



ENVS844

Sustainability Consultancy Work Practice

S1 Evening 2018

Dept of Environmental Sciences

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	16
<u>Unit Schedule</u>	18
<u>Learning and Teaching Activities</u>	21
<u>Policies and Procedures</u>	21
<u>Graduate Capabilities</u>	23
<u>Changes from Previous Offering</u>	30

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Wendy Goldstein

wendy.goldstein@mq.edu.au

Contact via wendy.goldstein@mq.edu.au

E8A 372

Open: By appointment

Lecturer

Richard Horsfield

horsfield@exemail.com.au

Contact via 98072219

Home

By appointment before 9pm

Imogen da Silva

imogen.dasilva@mq.edu.au

Credit points

4

Prerequisites

(32cp at 800 level and admission to MEnv or MSusDev or MEnvEd or MEnvMgt or MEnvStud or MEnvPlan or MPlan) or (16cp at 800 level and (admission to MSc or admission to MSusDev prior to 2015))

Corequisites

Co-badged status

Unit description

This unit provides students the opportunity to bring together what they have learned in other units through working in small teams to undertake environmental and sustainability consultancy projects for real clients. The real-life problems requested by clients are chosen to represent typical situations likely to confront graduates from our programs. The final report of each group will be expected to be of a high quality and equivalent to a consultant's report to a client. Students will learn to define and scope a project, understand the context, prepare a project proposal for a client, work with colleagues to complete the project, prepare a written report for the client, and present the group's findings in person to the client. The unit is of value to students in environmental management, environmental planning, sustainable and sustainable development.

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:

Demonstrate an ability to respond effectively to a client's project brief with a clearly defined and manageable project proposal with a notional project business plan and budget.

Demonstrate an ability to cooperatively organise an environmental/ sustainability reporting project including 1) allocating tasks among team members; 2) setting an appropriate work program to meet deadlines; 3) Identifying the resources necessary for completion.

Prepare a Context Report that shows an understanding of how the project relates to the client's organisational context and critically evaluates external initiatives and their relevance to the project

Professionally and responsibly carry out allocated tasks at all stages to develop the environmental/ sustainability report (proposal, context report and final report) so that the individual contributions can be integrated into the final project report and presentation for the client.

Prepare a professional quality written environmental/sustainability consultancy report relevant to the client's situation and specifications.

Prepare and present a professional quality oral and visual presentation to the client and respond effectively to the client's questions.

Able to track "chargeable time" through the maintenance of a log book.

Exhibit self awareness of strengths and weaknesses and an ability for critical reflection on your practice as a consultant leading to action steps to improve performance

General Assessment Information

The final output of this unit is a report to a client according to their specifications.

As this report is provided to an external client to the University or the Department of Environmental Sciences, it must reflect a high professional standard of work as its quality has bearing on the reputation of the University and the Department of Environmental Sciences.

As this unit is undertaken near the conclusion of the degree, it is expected that the report shows mastery of environmental management, sustainability or planning concepts.

The draft final report is marked and most probably will be returned with comments about how it

can be improved, if it is not of a high enough standard. The students are given one more chance to adapt the report according to feedback to meet a passing grade.

A consultancy report is NOT like a university essay. It is written provide the most succinct analysis of the issues that are relevant to the client. The following elements are essential to the final report

1. The presentation of the report is with a professional Cover /Title page; an Executive Summary; and Contents page
2. The style of writing is not academic. It is written for an educated person, and avoids where possible jargon, acronyms and opts for simple clear writing.
3. The report is framed in a way that responds to the clients questions and makes the case (and provides evidence) as to why you have come to certain recommendations.
4. Citations in the normal academic writing are NOT recommended in the text. Rather add footnotes with the source of the information. List all references in a reference list in alphabetical order at the end of the document (and before the appendices).

LOGBOOK

An electronic version of a logbook is available on the ilearn site. **Each student in each group is required to maintain this as a diary of work carried out and record of the "chargeable" time** (excluding travelling time) for each task. Keep details of the components of the report that you have prepared in the log book - that is make entries specific.

The logbook approach allows you to appreciate a fuller simulation of the work of a consultancy team that really has to track the chargeable time for each task to enable accurate invoicing and personnel payments.

The time is indicative of the quality of excellence you should be pursuing in all aspects of the unit and in particular in the final written report and presentation to the client for whom your group is doing the project.

