



# ENVS807

## Environmental Measurement and Analysis

S2 Fieldwork 2019

*Dept of Environmental Sciences*

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#### Disclaimer

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## General Information

### Unit convenor and teaching staff

#### Convenor

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By appointment

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### Credit points

4

### Prerequisites

Admission to MEnv or MSc or GradDipEnv or GradCertEnv or MEnvPlan or MPlan or MSusDev or GradDipSusDev or GradCertSusDev or MMarScMgt or MConsBiol or GradDipConsBiol or MScInnovation

### Corequisites

### Co-badged status

ENV5707

## Unit description

This is an eight-day field unit which provides an integrated view of environmental issues - usually three physical parameters (typically: water quality; geomorphology; aquatic ecology) and two social parameters (typically: a survey of social attitudes; integrative management) of a particular region and the methods that might be used to assess and manage them. Students divide into teams and take part in each activity in the field (in 'field groups') and analyse the results (in team 'data groups'). Each student then completes a comprehensive report on the results. The region studied will normally be outside the Sydney metropolitan area (in the last few years the area chosen has been the Jervis Bay region on the New South Wales south coast). Note: There is an additional cost of approximately \$320 to cover accommodation during the field trip. Transport is not provided, but car-pooling will be arranged.

## Important Academic Dates

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

## Learning Outcomes

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

- Design a field data collection program to address an environmental issue or problem
- Select and describe appropriate field survey and data collection methods
- Collect, analyse, link and evaluate different data sets and inter-disciplinary perspectives related to a broadly defined environmental problem
- Identify and assess the implications of results with respect to relevant environmental management policies
- Develop skills in effective teamwork and communication of results
- Develop skills in critical analysis and professional writing

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Annotated Mind-map</u></a>	10%	No	Mon 26 Aug 2019, 9 am
<a href="#"><u>Field Group Participation</u></a>	15%	No	Field trip (21-28 Sept)
<a href="#"><u>Knowledge of Field Methods</u></a>	15%	No	Field trip (21-28 Sept)
<a href="#"><u>Data Group Presentation</u></a>	30%	No	Field trip (21-28 Sept)
<a href="#"><u>Submission to Council</u></a>	30%	No	Mon 14 Oct 2019, 9 am

## Annotated Mind-map

Due: **Mon 26 Aug 2019, 9 am**

Weighting: **10%**

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

On successful completion you will be able to:

- Design a field data collection program to address an environmental issue or problem
- Develop skills in critical analysis and professional writing

## Field Group Participation

Due: **Field trip (21-28 Sept)**

Weighting: **15%**

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

On successful completion you will be able to:

- Select and describe appropriate field survey and data collection methods
- Collect, analyse, link and evaluate different data sets and inter-disciplinary perspectives related to a broadly defined environmental problem
- Develop skills in effective teamwork and communication of results

## Knowledge of Field Methods

Due: **Field trip (21-28 Sept)**

Weighting: **15%**

During the field trip, students will undertake a short written test of their knowledge relating to the data collection methods for one field theme of their choosing.

On successful completion you will be able to:

- Design a field data collection program to address an environmental issue or problem
- Select and describe appropriate field survey and data collection methods

## Data Group Presentation

Due: **Field trip (21-28 Sept)**

Weighting: **30%**

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

On successful completion you will be able to:

- Design a field data collection program to address an environmental issue or problem
- Collect, analyse, link and evaluate different data sets and inter-disciplinary perspectives related to a broadly defined environmental problem
- Identify and assess the implications of results with respect to relevant environmental management policies
- Develop skills in effective teamwork and communication of results

## Submission to Council

Due: **Mon 14 Oct 2019, 9 am**

Weighting: **30%**

The final assessment requires students to write a submission to Shoalhaven City Council, outlining a significant coastal zone management issue at Jervis Bay that needs to be addressed. The submission should draw together different sources of information (including reports, policies and the data collected during the field trip) to provide a synthesis of the issue, the impacts and implications, and a detailed outline of recommended management actions. The submission needs to be well written, show a deep understanding of the issue, and be well supported with evidence to convince the council to take action.

On successful completion you will be able to:

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

## Delivery and Resources

### Overview

This unit comprises of two compulsory on-campus workshops and a compulsory 8-day field trip to the Jervis Bay area on the south coast of NSW.

**Note, if students cannot attend the field trip they should advise the unit convenor and withdraw from the unit before the census date.** There is no exam for this unit.

