inter-disciplinary perspectives related to a broadly defined environmental problem
- Identify and assess the implications of the data sets for management policies
- Develop skills in professional report writing

Delivery and Resources

Overview

This unit comprises of two (2) compulsory on-campus workshops and a compulsory 8-day field trip to the Jervis Bay area on the south coast of NSW (note, there is no formal examination for this unit).

The Jervis Bay region is an area that is facing many of the environmental problems and issues that are common to coastal regions outside the major metropolitan areas. This includes the impacts of future population growth in the region and predicted sea level rise due to climate change. The work that we will do during the field trip will contribute to the understanding of these problems and the development of management protocols. Students will gain experience in field data collection in a range of discipline areas and will learn how to integrate those data sets to provide meaningful contributions to management decisions by Government authorities and community groups.

The two on-campus workshops are designed to prepare students for the field trip, as well as the assessment tasks. Hence these workshops are critical to the unit and to ensuring an enjoyable and productive field trip.

Much of the work done in this unit is undertaken in groups. At Workshop 1, each student will be assigned to two different groups: 1. Field Group (or day group), and 2. Data Group (or evening group). All the field data collection will be carried out by the Field Groups who will rotate around the different activities each day. While the drawing together and reporting on the data collected for each field theme will be carried out by the Data Groups. Each Data Group will be made up of two or three people drawn from each Field Group. This will allow a mix of experiences and perspectives to be brought to the Data Groups, as well as representation from each Data Group to ensure that the field data is collected appropriately.

During the field trip, data collection and analysis will be undertaken over five days, covering the

following five field themes:

1. Terrestrial ecology
2. Water quality
3. Social analysis
4. Aquatic ecology
5. Coastal geomorphology

A staff member will be responsible for each of the field themes. Their role is two-fold: i) to guide the Data Groups in their development of the data collection methods and analysis, and ii) to guide the Field Groups in the use of field equipment and surveys to collect the field data each day.

Workshop 1 - Saturday 19 August 2017, 9 am - ~3 pm

The first workshop will be held at the end of Week 3 in room C5A229. The aims of the workshop are to:

1. Provide an overview of the unit and field trip
2. Organise students into Field and Data Groups
3. Become familiar with the coastal zone management challenges at Jervis Bay
4. Discuss the role of environmental policy and management implications
5. Understand the components and structure of an environmental report, compared to other styles of academic writing

Workshop 2 - Saturday 2 September 2017, 9 am - ~3 pm

The second workshop will be held at end of Week 5 in room C5A229, and in this workshop, students will spend the day working in their Data Groups. The workshop will include discussions and activities depending on the theme, with the aim for each group to have a well thought-out plan and materials (e.g. data sheets) prior to the field trip. Previous years' data will be available to use as examples where possible.

Field trip - Saturday 23 to Saturday 30 September 2017

Organisation:

The field trip will commence at 2:00pm on Saturday 23 September, at the Huskisson Beach Tourist Resort (caravan park) and will finish at 10 am on Saturday 30 September. Details on the location, what to bring, etc will be provided in Workshop 1.

Working in Groups:

Data Groups will meet in the evenings of the field trip to bring together the material collected each day. On the last full day of the field trip (i.e. Fri 29 September), each Data Group will give a brief presentation of their findings from the weeks work. In addition to the presentation, each group also needs to provide a comprehensive dataset for other students to use in their Individual Reports, as well as for archiving.

Field Groups will need to meet at the conference center in the caravan park each morning, ready to leave at 8 am unless otherwise advised. We will aim to return from the field at approximately 3-4 pm each day, or earlier to continue with data collection if needed e.g. plant identification, water quality measurements.

Transport:

Students need to make their own arrangements for transport to and from Huskisson and during the field trip. To assist, a car pool will be initiated at the workshops.

Accommodation:

Cabin accommodation has been organised for the group at the Huskisson Beach Tourist Resort. See: <https://huskissonbeach.holidayhaven.com.au/> It is expected that students will share with 2 or 3 others (max of 4-share, but more likely 3-share per cabin depending on the bed configuration; we will ensure that every student has their own bed). The cabins are self-contained with kitchen facilities, ensuites, and single beds, double beds and/or bunks. All linen and towels are provided. The resort also has BBQ's, a pool, tennis court and is located on the beach front of Jervis Bay.

Meals:

Students must self-cater all meals for the week. This includes taking a packed lunch, adequate water and snacks into the field each day. Since students are required to work on their data analysis in the evenings, it is recommended that meals are planned around this accordingly. For example, an idea would be to form small groups of 4 or so, where one person takes turns cooking each night for the other three who use the time to work on the data analysis. On the last night after the presentations, we will head to the Husky Pub for dinner. The main street of Huskisson, which is a short walk from the caravan park, has a supermarket, restaurants, cafes, the Husky Pub and an RSL.

