



BIOL391

Biological Sciences Capstone

S2 External 2018

Dept of Biological Sciences

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General Information

Unit convenor and teaching staff

Unit Convenor

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E8C246

By appointment.

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By appointment. Course queries please go through unit convener

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Credit points

3

Prerequisites

39cp at 100 level or above

Corequisites

3cp from BIOL301-BIOL375 or BBE305 or BBE306

Co-badged status

Unit description

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

Important Academic Dates

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

Learning Outcomes

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

Reflect and articulate key knowledge and skills gained throughout their study

Evaluate strategies for transitioning from university to the workforce and apply knowledge to prepare an effective job search strategy and create a competitive portfolio. Appraise work ready soft skills and apply to key activities that will help to maximise a graduates contribution to their chosen field of work and to build positive workplace experience.

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

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

To engage in transformative activities that require uniting skills and concepts gained throughout your program of study with creative strategies to sell and promote scientific-based innovations

General Assessment Information

Assessment approach

The assessments are delivered as workplace scenarios associated with a professional consultancy service. As a group, we will work towards our business survival in a competitive market, anticipating the ups and downs, and foreseeing the booms and busts. The 'CEO' and

'managing partners' are committed to supporting you, the 'consultants' to achieve individual and collective milestones in the form of assessments.

The course has 3 assessments, which are broadly categorised as A. Marketing or selling yourself: which features your professional profile and how you can contribute to the wider industries and society, B. Consulting: devising and selling original ideas to meet the brief of clients, C. Core business: selling ideas and yourselves to gain resources to meet organisation goals. Each of the assessments are subdivided, which equates to 8 different tasks. This subdivision reflects a real-world approach to delivering project outcomes, which generally includes delivering on incremental milestones with some milestones overlapping across projects. The assignment letter codes indicate the assessments they are linked to as part of a larger assessment. The activities build on each other and incorporate iterative components, so the student 'consultants' have opportunities to reflect and revise their approach to the assessments. Training and practice opportunities will be provided through lectures, tutorials, workshops, guest talks, networking and online learning.

You will be allocated to different business groups (tutorials) and expected to attend your regular weekly business group meetings. **Note well:** It will also be necessary for employees to do some tasks prior to lectures and tutorials that are not assessed but help facilitate a more interactive dynamic.

Submission of Assignments

Please see the schedule dates for submissions.

Late assignments

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

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

1. Communicate:

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

2. Disruptions to Studies Notification:

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

3. Documentation:

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

of your condition if you do not want him/her to do so.

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

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Assessment A</u>	35%	No	Varied see schedule
<u>Assessment B</u>	35%	No	Varied see schedule
<u>Assessment C</u>	30%	No	Varied see schedule

Assessment A

Due: **Varied see schedule**

Weighting: **35%**

You and the Industries

A1. Industry research: on-line quiz (5%)

You are required to answer an online quiz about industry/company research, including the use of research databases.

A2. Profiling you: Curriculum Vitae (CV) (5%)

As a consultant in BIOCap Corp, you need to build a professional profile, starting with building basic CV, outlining both your relevant discipline-based and generic skills and experience. Your CV will support your case for the level and the type of tasks you will be engaged in and we will require a clear indication of your top five biological interests. Based on your CV, developmental opportunities may be suggested. The CV will also be handy in case BIOCap Corp suffers any market or economic down turn and face corporate restructure or dissolution. In this case, you will be supported to update your CV and prepare to apply for new roles.

A3. Profiling an industry/ occupation (work interests and market analyses): Industry/ Occupation research and engagement presentation (10%)

To expand our potential client base and match potential work/study areas with your interests, we require you to conduct an informational interview with a person currently working in a field that you are interested in. You need to identify a relevant profession, industry, workplace or program of study that you are interested in, approach and interview a person from within that area, report the organisation ethos, job requirements, how your interviewee secured the role, and what tips and advice they would give to people interested in working in the same area or profession. Then you are required to report back to your business group in a 3 min presentation. Your understanding of the market will be enhanced by the industry engagement event, STEM Careers

Forum, in week 3, Mon 13th Aug, which you are expected to attend.

A4. Job application (10%)

In the case of company restructure or dissolution, you will be required to apply for a new role. This assignment will prepare you to identify a new opportunity/job description, conduct a job analysis, enhance your original CV for the new role, addressing the selection criteria, and writing a cover letter.

A5. Job interview (5%)

Following A4, you will attend a mock job interview with a panel made-up of discipline and recruitment experts. You will be given specific instruction prior to the interviews about how to prepare for it. Please follow the instructions strictly.