Group/ Teamwork: The logbook allows students in the team to deal with what might be perceived as an unbalanced group participation. The logbooks give students the opportunity to ensure all group members are contributing as planned. To be meaningful, therefore, the logbooks will need to be submitted during the semester and **shared with other members of the group and be as specific and detailed as possible about what work is done. They will be used to assess individual contributions to the project.**

The important issues with regard to the logbook are whether or not the other members of the group agree or disagree with the times recorded and are satisfied that the effort from each member is fair. Unsatisfactory work contributions can occur in a real-life consulting practice and the issues can only be resolved by decisive action on the part of those adversely affected. These considerations inform the peer review throughout the unit

Where members of a group are not satisfied with the effort of another group member, they must act immediately. There is no point in waiting. First try to resolve the issue among the group members. Individual contributions to the team effort will be assessed by peer

review by group members. The logbook is a detailed list of what you have done and the time spent. The log book is shared with your peers.

Alternatively, if there is a desire to avoid immediate confrontation within the group, the matter can be brought to the attention of the unit convenor by any member of the group. In regard to the latter course of action, however, it needs to be appreciated that no meaningful action can be effected if the group member in question is not faced with the issue- that is address the issue internally first and look to ways to maximise the strengths of each group member.

The other value of the log book is that it enables you to assess the real time each section of the work took, so that when preparing future budgets you have a more realistic appreciation of where time is spent. You use the logbook to assist in your reflections on practice.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Assignment 1</u>	10%	No	19th March
<u>Assignment 2 Context Report</u>	15%	No	9th April
<u>Assignment 3a</u>	50%	No	28th May
<u>Assignment 3b</u>	15%	Yes	Week beginning 18th June
<u>4. Reflection on Practice</u>	10%	No	Wednesday, 28th June

Assignment 1

Due: **19th March**

Weighting: **10%**

PROJECT PROPOSAL

The first class session will cover some of the principles of preparing and responding to a client's project brief so that you can prepare a **Project Proposal**. The meetings with the client during the second week of semester will enable each group to define and scope the consultancy project. Your team then prepares a project proposal to the client and for submission to the unit convenor.

Each team member needs to demonstrate their contribution to the proposal.

The project proposal must have at least the following features included *within* the page limit of 2000 words or approximately 5 pages.

- Introduction on the context for the project
- Objectives: A clear statement of the project objectives.
- Methods: A clear statement of the way in which the group intends to carry out the project.
- Milestones: A work plan showing the milestones to be achieved during the project.

- Deliverables: A summary of the outputs to be delivered to the client.
- Budget: A notional Business Plan and schedule of putative progress payments. These should be linked to the milestones
- Summary of the team members' expertise

You will be assessed on the project proposal in the following ways:

1. a group mark for the quality of the overall proposal
2. individual mark for your contribution to the project proposal.

The evidence for individual contributions will be assessed from the log book

Each group will be required to give a 15-minute presentation of its Project Proposal to the class. The purposes of this are to:

a) provide initial practice in presentation skills to prepare for the final presentations to each group's client at the end of the unit, and

b) to receive feedback from other groups on the communication and feasibility of the project..

This will not be marked though feedback given.

The marking criteria and weights for the Project proposal as a GROUP effort are set out in the table below:

professional presentation of project proposal 0.5

Clear statement of the project objectives

0.5

Clear statement of the way in which the group intends to carry out the project

2

Work plan showing the milestones to be achieved during the project

1

Summary of the outputs to be delivered to the client

0.5

Notional business plan and schedule of putative progress payments

0.5

TOTAL

5

The marking criteria and weights for the Project proposal as an INDIVIDUAL effort are set out in the table below:

Informative Log Book entries; verified by team members

1

Peer review of individual's contribution

2

Quality of written contributions to the project proposal

2

TOTAL

5

On successful completion you will be able to:

- Demonstrate an ability to respond effectively to a client's project brief with a clearly defined and manageable project proposal with a notional project business plan and budget.
- Demonstrate an ability to cooperatively organise an environmental/ sustainability reporting project including 1) allocating tasks among team members; 2) setting an appropriate work program to meet deadlines; 3) Identifying the resources necessary for completion.
- Professionally and responsibly carry out allocated tasks at all stages to develop the environmental/ sustainability report (proposal, context report and final report) so that the individual contributions can be integrated into the final project report and presentation for the client.
- Able to track "chargeable time" through the maintenance of a log book.

Assignment 2 Context Report

Due: **9th April**

Weighting: **15%**

CONTEXT REPORT

Assignment 2 marks are divided 50:50 for group work and an individual component

The requirements are to provide

1. A **Context Report** of about 3000 words written as a **group effort**. **The context report is not sent to the client.**
2. **Submission of personal written contributions to the context report and log book**
3. **Group Presentation** of the context for the project (including internal and external contexts). *Each group will be required to give a 15-minute presentation of their context reviews to the class. Five minutes for questions will be available.*

This assignment is the first step in completing your group's project. The purpose of the context report is to explore and document the broader context of the issues and concerns of your client

around the project. The context report is to bring you "up to speed" in terms of what an experienced consultant would be able to understand from the brief, from their knowledge of the policy or legal context in which the organisation works, why the organisation wants this work done; where it fits, and what can be learnt from other projects.