The Jervis Bay region is facing many of the environmental problems and issues that are common to the east coast of Australia. This includes the impacts of future population growth in the region, and the impacts of predicted sea level rise due to climate change. The work that we will do during the field trip will contribute to the understanding of these and other problems, and the challenges faced by Government authorities and community groups. Students will gain experience in field data collection across a range of discipline areas (field themes) and will learn how to integrate those data sets to provide meaningful contributions to management decisions. The field themes may include some or all of the following: terrestrial ecology, aquatic ecology, water quality, community attitudes, coastal geomorphology, mangroves, coastal impacts or coastal hazards. The final selection of field themes is based on student numbers and staff expertise.

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

Much of the work done in this unit is undertaken in groups. At Workshop 1, each student will be assigned to two different groups: 1. Field Group (or day group), and 2. Data Group (or evening group). All the field data collection will be carried out by the Field Groups who will rotate around the different activities each day. The data collation, analysis and reporting for each field theme will be carried out by the Data Groups. The Field Groups will be made up of one or two representatives from each Data Group. This allows a mix of experiences and perspectives, as well as ensures that every student gets to lead the data collection for their theme.

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

### Workshop 1 - Saturday 17 August 2019, 9 am - 4 pm

**Location on-campus: 4 Western Road, Room 220**

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

1. Provide an overview of the unit and field trip
2. Organise students into Field and Data Groups

3. Become familiar with Jervis Bay and key stakeholders
4. Understand the complexity of current and future coastal zone management challenges
5. Discuss the role of policy and planning in environment management

## **Workshop 2 - Saturday 31 August 2019, 9 am - 4 pm**

**Location on-campus: 14 Sir Christopher Ondaatje Ave, Room 163 Active Learning Space**

The second workshop will be held at end of Week 5, and in this workshop, students will spend the day working in their Data Groups. The workshop will include discussions and activities depending on the theme, with the aim for each group to have a well thought-out plan and materials (e.g. data sheets) prior to the field trip. Some groups may spend some, or all, of the day in the field to learn about research approaches and methods for their field theme - further details on what each group will be doing for Workshop 2 will be communicated prior to the workshop. Some groups may choose to meet up again in their Data Groups before the field trip to complete their preparations.

## **Field trip - Saturday 21 to Saturday 28 September 2019**

### **Organisation:**

The field trip will officially commence at 1:00 pm on Saturday 21 September at the Huskisson Beach Tourist Resort (caravan park) and will finish at 9 am on Saturday 28 September. Details on where and when to meet, what to bring, and the field trip schedule will be provided in Workshop 1.

### **Working in Groups:**

Data Groups will meet in the evenings of the field trip to bring together the material collected each day. Some afternoons may also be spent working in Data Groups, but this depends on the number of groups and the final field trip schedule. On the last day of the field trip (i.e. Friday), each Data Group will give a presentation of their findings from the weeks work. In addition to the presentation, each group also needs to provide a comprehensive dataset for other students to use in their Council Submissions, as well as for archiving.

Field Groups will need to meet at the conference center in the caravan park each morning, ready to leave at 8 am unless otherwise advised. We will aim to return from the field by 4 pm, or earlier depending on the field trip schedule and field activity. For example, some groups may need to complete their field data collection and data entry back at the caravan park.

### **Transport:**

If possible, students should make their own arrangements for transport to and from Huskisson and during the field trip. A limited number of seats will be available in the university vehicles and

12-seater mini-buses, but students will need to register early to secure their seat. For those students that don't register, we will assume that you are driving yourself to Jervis Bay or have arranged a lift.

## **Accommodation:**

Cabin accommodation has been organised for the group at the Huskisson Beach Tourist Resort: <https://huskissonbeach.holidayhaven.com.au/> It is expected that students will share with 2 or 3 others from their Data Group up to maximum of 5-share depending on the cabin configuration. We will ensure that every student has their own bed. The cabins are self-contained with kitchen facilities, ensuites, and single beds, double beds and/or bunks. All linen and towels are provided. The resort also has BBQ's, a pool, tennis court and is located on the beach front of Jervis Bay.

For those students who would like to camp and have their own equipment, campsites with shared toilets and kitchen facilities are available at the resort. The most cost effective option is to share a site between 3 students.