On successful completion you will be able to:

- Reflect and articulate key knowledge and skills gained throughout their study
- Evaluate strategies for transitioning from university to the workforce and apply knowledge to prepare an effective job search strategy and create a competitive portfolio.
- Appraise work ready soft skills and apply to key activities that will help to maximise a graduates contribution to their chosen field of work and to build positive workplace experience.
- Assess effective communication strategies for the workplace and apply key understandings to delivering biological information to both scientific and lay audiences using a variety of oral and written approaches.
- Appraise strategies for working effectively both as an individual and as part of a team, with knowledge of ethical principles and professional conduct.

Assessment B

Due: **Varied see schedule**

Weighting: **35%**

Scientific innovation and communication: Your individual project

As a consultant you are required to contribute to the think tank by providing innovative ideas. Think tanks are organisations that aim to design and implement innovative solutions to address significant contemporary problems. To generate a capacity to do this, a revenue stream has to be created first in order to gain enough capital for co-contribution funding that support think tank initiatives. This initial consultancy phase will involve the corporation taking on a number of projects primarily within the science communication. You will be allotted a research topic that your client has been having trouble convincing others of its merit. Use your conceptual understanding from your study programs to provide an angle that will convince others to care and potentially motivate to contribute through either advocacy or financial means. The chosen method of communication for this assignment is a Vlog. You will learn to express your idea and

call for action through digital means.

B1: Storyboard and Rationale (10%)

For any project, and in particular media projects, it is essential that there is a strong planning phase. For a media project this usually materialises as a storyboard and a convincing and well-conceived rationale for why your approach is a good way to go– NOTE: for this assessment if you receive a mark less than a credit you will be asked to improve and resubmit. Failure to do so will result in a failure of the entire assessment.

B2. Vlog (25%)

You will be asked to create a blended media product based around a research topic that has little existing scientific research available. The Corp. will source multimedia experts to train you in multimedia skills. Competency sign-off at the workshop will be required before you can proceed with the task.

On successful completion you will be able to:

- Assess effective communication strategies for the workplace and apply key understandings to delivering biological information to both scientific and lay audiences using a variety of oral and written approaches.
- Appraise strategies for working effectively both as an individual and as part of a team, with knowledge of ethical principles and professional conduct.
- To engage in transformative activities that require uniting skills and concepts gained throughout your program of study with creative strategies to sell and promote scientific-based innovations

Assessment C

Due: **Varied see schedule**

Weighting: **30%**

Applying for project funding: The group project

You will work in a project group to create a solution to a major contemporary global challenge and apply for funding for your projects. You are required to attend a boardroom activity (compulsory) to outline of plan for the task, timeline, tasks allocations, etc.

C1. Pre-submission: (group) (10%)

As a group you will present a 10 min pre-submission pitch according to guidelines (Half of the mark will be peer-assessed).

C2. Grant proposal (group) (20%):

As a group, complete a short grant proposal explaining how you will tackle the issue and why your solution should be funded. NB: The group mark will be moderated by metrics from a tool used to assess individual contribution to groupwork. This will result in a peer-weighted

adjustment of groupwork. Each individual within the group must contribute to the writing – overall editing can be performed by one individual, but different sections have to be initially allocated to different individuals. To do this effectively you will need to work as a team and communicate regularly.

On successful completion you will be able to:

- Assess effective communication strategies for the workplace and apply key understandings to delivering biological information to both scientific and lay audiences using a variety of oral and written approaches.
- Appraise strategies for working effectively both as an individual and as part of a team, with knowledge of ethical principles and professional conduct.
- To engage in transformative activities that require uniting skills and concepts gained throughout your program of study with creative strategies to sell and promote scientific-based innovations

Delivery and Resources

Unit description

A capstone unit attempts to consolidate student learning across a diversity of units and programs, with the explicit aim of preparing students for the study-to-work transition. This involves active reflection on prior learning, building and articulating a positive self-understanding, exploring opportunities, clarifying goals, acquiring adequate employability and workplace skills, and building linkages with professional communities and industries.

The unit has two major objectives underpinning its learning context and design:

1. to guide students to think about and assess their future career path and the skills required to meet their **career aspirations**.
2. to develop core employability attributes with particular emphasis on how to make meaningful contributions to society through formulating and applying ideas stemming from **discipline-specific concepts**.

Learning context is a Workplace simulation: Welcome to the BIOCap Corporation.

To create a fully immersive educational experience, the biology capstone is delivered entirely within a **workplace scenario**. So Welcome to the BIO Capstone Corporation (BIOCap Corp.).