This context has an **internal** and **external** component.

Internal context: You will be developing an understanding of the context in which the organisation works, its culture and the significance of the project to the future work of the organisation/ client. You will need to understand the regulatory or resource barriers, so that you can best collect information and formulate recommendations within the organisation's constraints.

External context: You also will want to look beyond the organisation to what is happening in other jurisdictions and countries to benchmark the current practice and to stimulate creativity or innovation.

The context report is where you can weigh up ideas or actions that you find from your research that might be of value to the client's project. In analysing the feasibility or suitability of ideas, you have to consider if they can be done under the client's mandate or regulations or resourcing.

The criteria for assessment of the GROUP prepared context report

Professionally written and presented context report 0.5

Clear and appropriate identification of the context for the project - within the client's organisation and beyond.

1.0

Contextual issues related to the client's business are analysed and evaluated.

1.5

Contextual issues related to best practice outside the client's organisation are analysed and evaluated.

1.5

Clear linkage from outside best practice to the needs of the client's organisation with respect to the project.

1.5

Quality and substance of the presentation to the class of the "Context Review Report".

1.5

TOTAL

7.5

The criteria for assessment of the INDIVIDUAL CONTRIBUTION to the Context report

Quality of Log Book entries and verified contribution by team members.

1.5

Peer assessment of contribution to the Group

1.5

Quality of contribution of material (relevant, well written) provided by the individual for the context report

1.5

Quality of analysis of material provided by the individual in relation to the client's organisation

1.5

Quality and substance of the individual contribution to the presentation to the class of the "Context Review Report".

1.5

TOTAL

7.5

On successful completion you will be able to:

- Demonstrate an ability to cooperatively organise an environmental/ sustainability reporting project including 1) allocating tasks among team members; 2) setting an appropriate work program to meet deadlines; 3) Identifying the resources necessary for completion.
- Prepare a Context Report that shows an understanding of how the project relates to the client's organisational context and critically evaluates external initiatives and their relevance to the project
- Professionally and responsibly carry out allocated tasks at all stages to develop the environmental/ sustainability report (proposal, context report and final report) so that the individual contributions can be integrated into the final project report and presentation for the client.
- Able to track "chargeable time" through the maintenance of a log book.

Assignment 3a

Due: **28th May**

Weighting: **50%**

The **Final Report** (Review draft) is submitted to the unit convenor and mentor for review and marking: **Note your marks are largely based on this submission, with some amelioration based on the quality of the final report.**

Essentially this is the final report that you intend to send to the client. The purpose of this review is to advise on the clarity of the report and its relevance to the client's expectations.

You will likely have to undertake further work based on feedback. This is required before it goes to the client, as poor reports cannot be submitted to external clients!

More information on the expectations for the final report are on the ilearn site.

Final Report Expectations

The project report must have at least the following features included within the page limit. Additional supporting material of a technical or other nature should be attached as Appendices to the report proper and bound with it.

The report should address all of the objectives determined in the project proposal, and the following format (and contents page) is suggested:

- Front cover
- **Executive Summary** - this encapsulates what? why? how? and the main findings and recommendations in 1-2 pages.
- **Introduction** - why this report
- **Objectives:** A statement of the project objectives.
- **Methods:** A description of the way in which the group carried out the project in relation to each objective
- **Findings:** A summary of the findings in relation to each of the objectives. Diagrams and Figures are recommended. Quantitative data (that does not identify people who may have been interviewed) should be provided where appropriate in an appendix or on a supplementary data storage.
- **Discussion:** In this section you discuss the findings. (You may present the discussions of different aspects after the findings on each, or reserve the discussion until after all of the findings have been set out).
- **Conclusions**
- **Recommendations:** Clearly defined recommendations to the client.(Note: these are included in the Executive Summary)
- **Appendices:** Here you provide additional material to substantiate the shorter more concise report.

NOTE: The report must be spell checked, well laid out, edited and in final form.

The marking criteria and weights for the Group's Final Report are set out in the table below:

Well presented professionally written report 1.0

Executive summary

2.0

Clear statement of the project objectives

0.5

Clear description of project context

2.5

Clear linkage from outside best practice to the needs of the client's organisation with respect to the project.

4

Clear presentation of the project findings

5

Conclusions based on findings

5

Useful recommendations for the client to act upon

5

TOTAL

25

The marking criteria and weights for the INDIVIDUAL COMPONENT of the Final Report are set out in the table below:

Peer Review of Quality of individual Contributions

2.5

Log Book verified by group members

2.5

Quality of written contributions (professional presentation, cogent concise writing, edited work/editing)

4

Contributions to making a clear linkage from outside best practice to the needs of the client's organisation with respect to the project.

