



BIOL3640

PACE Experience in Biological Sciences

Session 2, Fully online/virtual 2020

Department of Biological Sciences

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Disclaimer

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Unit convenor

Katherine McClellan

katherine.mcclellan@mq.edu.au

6 Science Road, room 213

by appointment

Credit points

10

Prerequisites

130cp (including 40cp in BIOL units) and permission by special approval

Corequisites

Co-badged status

Unit description

This PACE unit provides an opportunity for students to engage with the community through a variety of activities. Examples might include individual and group activities with an international, regional or local focus on public-sector agencies, professional bodies, companies, industry partners and not-for-profit organisations. The unit promotes learning through participation with community partners as well as the development of Course Learning Outcomes and professional skills. Students will be encouraged to apply theory learnt through their degree to real-world situations. Student learning will be facilitated through orientation and induction activities, scaffolding for skill, and knowledge development and debriefing; supported throughout by rigorous academic assessment.

All students seeking Special Approval for BIOL3640 must consult with the FSE PACE Team by: (1) self-enrolling in the iLearn Community Unit [<https://ilearn.mq.edu.au/course/view.php?id=37365>]; (2) reviewing all available pre-enrolment information; and (3) submitting the form to Apply for Special Approval to enrol in BIOL3640, found on the BIOL3640 pre-enrolment Community Unit iLearn site. Applications for Special Approval to enrol in BIOL3640 must be made no later than 4 weeks before the start of session.

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:

ULO1: Critically reflect on the core knowledge and skills you have developed throughout your university course.

ULO2: Effectively communicate your professional capabilities to potential colleagues and employers.

ULO3: Apply your core knowledge and skills to real-life tasks.

ULO4: Articulate and demonstrate how engaging with others can contribute to the well-being of people, communities, and the planet.

ULO5: Identify how to integrate your discipline-specific knowledge and transferable skills to embark on your chosen career path.

General Assessment Information

There are a total of five assessments in BIOL3640 – all of which are important to a student's learning experience and ability to succeed in BIOL3640. Assessments have been designed to constitute a portfolio of sorts that students can use towards their endeavours beyond Macquarie University. Students may therefore find value in adapting these resources further for the purpose of submission to prospective employers, educational institutions (if pursuing postgraduate or HDR study) or funding organisations, as well as consulting them in advance of interviews and employment/scholarship/internship/award applications.

Important note: Assessments in BIOL3640 are primarily designed in order students can draw on their existing knowledge and personal traits, their PACE activity experience, and theory taught through BIOL3640. There can be instances whereby students commence their PACE activity significantly later than others and this can impact on certain questions found in particular assessments (namely, Mind the gap! and the Reflective Praxis). Fortunately, these assessments have been created to be flexible such that questions can be adapted to suit student context. Most commonly this involves examining things through the experience of finding a PACE activity which for some, can be an incredibly time-consuming and rigorous experience. If you have any concerns about your ability to complete assessments as they are detailed in this unit outline, please contact the Unit Convenor to discuss the possibility of adaptation as early as possible.

PACE activities and BIOL3640 assessment

Feedback from PACE activity supervisors on student performance in the PACE activity is not a part of assessment in BIOL3640. Similarly, PACE activity supervisors are not asked to provide marks on their students in relation to their performance in the PACE activity. There are very important reasons why – all of which are for the benefit of students:

1. Students in BIOL3640 complete incredibly diverse PACE activities at a myriad of

different organisations – both of which vary from session to session. In the same way that no student will have the same experience as another, each PACE activity supervisor will form distinct relationships with their student(s) and have their own set of expectations.

- For example, some supervisors might establish very close bonds with their students and have excellent knowledge of their performance in the PACE activity whereas others can take more of a ‘hands-off’ approach and students find themselves working independently – even sometimes struggling to get feedback from their supervisor. In other cases, it is possible that a supervisor and their student do not have the best of relationships, or, they become the best of friends. Conditions such as these mean that not every supervisor is in a position to genuinely or objectively comment or grade students on their performance. Asking supervisors to provide feedback or marks despite these real circumstances could result in some students being unfairly disadvantaged or advantaged.
2. The Assessment Policy of Macquarie University requires that all assessments are moderated. “Moderation is a quality review and assurance process that occurs at all stages of the assessment lifecycle. It involves using other academics and qualified staff to confirm that the assessment design, tasks and marking are valid and reliable (Macquarie University, 2016).”
- Unfortunately, moderation of feedback and marks from PACE activity supervisors is incredibly difficult/not feasible as each supervisor will have their own interpretation of assessment criteria, and supervisors change each session which prevents the accumulation of understanding over time. For example, one student could receive a very high mark from their supervisor based on the supervisor’s understanding of the marking criteria while another student, who worked just as hard and did something similar with a different organisation, could be graded very harshly as their supervisor had an entirely different interpretation of the criteria.
 - Further, PACE activity supervisors work in isolation of each other, whereas teaching staff of a PACE unit collaborate during the marking process to ensure objectivity and the appropriate setting of benchmarks. In the context of BIOL3640 this generally involves all teaching staff marking a sample of 5 submissions, then discussing marking outcomes to ensure there is clarity and agreement. This double marking also enables discussion to occur around cohort-