The BIOCap Corp. is a think tank formed to address global challenges. The goal of the corporation will be to make valued contribution to society through advocacy and acquiring funding to implement projects to address contemporary global challenges. The corporation includes around 100 newly appointed employees (the enrolled student cohort), the CEO and managing partners (the unit convenors) and, an affiliation with industry contributors. The corporation partners, led by the CEO, provide leadership and support to employees, who are the novice consultants in the company. The consultants will be introduced to and, take initiative to

approach, more than a dozen industry representatives throughout the course. These industry representatives are from the public, private, and not-for-profit sectors. The industry engagement serves multiple purposes, including industry research, stakeholder engagement, technical and professional skills development, personal career transitions, and so on. Although management is optimistic about the chances of the corporation being successful there is no guarantee. Indeed the market place is very volatile and whether the corporation is successful or not will be up to you. If the corporation does face significant challenges be assured the partners will help with any transitions.

Course structure

The course consists of a two-hour lecture and a two-hour tutorial each week (compulsory). Lecture attendance is mandatory and you are expected to actively participate. The lectures within the workplace scenario are equivalent to workplace workshops, town hall meetings and creative opportunities that a workplace would expect their employees to attend. **Note that there are no tutorials in week 1.**

Unit completion requirements

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

Unit completion requirements

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

- Receive a final overall mark of >50%.
- Attend the 10 tutorials. Note it is expected that you will attend all tutorials - the tutorials are specifically aligned with the assessments and aid with skill development with some assessments being conducted within the tutorials. The assessments are challenging so attendance should equate to success and note attendance is mandatory for some lectures.
- Submit all assignments.

Technology

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

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

You must use iLearn for:

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

If you are having trouble accessing your online unit due to a disability or health condition, please tell the convener immediately!!!! . Then go to the Student Services Website at <http://sss.mq.edu.au/equity/about> for information on how to get assistance if the issue cannot be resolved immediately. If you are having problems logging on and you cannot log in after ensuring you have entered your username and password correctly, you should contact Student IT Help, phone (02) 9850 4357 (in Sydney) or 1 800 063 191 (outside Sydney).

Career Resources

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

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

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

Career View: Genetics and Molecular Biology

Career View: Marine Biology, Ecology and Biodiversity

Career View: Biotechnology

Career View: Biomedical Science

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

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

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

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

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

Public sector positions

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

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

NSW Government Jobs - jobs within NSW government departments and agencies

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

Jobs within other state government departments and agencies

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

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

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

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

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

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

Private sector positions

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

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

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

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

Unit Schedule

Lectures

Monday 12-2pm, Building: 14SCO, Room: T2		
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On campus sessions

Session 1	Saturday 11-August	5 Wallys Wlk 428 Glasshouse
Session 2	Saturday 22-September	5 Wallys Wlk 428 Glasshouse
Session 3	Saturday 20-October	5 Wallys Wlk 428 Glasshouse

Lecture and Tutorial Schedule

Week	Week Start	Theme	Lecture material	Tutorial	Tutorial	Assessment	Assessment
1	30-Jul	Introduction: You and the company	Intro / Company ethos / Market research / CV	No tutorial	No tutorial	A1: Research database quiz (5%)	
2	6-Aug	Applied Biology	Global challenges / Biology Business	T1: Presentation skills and communication	Session 1	A2: CV (5%)	Friday 5pm
3	13-Aug	Industry Engagement	STEM Careers Day	T2: Presentations	Session 1	A3: Industry/occupation research presentation (10%)	In tutorial
4	20-Aug	Contracts are coming in	Sound bytes workshop	T3: Sound bytes workshop	Session 1		
5	27-Aug	Project development	Project management / Community engagement	T4: Boardroom 1 - Project work	Session 1	B1: Storyboard and rationale (10%)	Friday 5pm

6	3-Sep	Team environment	Working in a team / Team players	T5: Team work / Problem solving	Session 2		
7	10-Sep	Funding projects	Grants and grant writing	T6: Boardroom 2 - Writing grants	Session 2		
Uni Break	17-Sep to 28-Sep					B2: Vlog (25%)	Wednesday 27th 5pm
8	1-Oct	NO ACTIVITIES	NO LECTURE (PUBLIC HOLIDAY)	NO TUTORIAL			
9	8-Oct	Job market outlook and marketing yourself	Professionals Australia / Job applications	T7: Applications and interviews	Session 3		
10	15-Oct	Marketing yourself (cont)	Interviews / GAMSAT interviews	T8: Pre-submission pitch	Session 2	C1: Pre-submission pitch (10%) A4: Job Application (10%)	In tutorial Friday 5pm
11	22-Oct	A new beginning	Job interviews	T9: Job interviews	Session 3	A5: Job interview (5%)	In tutorial/ lecture time
12	29-Oct	Project completion	NO LECTURE	NO TUTORIAL		C2: Grant proposal (20%)	Friday 5pm
13	5-Nov	Celebrating your successes	VlogFest and General Meeting	T10: Reflection and where to next	Session 3		

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 \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://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.