3

Contributions to the clear presentation of the project findings

5

Contribution to Conclusions based on findings

4

Contribution of useful recommendations for the client to act upon

4

TOTAL

25

On successful completion you will be able to:

- Demonstrate an ability to cooperatively organise an environmental/ sustainability reporting project including 1) allocating tasks among team members; 2) setting an appropriate work program to meet deadlines; 3) Identifying the resources necessary for completion.
- Professionally and responsibly carry out allocated tasks at all stages to develop the environmental/ sustainability report (proposal, context report and final report) so that the individual contributions can be integrated into the final project report and presentation for the client.
- Prepare a professional quality written environmental/sustainability consultancy report relevant to the client's situation and specifications.
- Able to track "chargeable time" through the maintenance of a log book.

Assignment 3b

Due: **Week beginning 18th June**

Weighting: **15%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Group presentation to the client (assignment 3b)

Each group will be required to give a professional presentation of their main findings to the client at a time to be arranged.

The **GROUP presentation** will be assessed by the client to the value of 10 marks.

The convenor will provide an **individual mark** to the value of 5 marks for each individual contribution to the final presentation. .

The format for the session to present the final report will be:

- a 20-minute presentation by the group
- 10 minutes for questions and discussion with the client.

However the client might choose to ask questions during the presentation

The presentation may be extended to discuss the findings, recommendations and their implications.

Guidelines for the oral presentation of the report

- The group should plan to use PowerPoint slides and a data projector for the presentation.

The availability of the necessary equipment should be arranged with the client and / or the Environmental Sciences Department office prior to the presentation.

Guidelines for the presentation are provided on the ilearn site

The marking criteria and weights for the CLIENT to assess the Final Presentation are set out in the table below:

Professionalism of team

Project team well presented and suitably dressed

0.25

Project team introduced clearly and roles identified

0.25

Content of presentation

Clear statement of the project objectives

0.5

Clear description of project content

0,5

Clear description of the methods for the project

1

Clear presentation of the project findings

2.0

Conclusions based on findings

1.75

Useful recommendations for the client to act upon

1.75

Style of presentation

Well paced and completed in time

0.5

Quality of overheads/slides

0.5

Easily understandable

0.5

Manner and vocal quality

0.5

TOTAL

10

Individual Marks for Presentation

Professionalism of team

Project team well presented and suitably dressed

0.5

Content of presentation

Clear presentation of the project content

3

Ability to respond to questions from the client 0.5

Style of presentation

Easily understandable

0.5

Manner and vocal quality

0.5

TOTAL

5

On successful completion you will be able to:

- Demonstrate an ability to cooperatively organise an environmental/ sustainability reporting project including 1) allocating tasks among team members; 2) setting an appropriate work program to meet deadlines; 3) Identifying the resources necessary for completion.
- Professionally and responsibly carry out allocated tasks at all stages to develop the environmental/ sustainability report (proposal, context report and final report) so that the individual contributions can be integrated into the final project report and presentation for the client.
- Prepare and present a professional quality oral and visual presentation to the client and respond effectively to the client's questions.
- Able to track "chargeable time" through the maintenance of a log book.

4. Reflection on Practice

Due: **Wednesday, 28th June**

Weighting: **10%**

Professional Reflection on Practice

You will be expected to assess your input into the different components of the project, reflect on the issues you had and how effectively you used your time. The reflection is for approx 2 pages and includes aspects such as:

- the requirements to complete tasks
- lessons learned in undertaking the project in regard to professional disciplinary skills;
- lessons learned in regard to how the group work was managed and what has been learnt about the self in the group process and professional work.

NOTE: A word document template with prompts is made available for this task

Final log book

The final log book is submitted with the reflection on practice. Use the log book entries to reflect on ***the time spent on various activities and how and where you might have used your time more effectively.***

Time spent is indicative of the quality of excellence you should be pursuing in all aspects of the unit and in particular in the final written report and presentation to the client for whom your group is doing the project..

The other value of the log book is that it enables you to assess the real time each section of the

work took, so that when preparing future proposals and budgets you have a more realistic appreciation of where time is spent.

This INDIVIDUAL assessment criteria are:

Overall reflection on my experience in the unit

1 Client interaction 1

Asking for help / mentoring

1 Research methods 1

Doing a literature review / context report

1

Preparing the final report

1

Preparing the final presentation

1 Giving our presentation to the client 1

Ability to work in a team

1 Reflections on log book 1 TOTAL 10

On successful completion you will be able to:

- Able to track "chargeable time" through the maintenance of a log book.
- Exhibit self awareness of strengths and weaknesses and an ability for critical reflection on your practice as a consultant leading to action steps to improve performance

Delivery and Resources

Teaching and Learning Strategy

Each student group is responsible for the delivery of a Consultancy Report on an environmental/ planning or sustainability project for a client. The client may be either inside or outside the University.