Field trip costs:

The cost of the field trip is not included in the course fees, however all attempts have been made to keep these to a minimum. Additional costs that will need to be paid by each student include

accommodation, meals and transport. Payment for accommodation (7 nights) will need to be made to the University Cashier prior to the commencement of the field trip. The indicative cost for this year is \$340 per person, but this will be finalised after the first workshop depending on student numbers and sharing arrangements. Meals and transport are at own cost.

Essentials for field work:

Each student will need to ensure that they are equipped with the following essentials for the field trip:

- Adequate food each day in the field (i.e. packed lunch)
- Adequate water each day in the field (minimum 1 ltr)
- Rain jacket
- Clothing appropriate for the weather, season and field task (e.g. warm jumper, long-sleeved shirt for sun protection)
 - Presentable street wear that is suitable to approach members of the public for interviews is also required for the social analysis component
 - Cargo pants and shirts with pockets are recommended for the terrestrial ecology component
- Hat, sunglasses and sunscreen
- Closed shoes or boots (old sneakers are useful for the aquatic ecology component)
- Field book, clipboard, writing materials and camera
- Laptop and writing materials for working on the data analysis

All field measurement-related equipment will be supplied.

Unit Schedule

Week	Date	Component
1-3	-	Required readings in preparation for Workshop 1
3	Sat 19 Aug	Workshop 1: Overview of the unit and field trip, coastal zone management challenges, role of environmental policy and management implications, writing an environmental report
4-5	-	Required readings and completion of Assessment 1 in preparation for Workshop 2 Mind-map due (5 %): Wed 30 Aug, 9 am
5	Sat 2 Sept	Workshop 2: Field trip preparation in Data Groups
Break	Sat 23 – 30 Sept	Field trip to Jervis Bay Presentations and Peer Review due (30 % + 15 %): Fri 29 Sept

8-11	-	Post-field trip online forum – informal discussion of the management challenges and any other report writing issues
12	-	Submission of the individual report and unit feedback Individual Report due (50 %): Mon 30 Oct, 9 am

*Workshops: C5A229; 9 am to ~ 3 pm

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (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.

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Design a field data collection program to address an environmental issue(s)
- Describe and select appropriate field survey and data collection methods
- Collect, analyse, link and evaluate different data sets and inter-disciplinary perspectives related to a broadly defined environmental problem

Assessment tasks

- Mind-map
- Field Group Participation
- Data Group Presentation
- Individual Report

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of

knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Design a field data collection program to address an environmental issue(s)
- Describe and select appropriate field survey and data collection methods

Assessment tasks

- Mind-map
- Field Group Participation
- Data Group Presentation

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Collect, analyse, link and evaluate different data sets and inter-disciplinary perspectives related to a broadly defined environmental problem
- Identify and assess the implications of the data sets for management policies
- Develop skills in professional report writing

Assessment tasks

- Mind-map
- Data Group Presentation
- Individual Report

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Design a field data collection program to address an environmental issue(s)
- Describe and select appropriate field survey and data collection methods
- Collect, analyse, link and evaluate different data sets and inter-disciplinary perspectives related to a broadly defined environmental problem
- Develop skills in effective teamwork and communication of results

Assessment tasks

- Mind-map
- Field Group Participation
- Data Group Presentation
- Individual Report

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Develop skills in effective teamwork and communication of results
- Develop skills in professional report writing

Assessment tasks

- Field Group Participation
- Data Group Presentation
- Individual Report

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcome

- Identify and assess the implications of the data sets for management policies

Assessment tasks

- Mind-map
- Data Group Presentation
- Individual Report

Assessment Submission and Marking

Assessment submission

This unit uses electronic submission and marking. The required format and mode of submission is as follows. Note that there is no requirement to submit a hard copy as well, unless specified. Further details on how to use Turnitin will be provided separately.

Assessment	Submission Format
Mind-Map	An electronic copy of the mind-map must be submitted through Turnitin - see iLearn for the relevant Assessment link. Students should bring a hard-copy to Workshop 2 as well.
Data Group Presentations	Each Data Group must submit an electronic copy of their presentation and data to the Convenor on the last day of the field trip.
Field and Data Group Peer Review	Each student must complete the peer-review of the members of their Data Group and Field Group using the SPARKPLUS software - see iLearn for login details and instructions on how to use SPARKPLUS.
Individual Report	The Individual Report must be submitted through Turnitin - see iLearn for the relevant Assessment link.

General assessment criteria

The general assessment criteria that is used to examine the overall attainment of knowledge, skills and abilities includes the following, where the level of achievement is expected to be at the standard of a post-graduate student in each of the criteria.