based benchmarks as well as supporting a shared understanding of the marking criteria.

Submitting your assignments:

All assignments must be submitted on or before the due date listed, unless exceptional circumstances exist and alternative arrangements are necessary as per the Special Consideration Policy.

Most assessments in this unit can be submitted during a window of time between the review of relevant content (including that associated with the undertaking of PACE activities) and the deadline. Students cannot submit the assessment prior to the opening of the assessment window, but are welcome to submit prior to the deadline provided they have reviewed the content required to complete the assessment.

Detailed assessment information and submission instructions are available on iLearn

Late penalties:

Extensions will be granted only in serious and unavoidable circumstances and only by the Unit Convenor. Such requests are accounted for in the Special Consideration Policy and students must submit requests within 5 working days of a disruption's commencement. Supporting documentation will be required for both medical and non-medical situations. Students are advised to alert the Unit Convenor (i.e. in person or by email) as soon as possible if there are circumstances which may prevent them from completing an assessment on time, and then submit the appropriate Special Consideration request.

Assignments submitted after the due date and without an approved Special Consideration, will be penalised **one mark per day late**. For example, if the assessment carries a value of 30% of the total unit grade and you initially achieve a score of 20 out of 30 (67%), but have submitted one day late, one mark from the initial score will be subtracted (20-1 = 19 out of 30 = 63%).

Returning Assessment Tasks and Grades

Grades for individual assessments will be communicated to students via iLearn and your grades will be visible in iLearn's Gradebook. Gradebook will not display marks (i.e. 57%) but grades (i.e. letters such as "P" for a "Pass" grade) and where appropriate a plus (+) or minus (-) signs which would give students greater insight into their performance in that grade boundary (see next section on "Marking Criteria" for more detail on this).

Grades and feedback for all assessments will be communicated/become visible once the entire cohort has been marked. This allows for benchmarking specific to the session, moderation, and equity. Assessments that have been submitted on alternative dates as approved through the Special Consideration process, will be returned with all others if possible. The standard return period for assessments at Macquarie University is 3 weeks. Final grades for the unit will be

communicated via e-Student as per University policy.

Feedback

Students can expect feedback in the following formats as relevant to each assessment (i.e. the only format which applies to all assessments is general feedback as described in the first bullet point below):

- General feedback featuring trends across the cohort
- Individualised marking rubrics
- 'Quick mark' comments directly in Turnitin/Gradebook submissions
- Summary feedback – in Turnitin/Gradebook submissions or alongside individualised marking rubrics

Grades and Marking criteria

Assessment rubrics have been designed to help students better understand what sort of content is being sought in assessments, and against which grades will be based. Also, the rubrics detail the various grade ranges (i.e. High Distinction = HD; Distinction = D; Credit = C/Cr; Pass = P; and Fail = F) and what level of work would constitute each grade in relation to the assessments for this unit.

Students should note that as per Macquarie University's Assessment Policy, letter grades are returned to students in this unit. It is appreciated that students would want to understand approximately where, within a given grade range, they have been scored. For this reason, grades in BIOL3640 will have either a + sign to indicate the grade falls within the top end of the relevant scale, or a – minus sign to indicate the lower end. Those grades without a symbol represent mid-range. here is a breakdown of the grade ranges:

Grade	Mark
HD+	95-100
HD	90-94
HD-	85-89
D+	82- 84
D	78-81
D-	75-77
C+	72-74
C	68-71
C-	65-67

P+	60-64
P	55-59
P-	50-54
F	0-49

The hope is that students will find the rubrics helpful as assessments in this unit require students to bring together several components in a synthesised analysis. Students must also engage with both theoretical and practical content in a critical manner. Further, students of this unit may be unfamiliar with the practice of reflection and it is expected that students will not only learn about some of the theoretical aspects of reflection, but also demonstrate its application in a manner that is relevant to their PACE activity, and their own needs.