The projects prepared by each client are an example of work practice - they are real projects- that the client wants done to advance their environmental or sustainability practice in one way or another.

Each student group must act like a real consultant in all of their relations with the client and in all activities undertaken on their behalf. The teaching and learning strategy includes:

- an introductory information session on the unit expectations and key considerations in undertaking a consultancy;
- self learning resources on handling group work, consultancy;
- regular group mentoring meetings on managing team processes, project management,

- and substantive components of the task with the convenor/ mentor;
- group interaction, dialogue and problem solving in a participative way;
- through class interaction, practice of presentations;
- learning to give and receive professional feedback from peers and mentors;
- reflection on your own professional practice;
- feedback from clients.

As students are involved in a real life situation it is valuable to keep a **reflective diary** to self assess performance in client and team interaction and to assist in writing the final professional reflection on experience. Some guidelines are set out below to help student groups in their relations with, and activities for their client organisation.

Relations with the client

- Whenever the group meets with the client, each member should be appropriately dressed (smart casual, jacket, tie) as becomes professional consultants; the client management team who meet with you will be similarly attired.
- In order to manage the client-consultant relation it is advised to schedule at least four formal contacts between the group and the client representative or representatives. These should be planned and agreed upon with the client at the first meeting.
 1. An initial meeting in the first week of semester to define and scope the project. The unit staff will have already met with all clients to do preliminary work towards this and will accompany each group at the first meeting to give advice as necessary.
 2. A progress meeting (or report without meeting) in about the sixth week of semester. At this point the group should indicate clearly to the client whether all planned outputs will be achieved and any necessary modifications to the contract put forward for agreement by both parties.
 3. A draft final report to the client representative before the end of semester and the formal presentation by the group to the client.
 4. A final meeting towards the last week of semester for the group to present their final report to the client.
- Some clients will only be prepared to commit to these four meetings, but others will welcome additional contact
- One of the first tasks for each group after the first meeting with the client will be to determine exactly what information they, as the consultants, will require from the client.

A consolidated list should be prepared and communicated to the client representative by the group leader no later than week 3 of semester. This sort of contact with the client should be limited to ONE group member whose responsibility it is to keep the rest of the group informed.

- The group should not treat the client organisation, or their representative(s), like another tutor or member of the university teaching staff. The client has 'contracted' the group to do the work and research necessary to complete the project. Your feedback sessions with the client are to see that you are on track to deliver what the client wants.

- In between the agreed formal meetings the group representative should provide a monthly e-mail update on progress - this too should be agreed at the first meeting.

In the course of their work the group may be made privy to commercially, or otherwise sensitive material, and there may be a requirement to sign a confidentiality clause. In any case all members of every group are to respect the confidentiality of information or knowledge they acquire from the client in the course of completing their contract with them.

- SOME PROJECTS MAY REQUIRE ETHICS APPROVAL e.g. to interview or survey the public. A unit general approval from the University Ethics Committee has been undertaken to cover this. If you are undertaking any interview or survey work, the group must undertake this work in accordance with the ethics agreement and be discussed with the convenor. You must be briefed on the ethics agreement and check your survey/ interview questions and that the information you provide allows a person to give informed consent. See http://www.research.mq.edu.au/researchers/ethics/human_ethics

Activities on behalf of the client

Group members must remember that when doing anything on behalf of the client, the reputation of the client will be affected by their behaviour and actions. So any survey or similar actions must also be cleared by the client.

Technology

There is an ilearn site associated with this unit. Students must be able to access the internet to research background for these projects.

Changes to this unit

The projects proposed for each semester are original projects negotiated each semester.

Unit Schedule

Outline of the Unit requirements

Each student group will report on an environmental/ sustainability project for a client either inside or outside the University. The clients range through large private corporations, State Government departments and Local Government councils to NGO or university staff.

The projects prepared by each client are real ones that they want done to advance their environmental practice in one way or another. This means that each student group must act like a real consultant in all of their relations with the client and in all activities undertaken on their behalf.

Please see further guidance under teaching and learning strategy

Please Note: Attendance at all class meetings is compulsory for presentations and briefings. Group mentoring sessions can be rescheduled at the convenience of the group and convenor.