## **Meals:**

Students must self-cater all meals for the week. This includes taking a packed lunch, adequate water and snacks into the field each day. Since students are required to work on their data analysis in the evenings, it is recommended that meals are planned around this accordingly, ideally sharing with others in their cabin. On the last night after the presentations, we will head to the Husky Pub for dinner. The main street of Huskisson, which is a short walk from the caravan park, has a small supermarket, restaurants, cafes, the Husky Pub and an RSL. A larger supermarket is located in Vincentia, which is about 5 mins drive from Huskisson. For students who don't have their own transport, the easiest and cheapest way to do food shopping is to walk into Vincentia (via the walkway along the beach/foredune) and catch a taxi back with your shopping to the caravan park. Occasionally staff will be going to the supermarket and will check if anyone needs a lift, but students shouldn't assume that staff will drive them to places on-demand.

## **Field trip costs:**

The cost of the field trip is not included in the course fees, however all attempts are made to keep these to a minimum. Additional costs that will need to be paid by each student include accommodation, meals and transport. Payment for accommodation (7 nights) will need to be made prior to the commencement of the field trip. Details on how to do this will be provided. The indicative cost for this year is \$340 per person, but this will be finalised after the first workshop depending on student numbers and sharing arrangements. Meals and transport are at own cost.

## **Essentials for field work:**

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



trip:

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

All field measurement-related equipment will be supplied.

## If you cannot attend the field trip

If you cannot attend the field trip because you are unavailable for those dates, you should withdraw from the unit before the census date to avoid financial penalty.

See <https://students.mq.edu.au/important-dates>

If you cannot attend the field trip because of illness, you should obtain a medical certificate that covers the days of the field trip, and submit a request to [ask.mq.edu.au](https://ask.mq.edu.au) as soon as possible, requesting to withdraw from the unit without financial and academic penalty.

**It is very important that you act on this.** Otherwise, if you remain enrolled in the unit and do not attend the field trip, you will receive a Fail grade and will still be required to pay fees for the unit. If you need help, please contact the Faculty of Science and Engineering Student Services Centre who are located in the atrium area between 12 Wallys Walk and 14 Sir Christopher Ondaatje Ave.

## Unit Schedule

Week	Date	Component
1-3	-	Watch the Welcome Pod and complete the required readings in preparation for Workshop 1

3	Sat 17 Aug	Workshop 1: Overview of the unit and field trip, Jervis Bay, key stakeholders, coastal zone management challenges, role of environmental policy and management implications (location - 4 Western Road, room 220; 9 am to 4 pm)
4-5	-	Complete the required readings and submit your Annotated Mind-Map in preparation for Workshop 2  <b>Mind-map due (10 %): Mon 26 Aug, 9 am</b>
5	Sat 31 Aug	Workshop 2: Field trip preparation with your Data Group (location - 14 Sir Christopher Ondaatje Ave, 163 Active Learning Space or as advised)
Break	Sat 21 – 28 Sept	Field trip to Jervis Bay  <b>Presentations, Peer Reviews, and Test on Field Methods due (total 60 %)</b>
8-10	-	Submit your Submission to Council and any feedback on the unit  <b>Council Submission due (30 %): Mon 14 Oct, 9 am</b>

## 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## 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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](mailto:ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](http://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](mailto:ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

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

This graduate capability is supported by:

## **Learning outcomes**

- Design a field data collection program to address an environmental issue or problem
- Select and describe appropriate field survey and data collection methods
- Collect, analyse, link and evaluate different data sets and inter-disciplinary perspectives related to a broadly defined environmental problem

## **Assessment tasks**

- Annotated Mind-map
- Field Group Participation
- Knowledge of Field Methods
- Data Group Presentation
- Submission to Council

## **PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## **Learning outcomes**

- Design a field data collection program to address an environmental issue or problem
- Select and describe appropriate field survey and data collection methods

## **Assessment tasks**

- Annotated Mind-map
- Field Group Participation
- Knowledge of Field Methods
- Data Group Presentation

## **PG - Critical, Analytical and Integrative Thinking**

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

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Annotated Mind-map
- Field Group Participation
- Data Group Presentation
- Submission to Council

## **PG - Research and Problem Solving Capability**

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

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Annotated Mind-map
- Field Group Participation
- Knowledge of Field Methods
- Data Group Presentation
- Submission to Council

## **PG - Effective Communication**

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

formats.