As it relates to reflection, the grading of assessments in BIOL3640 is very much focused on the process rather than the individual outcomes of students. For example, as it relates to the final assessment (Reflective Praxis) although students might identify the scale of learning they have achieved through their PACE activity and the unit more broadly, grading will focus on the degree to which they have integrated theory with practice, and substantiated this with both personal evidence (i.e. your own opinion/viewpoints/perspectives/experiences/ideas) and scholarly evidence (e.g. resources/concepts/tips/theories/theorists from a source other than yourself). Grading would also take into account things such as the degree to which all components of the assessment have been completed, and the quality of these.

This is intended to ensure objectivity as it would be inappropriate to grade a student on the basis of how much experience or learning they have, or have not, had to date. This unit places high value on the individual experiences and skills that all students bring to the course. There are three important reasons why:

1. If grading were based solely on personal evidence then there would be a risk of subjectivity (e.g. if we pass a personal judgement on one opinion being of greater value over another). A similarly inappropriate scenario would be for the cover letter to be assessed based on the amount and nature of experience/education achieved by students to date. As should be evidenced in the feedback - it is about writing a good cover letter full stop, no matter your background.
2. If all opinions have their merit (as we believe they do), then grading of these viewpoints alone means that everybody would achieve top marks by simply having an opinion. In turn, this would affect the academic rigour of the learning process for each student - to what degree would students need to think critically, analytically, and in an integrated manner?
3. The main objective of the unit is to get students to engage with praxis and this necessitates combining theory with practice. For this reason, having a personal viewpoint/opinion/perspective alone, while an important starting point, is not enough to

achieve this level of understanding.

On that note, as BIOL3640 is a 300 level unit, students are expected to **cite and reference reputable, scholarly evidence to substantiate their responses where appropriate.**

Responses should not just be opinion based, although they may be driven by your opinion and views. The exceptions to this are the Cover Letter and Mind the Gap! assessments whereby students will demonstrate their understanding of theory through its direct application (i.e. in writing the cover letter, and communicating their knowledge and learning in the case of Mind the Gap!). Separate rubrics have been created for these assessments as a result.

During the marking process relevant criteria are shaded with colour in the marking rubric to demonstrate performance level. At times, the distribution of this for a given criterion might fall in more than one grading category. This means that certain parts of an assessment could be considered at one grade level, while other elements classified at a different level. Such variation is normal in BIOL3640 given there are no set responses to assessments and marking is carried out in an objective manner (as described above). When this occurs, criteria will be shaded in all relevant grade levels that apply as appropriate and the accompanying feedback will demonstrate the variation.

Finally, students should note that each grade range (i.e. High Distinction = HD; Distinction = D; Credit = C/Cr; Pass = P; and Fail = F) represents a wide spread of possible marks. While the overall grade for each assessment will indicate where in a given range the student has performed, the marking rubrics are based on the grade range as a whole. This means that if a grade range is shaded in an individualised marking rubric, it does not necessarily mean that you have achieved at the top end of that range. Indeed, it is possible that a student sometimes performs at the lower end of that range, sometimes in the middle, and at others, at the top. Written or spoken feedback will provide guidance on any variation in performance within a given grade range.

Moderation of grades

This unit and its assessments are moderated according to departmental and university requirements. In this unit 10% of submissions are randomly selected for calibration of marking standards, and on completion of marking these assessments are revisited to determine if the grade evaluation may have changed. If grade evaluations have changed final marks are adjusted to reflect this. If assessments are marked by multiple people, all markers will calibrate their marking by all marking the same random assignments (10% of submissions), before continuing with the remaining submissions, any discrepancies between assessments are discussed and the marking criteria and standards are agreed on. The final marks are compared to ensure consistency between markers. All summative assessments are moderated, with the major assessment also moderated by an academic external to the unit.

Plagiarism

All written work must be in the student's own words. Assessments submitted via Turnitin will be subjected to plagiarism detection. Plagiarism will not be tolerated. Penalties for plagiarism range from loss of marks to awarding a zero, depending upon the level of plagiarism, and will be reported to the Faculty Disciplinary Committee.

If you are having trouble with this unit

If you are having trouble with any aspect of BIOL3640, you should discuss the matter with the Unit Convenor as soon as possible. If you require extensions for assignments, please do not leave it to the last moment, and please recognise that you need to provide appropriate documentation. The University provides excellent health and counselling services on-campus and also significant disability support if required.