Plagiarism

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

Student Support

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

Learning Skills

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

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

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

Student Enquiries

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

IT Help

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

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

Graduate Capabilities

Creative and Innovative

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

This graduate capability is supported by:

Learning outcomes

- Evaluate strategies for transitioning from university to the workforce and apply knowledge to prepare an effective job search strategy and create a competitive portfolio.
- Assess effective communication strategies for the workplace and apply key understandings to delivering biological information to both scientific and lay audiences using a variety of oral and written approaches.
- Appraise strategies for working effectively both as an individual and as part of a team, with knowledge of ethical principles and professional conduct.
- To engage in transformative activities that require uniting skills and concepts gained throughout your program of study with creative strategies to sell and promote scientific-based innovations

Assessment tasks

- Assessment A
- Assessment B
- Assessment C

Capable of Professional and Personal Judgement and Initiative

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

This graduate capability is supported by:

Learning outcomes

- Evaluate strategies for transitioning from university to the workforce and apply knowledge to prepare an effective job search strategy and create a competitive portfolio.
- Appraise work ready soft skills and apply to key activities that will help to maximise a graduates contribution to their chosen field of work and to build positive workplace experience.
- Assess effective communication strategies for the workplace and apply key understandings to delivering biological information to both scientific and lay audiences using a variety of oral and written approaches.
- Appraise strategies for working effectively both as an individual and as part of a team, with knowledge of ethical principles and professional conduct.
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Assessment tasks

- Assessment A
- Assessment B
- Assessment C

Commitment to Continuous Learning

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

This graduate capability is supported by:

Learning outcomes

- Assess effective communication strategies for the workplace and apply key understandings to delivering biological information to both scientific and lay audiences using a variety of oral and written approaches.
- To engage in transformative activities that require uniting skills and concepts gained throughout your program of study with creative strategies to sell and promote scientific-based innovations

Assessment task

- Assessment C

Discipline Specific Knowledge and Skills

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

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Assessment A
- Assessment B
- Assessment C

Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

- Reflect and articulate key knowledge and skills gained throughout their study
- Evaluate strategies for transitioning from university to the workforce and apply knowledge to prepare an effective job search strategy and create a competitive portfolio.
- Assess effective communication strategies for the workplace and apply key understandings to delivering biological information to both scientific and lay audiences using a variety of oral and written approaches.

Assessment tasks

- Assessment A

- Assessment B
- Assessment C

Problem Solving and Research Capability

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

This graduate capability is supported by:

Learning outcomes

- Appraise work ready soft skills and apply to key activities that will help to maximise a graduates contribution to their chosen field of work and to build positive workplace experience.
- Appraise strategies for working effectively both as an individual and as part of a team, with knowledge of ethical principles and professional conduct.
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Assessment tasks

- Assessment B
- Assessment C

Effective Communication

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

This graduate capability is supported by:

Learning outcomes

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

experience.

- Assess effective communication strategies for the workplace and apply key understandings to delivering biological information to both scientific and lay audiences using a variety of oral and written approaches.
- Appraise strategies for working effectively both as an individual and as part of a team, with knowledge of ethical principles and professional conduct.
- To engage in transformative activities that require uniting skills and concepts gained throughout your program of study with creative strategies to sell and promote scientific-based innovations

Assessment tasks

- Assessment A
- Assessment B
- Assessment C

Engaged and Ethical Local and Global citizens

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

This graduate capability is supported by:

Learning outcomes

- Appraise work ready soft skills and apply to key activities that will help to maximise a graduates contribution to their chosen field of work and to build positive workplace experience.
- Assess effective communication strategies for the workplace and apply key understandings to delivering biological information to both scientific and lay audiences using a variety of oral and written approaches.
- Appraise strategies for working effectively both as an individual and as part of a team, with knowledge of ethical principles and professional conduct.
- To engage in transformative activities that require uniting skills and concepts gained throughout your program of study with creative strategies to sell and promote scientific-based innovations

Assessment task

- Assessment C

Socially and Environmentally Active and Responsible

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

This graduate capability is supported by:

Learning outcomes

- Appraise work ready soft skills and apply to key activities that will help to maximise a graduates contribution to their chosen field of work and to build positive workplace experience.
- Appraise strategies for working effectively both as an individual and as part of a team, with knowledge of ethical principles and professional conduct.
- To engage in transformative activities that require uniting skills and concepts gained throughout your program of study with creative strategies to sell and promote scientific-based innovations

Assessment task

- Assessment C