Schedule of meetings and Milestones

Date	Activities	Milestone
<p>Monday 19th February</p>	<p>Each student to complete form/ survey detailing previous experience and stating which projects are of interest by the due date. If you have not been contacted by the convenor/co-convenor please make contact.</p> <p>before the first class you will be informed of your project and group</p>	<p>Student selects 2 projects.</p> <p>Each student to read the unit outline before attending session 1</p> <p>Students are assigned to a project and group</p>
<p>Monday 26th February</p> <p>6:00pm to 9:00pm</p>	<p>UNIT BRIEFING – PROJECT KICK OFF</p> <p>All of class session</p> <p>Introduction to unit, and expectations of students. Explanation of assignments and schedule. Allocation to consultancy groups and first group meeting</p>	<p>Compulsory class meeting</p>
<p>Week of 5th March</p>	<p>Group meetings scheduled with clients to scope and define the consultancy projects (Convenor / mentor to accompany)</p>	<p>Group meetings with clients by appointment: all group members must attend</p>
<p>Monday 12th March</p> <p>6:00pm to 9:00pm</p>	<p>Group Mentoring Session</p> <p>Group to arrange 30 mins meeting time with unit convenor to discuss project <i>(or another time to be agreed with unit convenor)</i></p>	<p>Compulsory individual group meeting</p>
<p>Monday 19th March</p> <p>6:00pm to 9:00pm</p>	<p>All Class Session</p> <p>Project Proposal Presentations by student groups to the class and staff</p> <p>15 minutes presentation + 5 minutes for questions <i>(Practice of oral presentation skills)</i></p> <p>Briefing on Context Report</p>	<p>Presentation</p> <p>Submission of Assignment 1 –Project Proposal + Individual contribution to staff + Log Book</p> <p>Compulsory Class session</p>
<p>Monday 26th March</p>	<p>Complete revisions to proposal</p> <p>Proposal (revised) sent to the client</p>	<p>Proposal submitted to client for feedback and convenor</p>
	<p>CONTEXT REPORT PREPARATION</p>	
<p>Monday 2nd April</p>	<p>Group Mentoring Session</p> <p>Group meeting with convenor/mentor at time arranged</p>	<p>Group briefing on progress on context report / final report</p>

<p>Monday 9th April</p> <p>6:00pm to 9:00pm</p>	<p>All Class session</p> <p>Presentation by student groups of the <i>Review of the Context of the Project</i> to the class and unit staff</p> <p>15 minutes + 5 minutes for questions</p> <p><i>(Practice of oral presentation skills)</i></p>	<p>Group Presentation Submission of Assignment 2 (Context report) +Individual contribution + Logbooks to the Unit Convenor</p>
	<p>FINAL REPORT PREPARATION</p>	
<p>Monday 30th April</p> <p>6:00pm to 9:00pm</p>	<p>Class and Individual group meetings – (30 mins) scheduled with mentor and convenor in advance</p>	<p>Compulsory meeting</p>
<p>Monday 14th May</p> <p>6:00pm to 9:00pm</p>	<p>Scheduled individual group meetings with Unit Convenor and staff to discuss progress on the final report.</p>	<p>Compulsory meeting</p>
<p>Monday 28th May</p>	<p>Draft Report submitted for review</p>	<p>Submission of Draft of the Final Report for review before finalisation</p>
<p>Monday 4th June</p> <p>6:00pm to 9:00pm</p>	<p>All Class Session Practice presentation by student groups of the final report to the class and staff</p> <p>15 minutes + 5 minutes for questions <i>(Practice of oral presentation skills)</i></p>	<p>Presentation of final report - practice</p>
<p>Week of 12th June</p>	<p>Submit report to Client for feedback</p>	<p>(Draft) Final report to client & copy to convenor +individual contributions to convenor +log book</p>
<p>Week beginning 18th June</p>	<p>FINAL REPORT TO CLIENT Presentation by student groups of Final Report to Clients to present findings from the consultancy project (Staff to accompany)</p> <p>NOTE: It is the group's responsibility to arrange a time for this presentation with the client and unit convenors</p>	<p>Final Report and Presentation to Client</p> <p>Make appointment</p> <p>Submission of Final Report and presentation</p>
<p>Monday 25th June</p> <p>6:00pm to 8:00pm</p>	<p>PROFESSIONAL REFLECTION Feedback on Final Reports and presentations to clients Review and evaluation of unit Reflection on work allocated per task Reflection on handling group work Professional reflection</p>	<p>Compulsory class meeting</p> <p>Submit Log Book +Reflections sheet</p>

Learning and Teaching Activities

Briefing

Students are introduced to the expectations of the unit; Students scope the project requirements and prepare for a client interview with convenor; Students negotiate the tasks, purposes of the task and scope of work with the client - convenor in attendance.

Mentoring

Student task groups meet with the convenor or assigned teaching staff for discussion of issues in relation to the task, and how to best report. Mentoring and advice on group dynamics is also available.