The Faculty and the University have important policies on student behaviour, computer usage, plagiarism and other forms of cheating. Your conduct in BIOL3640 should always be respectful of your fellow students and others involved in the unit, and the people and other species that your work affects, and should always be consistent with policies of the Faculty and the University.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>iLearn Posts 1&2</u>	10%	No	10am 31/7/2020 & 23/10/2020
<u>Cover Letter</u>	20%	No	11:59pm 16/8/2020
<u>Short essay</u>	20%	No	11:59pm 6/9/2020
<u>Mind the Gap!</u>	20%	No	11:59pm 23/8/2020 & 4/10/2020
<u>Reflective Praxis</u>	30%	No	11:59pm 5/11/2020

iLearn Posts 1&2

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 0.5 hours

Due: **10am 31/7/2020 & 23/10/2020**

Weighting: **10%**

This assignment is made up of a series of two iLearn posts. In iLearn Post 1 you will need to introduce yourself and what you are hoping to achieve over the unit, as well as identify a Unit Learning Outcome that you particularly want to work towards, and identify how you plan to do this. In iLearn Post 2 you will need to choose a theoretical concept (from those presented in the unit) and present a brief argument about it in relation to your PACE activity. You will also need to reply intelligently to a response posted by at least one classmate.

On successful completion you will be able to:

- Critically reflect on the core knowledge and skills you have developed throughout your

university course.

- Articulate and demonstrate how engaging with others can contribute to the well-being of people, communities, and the planet.

Cover Letter

Assessment Type ¹: Non-academic writing

Indicative Time on Task ²: 7 hours

Due: **11:59pm 16/8/2020**

Weighting: **20%**

This assessment requires you to find a job or program posting that is relevant to your skills and interests, then apply cover letter writing theory as taught in BIOL3640 to write a letter for the advertised role or program.

On successful completion you will be able to:

- Critically reflect on the core knowledge and skills you have developed throughout your university course.
- Effectively communicate your professional capabilities to potential colleagues and employers.
- Apply your core knowledge and skills to real-life tasks.
- Identify how to integrate your discipline-specific knowledge and transferable skills to embark on your chosen career path.

Short essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 7 hours

Due: **11:59pm 6/9/2020**

Weighting: **20%**

This assessment requires you to demonstrate your understanding of key theoretical content covered in the BIOL3640 workshops and online modules, then relate this content to yourself, your PACE activities, and your courses of study.

On successful completion you will be able to:

- Critically reflect on the core knowledge and skills you have developed throughout your

university course.

- Articulate and demonstrate how engaging with others can contribute to the well-being of people, communities, and the planet.

Mind the Gap!

Assessment Type ¹: Media presentation

Indicative Time on Task ²: 7 hours

Due: **11:59pm 23/8/2020 & 4/10/2020**

Weighting: **20%**

This assessment requires you to critically reflect on the core knowledge and skills you have developed through BIOL3640 and the course of your degree, then demonstrate your science communication skills by effectively communicating your professional capabilities to colleagues. Firstly, you will prepare a question that would be appropriate to ask in a job, promotion, scholarship, admissions interview, or at a networking event. Secondly you will use creative media (e.g. Powtoon, Prezi, Adobe Spark Video, PowerPoints with animation and voice-over, video, etc.) to answer two questions: one addressing what a Program Learning Outcome means in theory and in practice, and how it relates to your discipline; the second will be a randomly assigned student question.

On successful completion you will be able to:

- Critically reflect on the core knowledge and skills you have developed throughout your university course.
- Effectively communicate your professional capabilities to potential colleagues and employers.
- Apply your core knowledge and skills to real-life tasks.
- Identify how to integrate your discipline-specific knowledge and transferable skills to embark on your chosen career path.

Reflective Praxis

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 10.5 hours

Due: **11:59pm 5/11/2020**

Weighting: **30%**

This final assessment synthesises all of the learning objectives and outcomes in this unit. You will need to critically reflect on what you have learned in the unit, and the experience gained through your PACE activity. Then effectively communicate your capabilities and how your

perception of them has changed over the course of the unit. To do this well you will need to re-visit your pre- and post-unit profile surveys, all your assessments and the unit theoretical content.