- Students are able to **complete the assessments as instructed**, including answering the question that is asked and staying within the specified word limit.
- Students can **demonstrate knowledge and research skills** by engaging in the subject matter and developing an understanding of the topic through literature and data searches.
- Students are able to **demonstrate independent and in-depth thinking** through discussion that places the topic in the broader context and through developing new ideas.
- Students are able to **demonstrate good planning and structure written (and verbal) work** to convey ideas clearly and logically.

- Students will **submit work that is presented in a professional manner**, including correct grammar and spelling, correct use of professional terminology as appropriate, and correct use of SI units, abbreviations and acronyms.
- Students are able to **use figures and tables to summarise or present information and data effectively**, with reference to these in the text. Informative figure captions and table headers are included and positioned accordingly, with the source of each provided where relevant.
- Students are able to **demonstrate effective communication** by conveying their message clearly and concisely using written and verbal formats.
- Students are able to **work individually and in teams**.

Assessment marking and grades

Grading forms will be used to mark each assessment. These will be provided on iLearn along with further instructions on the assessments. Feedback will also come in the form of written comments.

In the case of Group assessments, all members of the group will initially receive the same mark, but these will be moderated based on the peer review to provide a fairer representation of contribution towards the group task.

Evaluation of assessment grades will be based on the Macquarie University scale: High Distinction (HD, 85-100 %), Distinction (D, 75-84 %), Credit (Cr, 65-74 %), Pass (P, 50-64 %) and Fail (Fail, 0-49 %). Grades may be further refined by use of a “+” or “-” to indicate work towards the top or the bottom of each grade’s band of marks.

If you experience difficulty achieving a good standard in your written work, please let the convenor know ASAP. The University offers a variety of remedial writing courses and sources of advice that may help you. We emphasise the necessity for clear writing and its importance in your performance assessment.

Academic Honesty

In completing and submitting the Assessments, students must be aware of, and adhere to, the University policy on Academic Honesty, which can be accessed here: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

The University implements the Academic Honesty Policy for **all** pieces of academic work by using a number of systems and checks, including:

- Copy detection software such as Turnitin
- Random sampling of assessment items to check for similarities
- Comparing student performance across a number of tasks

- Requiring students to defend submitted work e.g. oral exams or presentations

The penalties, where a person has been proven to have breached the policy (or any of its related procedures), are outlined here: http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html

Each student is responsible for their own work and for reporting suspected breaches to the convenor or Head of Department together with all relevant materials or evidence of the basis of the allegation.

Penalties for late assessments and extension requests

All assessments must be completed and submitted, on time and in full, in order to receive a minimum pass grade.

Penalties for late written assessments will be a minimum of 10% per day (including weekend days) or part thereof. These deadlines and penalties **will** be imposed. Allowing some students to hand assessments in late is unfair to those who meet the deadlines.

The deadlines for assessments are not negotiable except in the circumstances outlined below. Please take note of the DAYS at which work is due and let the Convenor know of problems in advance or as soon as possible, not after the event: they are likely to be much more sympathetic and flexible if you follow this advice.

The University has a Disruption to Studies Policy, which can be accessed here: http://mq.edu.au/policy/docs/disruption_studies/policy.html

In accordance with the Policy, students that experience a disruption to studies which is serious, unavoidable and greater than 3 days as per the Policy guidelines, and wish to request an assessment extension on these grounds, must submit a formal application for special consideration to the Science Faculty. <http://science.mq.edu.au/current-students/postgraduate-students/>

If a student experiences a disruption to studies that is unavoidable, but not serious and is of 3 days or less in duration, they can apply for special consideration to the convenor under the following conditions:

- Personal illness or illness of a child – If an assessment is submitted after the due date, a medical certificate or a letter with appropriate supporting documents outlining the extenuating circumstances must be provided that covers the day that the assessment was due, and/or the days preceding.
- Work commitments - Work commitments will not be viewed as grounds for an extension unless your work commitment requires you to be away from home for at least 1 overnight or requires you to be at work for longer than 12 hours per day, e.g. field work or inter-state meetings.
- Other family commitments or emergencies - If you have other commitments that take you

away from study you should plan for these in advance as part of an effective individual study plan. Extensions will only be considered if your ability to submit an assessment on time was caused by an unexpected event where you can demonstrate: that the event was not foreseeable or predictable and that the event substantially impacted upon your ability to complete the Assessment Task and that there was alternative option available.

The number of days of disruption and the timing of disruption will be taken into considered in determining whether special consideration should be granted or not. The ultimate grounds for the decision will be whether the disruption was unavoidable and fairness with respect to other students.