Presentations and Peer feedback

Groups present - the project proposal; - the context report; - the practice final presentation; - presentation to the client Peers give feedback as do teaching staff on the presentations; Students reflect on what went well and how to improve presentations; Client provides feedback on final presentation

Report writing and feedback

Students write reports oriented to the client's needs: - Project Proposal - for client feedback and convenor feedback - Context report - for convenor feedback - Final Report (Review Draft)- for convenor feedback, and improvements for a Final Report for the client based on feedback

Professional reflection on practice

Students are able to reflect on the work practice experience, their handling of the group process and their contribution to the success of the project. Students assess the time spent in various parts of the project according to original planning.

Self managed project delivery

Students are required to plan their time to plan, research and think about this project to make equal input to the project. Each student needs to attend whatever sessions your group decides on and be respectful and on time, with contributions prepared. Contribution need to be well argued and written.

Policies and Procedures

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

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)

- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](http://students.mq.edu.au/support/study/student-policy-gateway) (<http://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- Demonstrate an ability to respond effectively to a client's project brief with a clearly defined and manageable project proposal with a notional project business plan and budget.
- Demonstrate an ability to cooperatively organise an environmental/ sustainability reporting project including 1) allocating tasks among team members; 2) setting an appropriate work program to meet deadlines; 3) Identifying the resources necessary for completion.
- Professionally and responsibly carry out allocated tasks at all stages to develop the environmental/ sustainability report (proposal, context report and final report) so that the individual contributions can be integrated into the final project report and presentation for the client.
- Prepare a professional quality written environmental/sustainability consultancy report relevant to the client's situation and specifications.
- Prepare and present a professional quality oral and visual presentation to the client and respond effectively to the client's questions.
- Able to track "chargeable time" through the maintenance of a log book.
- Exhibit self awareness of strengths and weaknesses and an ability for critical reflection on your practice as a consultant leading to action steps to improve performance

Assessment tasks

- Assignment 1
- Assignment 2 Context Report
- Assignment 3a
- Assignment 3b
- 4. Reflection on Practice

Learning and teaching activities

- Students are introduced to the expectations of the unit; Students scope the project requirements and prepare for a client interview with convenor; Students negotiate the tasks, purposes of the task and scope of work with the client - convenor in attendance.
- Student task groups meet with the convenor or assigned teaching staff for discussion of issues in relation to the task, and how to best report. Mentoring and advice on group dynamics is also available.
- Groups present - the project proposal; - the context report; - the practice final presentation; - presentation to the client Peers give feedback as do teaching staff on the presentations; Students reflect on what went well and how to improve presentations; Client provides feedback on final presentation
- Students write reports oriented to the client's needs: - Project Proposal - for client feedback and convenor feedback - Context report - for convenor feedback - Final Report (Review Draft)- for convenor feedback, and improvements for a Final Report for the client based on feedback
- Students are able to reflect on the work practice experience, their handling of the group process and their contribution to the success of the project. Students assess the time spent in various parts of the project according to original planning.
- Students are required to plan their time to plan, research and think about this project to make equal input to the project. Each student needs to attend whatever sessions your group decides on and be respectful and on time, with contributions prepared. Contribution need to be well argued and written.

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

- Demonstrate an ability to respond effectively to a client's project brief with a clearly defined and manageable project proposal with a notional project business plan and budget.
- Prepare a Context Report that shows an understanding of how the project relates to the client's organisational context and critically evaluates external initiatives and their relevance to the project
- Prepare a professional quality written environmental/sustainability consultancy report relevant to the client's situation and specifications.
- Prepare and present a professional quality oral and visual presentation to the client and respond effectively to the client's questions.

Assessment tasks

- Assignment 1
- Assignment 2 Context Report
- Assignment 3a
- Assignment 3b
- 4. Reflection on Practice

Learning and teaching activities

- Student task groups meet with the convenor or assigned teaching staff for discussion of issues in relation to the task, and how to best report. Mentoring and advice on group dynamics is also available.
- Students write reports oriented to the client's needs: - Project Proposal - for client feedback and convenor feedback - Context report - for convenor feedback - Final Report (Review Draft)- for convenor feedback, and improvements for a Final Report for the client based on feedback

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

- Demonstrate an ability to cooperatively organise an environmental/ sustainability

reporting project including 1) allocating tasks among team members; 2) setting an appropriate work program to meet deadlines; 3) Identifying the resources necessary for completion.