This graduate capability is supported by:

## Learning outcomes

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

## Assessment tasks

- Annotated Mind-map
- Field Group Participation
- Data Group Presentation
- Submission to Council

## 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

- Collect, analyse, link and evaluate different data sets and inter-disciplinary perspectives related to a broadly defined environmental problem
- Identify and assess the implications of results with respect to relevant environmental management policies

## Assessment tasks

- Annotated Mind-map
- Data Group Presentation
- Submission to Council

## Assessment Submission and Marking

### Assessment submission

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

Assessment	Submission Format

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

## General assessment criteria

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

- Students are able to **complete the assessments as instructed**, including answering the question that is asked and staying within the specified word limit.
- Students can **demonstrate knowledge and research skills** by engaging in the subject matter and developing an understanding of the topic through literature and data searches.
- Students are able to **demonstrate independent and in-depth thinking** through discussion that places the topic in the broader context and through developing new ideas.
- Students are able to **demonstrate good planning and structure written (and verbal) work** to convey ideas clearly and logically.
- Students will **submit work that is presented in a professional manner**, including correct grammar and spelling, correct use of professional terminology as appropriate, and correct use of SI units, abbreviations and acronyms.
- Students are able to **use figures and tables to summarise or present information and data effectively**, with reference to these in the text. Informative figure captions and table headers are included and positioned accordingly, with the source of each provided where relevant.
- Students are able to **demonstrate effective communication** by conveying their message clearly and concisely using written and verbal formats.

- Students are able to **work individually and in teams**.

## Assessment marking and grades

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

In the case of Group assessments, all members of the group will initially receive the same mark, but these will be moderated up/down based on the peer reviews to provide a fairer representation of each students' contribution towards the group task.

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

If you experience difficulty achieving a good standard in your written work, please let the convenor know ASAP. The University offers a variety of remedial writing courses and sources of advice that may help you. We stress the importance of achieving professional work standards.

## Academic Honesty

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

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

- Copy detection software such as Turnitin
- Random sampling of assessment items to check for similarities
- Comparing student performance across a number of tasks
- Requiring students to defend submitted work e.g. oral exams or presentations

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

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



## Penalties for late assessments and extension requests

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

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

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

The University has a Disruption to Studies Policy, which can be accessed here: [http://mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://mq.edu.au/policy/docs/disruption_studies/policy.html)

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

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

## Field Trip Work, Health and Safety

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

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

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

right to exclude anyone that is ill-equipped from the activity.

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

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

Alcohol is a significant contributing factor in many incidents and acts of prejudicial conduct. Alcohol must not be consumed when undertaking fieldwork activities or when using a motor vehicle/machinery. After-hours consumption of alcohol is at the discretion of the Fieldwork Leader. Anyone acting irresponsibly or in any way deemed to be a danger to themselves or others by the Fieldwork Leader will be required to leave the field trip, return to Sydney at their own expense and report to the Head of Department. The consequences of this may include exclusion from the Unit of study or your Degree program.

For more information, contact:

Russell Field

Fieldwork Manager (Dept of Environmental Sciences)

Macquarie University NSW 2109.

(W) 98508341

## **Requirements to Complete this Unit**

### **Compulsory attendance and assessment submission**

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

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

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

### **Workload requirements**

The workload for units at Macquarie University is based on a minimum of 3 hours per credit point

per week to receive a Pass grade (including 13 x weeks of semester and 2 x weeks of mid-semester break). For this unit, this means that you are expected to spend a total of around 150 hours on course learning activities. This includes 8 days during the field trip.

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

Activity	Hours per semester	Percentage allocation
Workshops 1 and 2	15	10 %
Field trip to Jervis Bay	75	50 %
Completion of assessments and additional reading	60	40 %
TOTAL	150	100 %

## Unit Grading

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

### ASSESSMENT GRADES AND STATUS

GRADE	RANGE	STATUS ( 'Standard Grade' in AMIS)	DESCRIPTION
HD	85-100	Pass	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the program.
D	75-84	Pass	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality or creativity in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the program and the audience.

CR	65-74	Pass	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the program.
P	50-64	Pass	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the program; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the program. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
F	0-49	Fail	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the program.

## Unit iLearn Page

This unit has an iLearn page that can be accessed through: [ilearn.mq.edu.au](https://ilearn.mq.edu.au). It contains links to the unit guide, further details on the assessments, links to upload assessments and a discussion page. As the semester progresses, it will be used to circulate data and other materials related to the course, field trips and assessments.