Field Trip Work, Health and Safety

The safety of you and those around you is our highest priority. Consequently, ALL participants in fieldwork activities are obliged to work and behave appropriately in the field, and to take care to protect their own health, safety and welfare and that of fellow fieldwork participants. You are required to follow instructions from the Fieldwork Leader at all times.

Prior to the fieldwork, each student must complete the Field Friendly registration (link to be provided). In the registration, you must let the Fieldwork Leader know of any allergies, special dietary requirements or medical considerations that may affect your ability to participate in fieldwork. You will need to complete a declaration of a known medical condition form, outlining a treatment plan for your condition. Details of your responsible next of kin must also be provided in case of emergencies.

You are required to wear and carry clothing and footwear as appropriate to the fieldwork situation. Your Fieldwork Leader will advise you as to what these are prior to the fieldtrip. Irrespective of the activity, footwear must be worn. For terrestrial fieldwork, ankle to knee protection must be worn either in the form of either long trousers or gaiters. For marine fieldwork, appropriate clothing to protect against sunburn and exposure should be worn. For all fieldwork activities, a hat, sunscreen, insect repellent and items to protect against unexpected weather changes, such as rain & cold, are strongly recommended. The Fieldwork Leader reserves the right to exclude anyone that is ill-equipped from the activity.

If you are taking any medication, please ensure that you take sufficient supplies with you on the field trip. The University's staff are unable, by law, to provide this to you. This includes pain relief, such as panadol or nurofen, cold and flu medication and anti-histamines for allergies.

If you need to leave the field location for any reason prior to completion of the scheduled activities, you must first inform the Fieldwork Leader. In the event of illness or injury, please let the Fieldwork Leader know immediately. All injury's or incidents must be reported via the on-line reporting system: <http://www.ohs.mq.edu.au/form5a.php>

Alcohol is a significant contributing factor in many incidents and acts of prejudicial conduct. Alcohol must not be consumed when undertaking fieldwork activities or when using a motor vehicle/machinery. After-hours consumption of alcohol is at the discretion of the Fieldwork Leader. Anyone acting irresponsibly or in any way deemed to be a danger to themselves or

others by the Fieldwork Leader will be required to leave the field trip, return to Sydney at their own expense and report to the Head of Department. The consequences of this may include exclusion from the Unit of study or your Degree program.

For more information, contact:

Russell Field

Fieldwork Manager (Dept of Environmental Sciences)

Macquarie University NSW 2109.

(W) 98508341

Requirements to Complete this Unit Successfully

Compulsory attendance and assessment submission

In order to successfully complete this unit and receive a minimum Pass grade, students must:

1. Attend and participate in the two workshops;
2. Attend and participate in all days of the field trip;
3. Submit all assessments;
4. Meet the minimum level of achievement expected of a postgraduate student, as outlined in the General Assessment Criteria.

Non-attendance at the field trip for any reason other than those outlined in the Disruption to Studies Policy will result in an automatic fail.

Workload requirements

The workload for units at Macquarie University is based on a minimum of 3 hours per credit point per week to receive a Pass grade (including 13 x weeks of semester and 2 x weeks of mid-semester break). For this unit, this means that you are expected to spend a total of around 150 hours on course learning activities. This includes 8 days during the field trip.

A guide of the hours required to receive a Pass grade is outlined below. However, keep in mind that grades are awarded based on a demonstration of knowledge, skills and abilities not on effort! Approximately 10 % of the course is class-room based, ~50 % is field-based and the remaining 40 % is for individual study, primarily to complete the assessments and undertake further reading related to the unit.

Activity	Hours per semester	Percentage allocation
Workshops 1 and 2	12	8 %

Field trip to Jervis Bay	78	52 %
Completion of assessments and additional reading	60	40 %
TOTAL	150	100 %

Unit Grading

In this unit, it is expected that your assessments will be of a very high quality and will demonstrate comprehension of course content including knowledge, skills and abilities which are at the standard of a postgraduate level. Grades for the unit as a whole will be awarded according to the Macquarie University Assessment Policy Schedule 1, as outlined below.

ASSESSMENT GRADES AND STATUS

GRADE	RANGE	STATUS ('Standard Grade' in AMIS)	DESCRIPTION
HD	85-100	Pass	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the program.
D	75-84	Pass	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality or creativity in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the program and the audience.
CR	65-74	Pass	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the program.
P	50-64	Pass	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the program; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the program. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
F	0-49	Fail	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the program.

Unit Homepage

This unit has a home page that can be accessed through the Macquarie University online facility (ilearn.mq.edu.au). It contains the usual discussion page, mail page and lecture notes page. As the semester progresses, it will be used to circulate data and other materials related to the course, field trips and assessments.