On successful completion you will be able to:

- Critically reflect on the core knowledge and skills you have developed throughout your university course.
- Effectively communicate your professional capabilities to potential colleagues and employers.
- Apply your core knowledge and skills to real-life tasks.
- Articulate and demonstrate how engaging with others can contribute to the well-being of people, communities, and the planet.
- Identify how to integrate your discipline-specific knowledge and transferable skills to embark on your chosen career path.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

BIOL3640 involves a series of workshops (Live Streamed/Via Zoom, recorded and available through via Echo360 ALP on iLearn), on-line Modules and tasks, and a ~70 hour PACE activity.

Workshops involve a lot of student engagement and students should continuously participate during classes and over the teaching session. If in-person, this could involve attendance via Zoom even if for a limited portion of the workshop. If in-person attendance of workshops is not possible (e.g. due to location, timetable clash, etc.) students need to engage with content, practical exercises, and classmates online in a timely manner. There will be 2 x 1.5 hour workshops held in select weeks (weeks 1-4 & 11-12) of the session and each workshop will present new content.

The required activities will vary from week to week depending on the nature of the delivery (in-class workshop or on-line) and the timing of individual PACE activities. Please refer to the Unit Schedule on iLearn throughout the semester to confirm the delivery mode (i.e. in-person workshops, readings, on-line learning, etc.). iLearn Announcements will inform of any changes to this plan.

Required and recommended reading:

There is no required text book for this unit; however, in conjunction with workshops, on-line learning, and assessments there will be a number of resources that students must read and research. With the exception of those materials which are researched independently by the student (e.g. for assessments), all resources will be made available electronically.

Workloads

BIOL3640 is a 10 credit point unit. The total workload for a standard 10 credit point unit should be a minimum of 10 hours per week throughout the semester. However, as a PACE unit there is recognition that workload may vary in comparison to traditional unit offerings. This is due to teaching delivery which is in-class, on-line and in the community, differences in timing for PACE activities, and individual styles of learning.

Also, experience has indicated that students often choose to commit more time than required to their PACE activities in response to the associated personal and professional reward and learning opportunities which could not otherwise be achieved in the classroom. With this in mind, students should understand that workload associated with a 10 credit point unit must ultimately constitute 150 hours in total. The following workloads hours apply to BIOL3640 with the recognition that some variation may occur:

- Workshops and associated preparation (i.e. review of online resources): 36hours
- PACE activity: approximately 70 hours
- Assessments: 32hours
- Private study and reflection: 12hours

Keeping track of PACE activity hours:

It is recommended that students maintain some sort of record (in hard or soft copy) that charts the number of hours they complete over the course of their PACE activity as well as key events and learning. This is to foster student learning and achievement - there is no formal log book or requirement for students to submit evidence of having completed the 70 hours of their PACE activity. Instead, a student's progress of their PACE activity will be monitored throughout via information provided in assessments as well as direct communication by FSE PACE staff with students and their PACE activity supervisor.

You may want to consider having a spreadsheet, as outlined below. It is not necessary to have your supervisor sign off on your hours, but many students ask about it so we have made a mock up below:

Date	Start time	Finish time	Hours	What I learned
10/4/20				
11/4/20				

12/4/20				
13/4/20				
etc....				
Student's name	_____			
Supervisor's name	_____	Supervisor's signature	_____	

Roles and Responsibilities of PACE partners:

- Host a student or group of students to undertake a PACE activity;
- Work with the University (and/or the student where appropriate) to design a PACE activity that satisfies the needs of the partner and the academic requirements of the unit;
- Nominate a supervisor who will provide support and supervision to the student/s;
- Provide sufficient resources/facilities for the student/s to undertake the PACE activity;
- Provide the student/s with an orientation at the beginning of the PACE activity informing them about: work health and safety requirements; emergency procedures; harassment, bullying and anti- discrimination policies; dress standards; confidentiality and privacy requirements; internet policies and ethical guidelines; any special training required for their role;
- Negotiate in good faith with the student/s if it is considered that their work during a PACE activity will, or is likely to generate Intellectual Property rights, and if required, enter into a separate agreement with the student/s relating to Intellectual Property rights ownership;
- Provide the required Work Health and Safety information to the University to enable the University to complete a risk assessment of the PACE activity prior to the student/s commencing the activity. This will include completion of a short WHS survey about the environment where the student will be working when based with the partner organisation;
- Comply with the Work Health and Safety laws of the state or territory where the PACE activity will be undertaken;
- Advise the University and the student/s of any necessary clearances that the student/s will need to undertake the PACE activity (e.g. working with children check, police checks, vaccinations);
- Acknowledge, where possible, the student's role in authoring or contributing to any materials produced during the PACE activity;
- Provide the student with feedback on their work and help them to resolve any difficulties they experience;
- Contact the Unit Convenor or Faculty PACE Manager as soon as possible, should there

be any changes or issues relating to the agreed activity or the student's participation.