- Prepare a Context Report that shows an understanding of how the project relates to the client's organisational context and critically evaluates external initiatives and their relevance to the project
- Prepare a professional quality written environmental/sustainability consultancy report relevant to the client's situation and specifications.
- Exhibit self awareness of strengths and weaknesses and an ability for critical reflection on your practice as a consultant leading to action steps to improve performance

Assessment tasks

- Assignment 1
- Assignment 2 Context Report
- Assignment 3a
- Assignment 3b
- 4. Reflection on Practice

Learning and teaching activities

- Student task groups meet with the convenor or assigned teaching staff for discussion of issues in relation to the task, and how to best report. Mentoring and advice on group dynamics is also available.
- Groups present - the project proposal; - the context report; - the practice final presentation; - presentation to the client Peers give feedback as do teaching staff on the presentations; Students reflect on what went well and how to improve presentations; Client provides feedback on final presentation
- Students write reports oriented to the client's needs: - Project Proposal - for client feedback and convenor feedback - Context report - for convenor feedback - Final Report (Review Draft)- for convenor feedback, and improvements for a Final Report for the client based on feedback

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

- Demonstrate an ability to respond effectively to a client's project brief with a clearly defined and manageable project proposal with a notional project business plan and budget.
- Demonstrate an ability to cooperatively organise an environmental/ sustainability reporting project including 1) allocating tasks among team members; 2) setting an appropriate work program to meet deadlines; 3) Identifying the resources necessary for completion.
- Prepare a professional quality written environmental/sustainability consultancy report relevant to the client's situation and specifications.

Assessment tasks

- Assignment 1
- Assignment 2 Context Report
- Assignment 3a
- Assignment 3b
- 4. Reflection on Practice

Learning and teaching activities

- Student task groups meet with the convenor or assigned teaching staff for discussion of issues in relation to the task, and how to best report. Mentoring and advice on group dynamics is also available.
- Students write reports oriented to the client's needs: - Project Proposal - for client feedback and convenor feedback - Context report - for convenor feedback - Final Report (Review Draft)- for convenor feedback, and improvements for a Final Report for the client based on feedback

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

- Demonstrate an ability to cooperatively organise an environmental/ sustainability reporting project including 1) allocating tasks among team members; 2) setting an

appropriate work program to meet deadlines; 3) Identifying the resources necessary for completion.

- Prepare a professional quality written environmental/sustainability consultancy report relevant to the client's situation and specifications.
- Prepare and present a professional quality oral and visual presentation to the client and respond effectively to the client's questions.
- Exhibit self awareness of strengths and weaknesses and an ability for critical reflection on your practice as a consultant leading to action steps to improve performance

Assessment tasks

- Assignment 1
- Assignment 2 Context Report
- Assignment 3a
- Assignment 3b
- 4. Reflection on Practice

Learning and teaching activities

- Student task groups meet with the convenor or assigned teaching staff for discussion of issues in relation to the task, and how to best report. Mentoring and advice on group dynamics is also available.
- Groups present - the project proposal; - the context report; - the practice final presentation; - presentation to the client Peers give feedback as do teaching staff on the presentations; Students reflect on what went well and how to improve presentations; Client provides feedback on final presentation
- Students write reports oriented to the client's needs: - Project Proposal - for client feedback and convenor feedback - Context report - for convenor feedback - Final Report (Review Draft)- for convenor feedback, and improvements for a Final Report for the client based on feedback

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 outcomes

- Professionally and responsibly carry out allocated tasks at all stages to develop the environmental/ sustainability report (proposal, context report and final report) so that the individual contributions can be integrated into the final project report and presentation for the client.
- Prepare a professional quality written environmental/sustainability consultancy report relevant to the client's situation and specifications.
- Able to track "chargeable time" through the maintenance of a log book.
- Exhibit self awareness of strengths and weaknesses and an ability for critical reflection on your practice as a consultant leading to action steps to improve performance

Assessment tasks

- Assignment 1
- Assignment 2 Context Report
- Assignment 3a
- Assignment 3b
- 4. Reflection on Practice

Learning and teaching activities

- Students are introduced to the expectations of the unit; Students scope the project requirements and prepare for a client interview with convenor; Students negotiate the tasks, purposes of the task and scope of work with the client - convenor in attendance.
- Student task groups meet with the convenor or assigned teaching staff for discussion of issues in relation to the task, and how to best report. Mentoring and advice on group dynamics is also available.
- Students write reports oriented to the client's needs: - Project Proposal - for client feedback and convenor feedback - Context report - for convenor feedback - Final Report (Review Draft)- for convenor feedback, and improvements for a Final Report for the client based on feedback
- Students are able to reflect on the work practice experience, their handling of the group process and their contribution to the success of the project. Students assess the time spent in various parts of the project according to original planning.
- Students are required to plan their time to plan, research and think about this project to make equal input to the project. Each student needs to attend whatever sessions your group decides on and be respectful and on time, with contributions prepared. Contribution need to be well argued and written.

Changes from Previous Offering

Each semester offers new projects which have been scoped with clients in industry. A range of environmental planning, environmental management and sustainable development issues are proposed.

The learnign outcomes have been consolidated into 8 instead of 13 in 2018