Unit Schedule

Mondays 4-5:30pm via Zoom - links will be provided on iLearn

Thursdays 4-5:30pm via Zoom - links will be provided on iLearn

Week	Date & Time	Workshops and On-line Modules	Mode of delivery	Required resources/ workshop prep	PACE activity	Assessment
1	Monday 4-5:30pm 27/7/20	Who do you think you are? (BIOL3640 and your employability)	Via Zoom	Prior to the workshop read: BIOL3640 unit outline	Generally most PACE activities do not commence prior to, or during Week 1 of S2. If you need to start by this time, please ensure you consult with the FSE PACE Team well in advance of session start	
1	Thursday 4-5:30pm 30/7/20	Are you experienced? (Exploring your Capabilities & Reflection Part I)	Via Zoom	Prior to the workshop read: (1) Pages 5-7 of the unit outline; (2) bring a device for recording your reflections (e.g. camera, sketch book & pens/pencils, modelling clay, etc...)		Assessment 1: iLearn Post 1 due by Friday 31/7/20, 10am
2	Monday 4-5:30pm 3/8/20	Impostor syndrome? (Career Skills: writing effective cover letters)	Via Zoom	Prior to the workshop read: (1) How to write a cover letter' (Gallo, 2014); (2) Using the STAR technique to shine' (Higgins, 2014); (3) How to master the STAR method' (Simpson, 2018)	PACE activities may commence if confirmed by the FSE PACE Team.	
2	Thursday 4-5:30pm 6/8/20	What's in it for everybody? (Reciprocity and Mutual Benefit)	Via Zoom	Prior to the workshop read: 'Language Matters: Reciprocity and Its Multiple Meanings' (Hammersley, 2017)	Ongoing	
3	Monday 4-5:30pm 10/8/20	Expect the unexpected! (PACE Ethical Practice Part I)	Via Zoom	Prior to the workshop read: (1) the NHMRC Preamble; Then complete: (2) The Trolley Problem (online exercise)	Ongoing	
3	Thursday 4-5:30pm 13/8/20	Tell us what you really know (Communicating Science)	Via Zoom	Prior to the workshop read: (1) 'The Higgs Boson: Why Should You Care?' and (2) 'Higgs Boson: Failure to Communicate'	Ongoing	Assessment 2: Cover letter due by Sunday 16/8/20, 11:59 pm
4	17/8/20 or as your schedule allows	See yourself in a broader context (Introduction to Social Inclusion)	Online Module 1- private study	Resources as listed in iLearn – students must work through all independently	Ongoing	

4	20/8/20 or as your schedule allows	Grappling with the 'grey areas' (PACE Ethical Practice Part II)	Online Module 2 - private study	Resources as listed in iLearn – students must work through all independently	Ongoing	Assessment 4: Mind the gap! Question (Step 1) due Sunday 23/8/20, 11:59pm
5	27/8/20 or as your schedule allows	Contemplating your options (Reflection Part II)	Online Module 3 - private study	Resources as listed in iLearn – students must work through all independently	Ongoing	
5	27/8/20 or as your schedule allows	Now what? (Career Skills: translating experience to outcomes)	Online Module 4 - private study	Resources as listed in iLearn – students must work through all independently	Ongoing	
6	as your schedule allows	No classes	Private study		Ongoing	Assessment 3: Short Essay due Sunday 6/9/ 20, 11:59pm
7	as your schedule allows	No classes	Private study		Ongoing	
Mid- session break		No classes	Private study			
8	as your schedule allows	No classes	Private study		Ongoing	Assessment 4: Mind the Gap! Step 2 due Sunday 4/10/20, 11:59pm
9	as your schedule allows	No classes	Private study		Ongoing	
10	as your schedule allows	No classes	Private study		Ongoing	
11	Thursday 4-5:30pm 22/10/20	Mind the gap! Awards (Assessment 4)	Via Zoom	In order to be eligible for you must submit Assessment 4	Ongoing	Assessment 1: iLearn post 2 due by Friday 23/10/20, 10am

12	Monday 4-5:30pm 26/10/20	Objects in mirror are closer than they appear (Challenging ways of seeing, thinking, doing, and being)	Via Zoom		Ongoing	
12	Thursday 4-5:30pm 29/10/20	The Butterfly Effect (Unit de-brief and Overview)	Via Zoom		Ongoing	
13			Private study		Activities need to be wrapped up by the time the Reflective Praxis is submitted unless otherwise agreed upon.	Assessment 5: Reflective Praxis due by Wednesday 5/11/20, 11:59pm

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.*)

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 or if you are a Global MBA student contact 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) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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

If you are a Global MBA student contact 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/.

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.

PACE activity

General information about PACE and PACE forms

General information about PACE is provided through the BIOL3640 pre-enrolment iLearn site (e.g. partner-facing brochures etc.). Additional information can be found through the following webpage: <https://students.mq.edu.au/experience/practical-experience/pace-experience>

There are several ways in which PACE might support students financially to undertake PACE activities. PACE Travel Grant information can be found here: <https://students.mq.edu.au/experience/practical-experience/pace-experience/where-can-i-go/apply-for-a-grant>

PACE Activity – Early Commencement (now a part of the PACE Activity Management

Procedure): to outline the conditions under which the unit convenor of a PACE unit will consider a request from a student to commence or complete a PACE activity prior to the official start date of the associated PACE unit: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/pace-activity-management>

PACE - Managing Other Commitments (now a part of the PACE Activity Management

Procedure): to outline the University's approach to an absence or other form of disruption during the session due to a student undertaking a PACE activity: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/pace-activity-management>

PACE - Reasonable Adjustments (now a part of the PACE Activity Management

Procedure): Macquarie University will endeavour to match students with an appropriate host and feasible PACE activity to maximise student success. These documents provide good practice information for students and staff to encourage early disclosure of circumstances (e.g. disability, medical condition, flexible time arrangements, or leave days for official observances, etc.), which may impact on a student's PACE activity, and the subsequent arrangement of reasonable adjustments when enrolling or participating in a PACE Unit (Guideline): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/pace-activity-management>

PACE activities requiring background checks: Some partner organisations may require students to complete certain background checks and/or clearances in cases where they will be working with children, young people, people with disabilities, the frail-aged, at-risk clients, and government/statutory agencies. It's very important that students complete the required background clearances before beginning the PACE activity. Any necessary information on background checks will be communicated directly to students by the Unit Convenor or the Faculty PACE team. Please note there is an extra verification step required for students who need to complete a Working with Children Check.

Students will be required to provide their WWCC number to the Faculty PACE Team electronically and the result of their check will need to be verified by MQ WWCC Administrator (Governance Services) before they start their activity.

Policy regarding PACE and the AHEGS statement: PACE units will be flagged on student transcripts with the symbol 'π' after the unit code and before the unit title. Students can highlight this designation to future employers and academic institutions as the following definition, which details the value of such units, will also be included after the list of units and before Special Achievements, Recognition and Prizes (if included) or the Key to Grading:

π: Units marked with a π are designated PACE units. These units provide students with an opportunity to learn through practical experience and make a valuable contribution to the community by applying knowledge and skills acquired at the University.

PACE and Ethical Practice: Ethical considerations feature heavily in the PACE Initiative. As ambassadors of the University, students are expected to engage with the wider community in a responsible and ethically informed manner that respects the rights of individuals, communities and the environment. This expectation applies to all PACE activities regardless of their nature. Ethical practice involves negotiating the ethical complexities of the context with which you are working. This involves critically thinking about issues of power, hierarchy, culture and position, and about the potential risks of your work and interactions with others, immediate and over time. It is important to ensure that risks are mitigated and experiences are enriching and worthwhile for all those involved.

In addition to the role of students as ambassadors, partners must conform to the University's ethical standards; PACE activities must be aligned with the wellbeing of people and planet; there are research- based PACE activities as well as collaborative research with partners; and, the way in which everybody's PACE experiences are captured and shared must be ethical. If a student ever feels that unethical behaviour has occurred during a PACE activity, they should consult with their Unit Convenors and/or the Faculty PACE staff immediately. Further, any students whose PACE activity will involve research should discuss ethics requirements and any relevant training with their activity supervisor.

PACE and IP: Students enrolled in PACE units may be working with external industry partners. Although it is uncommon, during some activities. Intellectual Property may be created and there may be some instances when the partner requires the assignment of IP. Students are encouraged to seek legal advice prior to entering into any such agreement. Students uncertain of their rights relating to IP ownership can seek advice from the Office of the Deputy Vice-Chancellor (Research). This should be done by contacting the relevant Faculty PACE Manager.

PACE Prizes: PACE students can be eligible to apply for the prestigious Prof. Judyth Sachs PACE Prizes: <https://students.mq.edu.au/experience/practical-experience/pace-experience/appl>

y-for-a-prize

Students should note the information below in case they find themselves in any emergency situations.

1. Remove yourself from any danger.
2. Call 000, if necessary.
3. Speak to your partner-based supervisor, if possible. The Organisation may have emergency procedures to follow.

THEN - if the emergency occurs in office hours (i.e. Monday - Friday 9am-5pm)

1. Contact your Unit Convenor by phone/email as soon as you can.
2. If you cannot reach your Unit Convenor, contact your Faculty PACE Manager by phone/email. OR - if the emergency occurs outside of office hours (i.e. outside of Monday - Friday 9am-5pm)
3. Phone Campus Security Office on (02) 9850-9999 as soon as you can. This is a 24 hour, 7 days a week service and it does not matter where in Australia you are when you call. Please identify yourself as a PACE student when you call.

N.B. For any minor issues with your participation activity, please speak to your partner-based Supervisor. If the problem is more serious, please contact your Unit Convenor or your Faculty PACE Manager.

If you are experiencing difficulties and need to speak to a counsellor:

Contact the MQ Counselling Service at Campus Wellbeing on 9850-7497 (Monday - Friday, 8am-6pm) 1800 MQ CARELINE (1800-227-367) - information and referral service (24 hours, 7 days a week)

If you would like to speak to a counsellor outside of office hours, you can also contact Lifeline on 13 11 14 (24 hours, 7 days a week).

Work, Health, and Safety (WHS)

A PACE Activity is a practical experience allocated to, and undertaken by, a student within a PACE unit which may take place in premises other than the University (usually the Partner Organisation's premises). When working or studying in non-University premises, the primary responsibility for the health and safety of our students becomes that of the Partner Organisation hosting the student. All host organisations must comply with the NSW Work Health and Safety (WHS) Act 2011.

During your PACE activity your host supervisor should:

- make your responsibilities clear

- provide any necessary training
- inform you about professional codes of conduct
- supervise and provide feedback.

During your PACE activity you must have:

- a safe work environment
- a WHS safety orientation
- safe work systems
- protection from bullying and harassment

You must also:

- take reasonable care of yourself
- ensure your actions don't affect the safety of others
- follow the safety procedures of the host organisation

WHS and risk for fieldwork-based PACE activities

Certain PACE activities are fieldwork-based. Fieldwork includes professional experience whereby the fieldwork i) forms the majority of the activity; ii) is essential to partner benefit; and iii) requires the application of discipline specific knowledge and skills. Fieldwork-based activities are undertaken in collaboration with a partner and are conducted on a site in the natural and/or built environment in order to collect data (e.g. soil samples, asking questions of humans, documenting information about animals, etc.) for the purposes of informing a study about that environment or site. Fieldwork may be led by students as the discipline experts; however, it requires supervision by an appropriately qualified Macquarie University staff or external partner. Students who will undertake fieldwork-based PACE activities must consult with their host supervisor regarding additional WHS and risk procedures that might be necessary. All fieldwork must be officially approved by relevant staff before it commences.

Changes from Previous Offering

In S2 2020, BIOL3640 will be offered in fully online mode for both Day and External students. Classes will be held on Zoom.

Pre-requisites and co-requisites

In order to enrol in BIOL3640 students require Special Approval. Special Approval is granted on the basis of:

- attendance of the pre-enrolment workshop (in person or virtually) and review of all essential resources in the BIOL3640 pre-enrolment iLearn site as confirmed by

adeclaration;

- meeting the pre-requisite of 130cp (including 40cp in BIOL units) at the time of requesting Special Approval;
- a projected PACE activity and partner organisation meeting the PACE criteria (e.g. mutual benefit, ethical,etc.);
- a projected PACE activity enabling the learning outcomes of the unit;
- a projected PACE activity and partner organisation meeting WHS and risk considerations.

Requests for Special Approval involve the submission of a PACE Student Profile – the link for which is available to students via the BIOL3640 pre-enrolment iLearn site. Requests for Special Approval must be submitted no later than 4 weeks prior to the start of session (as published in the Handbook) unless otherwise communicated by staff. Eligible students will receive an email to confirm receipt of Special Approval, following which they should enrol in the unit via e-student asap. In cases where additional information is required or enrolment is not possible, students will be consulted by email.

Changes since First Published

Date	Description
15/07/2020	Added wording about moderation and plagiarism under the section "General Assessment Information"