FOSC300: Participation and Community Engagement in Science

Unit Guide

Session 1, 2015

Convenor:

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Welcome to FOSC300: Participation and Community Engagement in Science, a unit offered by the Faculty of Science and Engineering through the Professional and Community Engagement (PACE) Initiative of Macquarie University. As the third pillar of the Macquarie undergraduate curriculum, PACE is a key component of the University’s strategic direction – it is Macquarie’s way of integrating practical experience into your degree so it counts for credit, gives you the chance to work with different communities, and ultimately gives you the edge in your career.

This 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 graduate capabilities 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.

FOSC300 is a third year unit which offers students a unique opportunity to combine theoretical learning (both from within their discipline area/s and from the unit itself) with practical experience. As a 300-level unit, the learning outcomes for FOSC300 are anchored by the Graduate Capabilities in order to facilitate a learning process that encompasses the overall undergraduate experience. This unit is not dissimilar from other units at Macquarie University in that students are required to study academic content and complete assessments.

These requirements are combined with an experiential component (PACE activity) in order that the learning process is relevant throughout, and students achieve the necessary 150 hours for 3 credit points. Students can only be eligible to complete the unit by fulfilling its academic requirements (including the submission of all assessments) and the PACE activity as agreed upon between the student, the partner, and Macquarie University. Further, as a third year unit, students are expected to engage with challenging content in a manner that is commensurate with the well-developed skills of a student in the latter stages of their undergraduate degree. This includes the use of academic conventions and critical engagement with academic content.

Background on the PACE Initiative

In 2008, Macquarie University undertook a review of its academic programs. In that it was argued that Macquarie students increasingly face “a globalising world of major environmental change and resource constraints, of scientific and technological advance and ethical challenge, of continuing political instability and possible international conflicts, of unlimited creativity and increasing social surveillance” (Macquarie University, Review of Academic Programs, White Paper, 2008). To address these realities, a series of core values were established to act as Guiding Principles: Scholarship, Ethical Practice, Sustainability and Engagement.

The resulting curriculum was guided by these Principles and the outcomes included a “desire for graduates to develop awareness of issues relating to ‘People’ and ‘Planet’, and the insight and perspective gained from learning experiences involving “Participation”’ (Macquarie University, Review of Academic Programs, White Paper, 2008).
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Useful definitions:

Graduate Capabilities – 9 values agreed upon through the Review of Academic Programs (2008) as skills “graduates would need to develop to address the [above-mentioned] challenges and to be effective, engaged participants in their world” (Macquarie University, Review of Academic Programs, White Paper, 2008). As a 300-level unit, the learning outcomes for FOSC300 are anchored by the Graduate Capabilities in order to facilitate a learning process that encompasses the overall undergraduate experience.

PACE unit – an undergraduate unit which has been approved by Senate as meeting PACE criteria.

PACE activity – the experiential component of a PACE unit whereby students engage with the community through participation. The activity can be carried out in a variety of modes such as block (a concentrated period) or over the course of the whole semester (e.g. limited hours per week). Similarly, the timing of the PACE activity for each student may be different depending on arrangements with the community-based partner. Activities may include but are not restricted to: fieldwork with a partnership component; community panels with project mentoring; professional experience & practicums; internships and work-integrated-learning; community development projects; service learning by volunteering; project based learning; community-based research; mentoring and peer-assisted learning.

Classes:
FOSC300 is available in both internal and external* modes. The unit involves a series of workshops, on-line learning and a PACE activity. There are no scheduled tutorials or practicals associated with this unit. Students should note that the required activities for FOSC300 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 pages 8-9 throughout the semester in order to confirm the delivery mode (i.e. in-class workshops, on-line learning etc.) at any given time. If there are any changes to this plan the Convenor will contact students by email.

Workshops (in person): on select Fridays 15:00-18:00 WSC 221
Modules (online): refer to Unit Schedule
External students: Students enrolled externally in FOSC300 can seek assistance from The Centre for Open Education (COE): XSB Level 1, telephone 9850-7470, http://www.mq.edu.au/about_us/offices_and_units/centre_for_open_education/ Email: coe@mq.edu.au. If you enrol externally, it is assumed you are unable to attend internal classes; however, due to the interactive nature of the workshops and the importance of students sharing learning experiences, external students are encouraged to attend the limited on-campus workshops whenever possible.

FOSC300 Online (Technology required)
FOSC300 makes use of web-based teaching support using iLearn with the intention of facilitating flexible delivery, independent learning, peer-to-peer communication, and cooperation. The iLearn site provides access to items such as on-line learning resources especially designed for PACE units, an Announcement board for important notices (e.g. class cancellation), the Unit Outline, Discussion Forums, and workshop powerpoints.

Access to the Internet and regular access to the unit’s iLearn pages is essential. Students can log in to the iLearn pages by going to the “Students” homepage of Macquarie’s website: http://students.mq.edu.au/home/ (select “online units - iLearn” from the top right hand side of the page). The iLearn system has changed in 2015 and students are welcome to refer to the following: http://www.mq.edu.au/iLearn/student_info/guides.htm

Learning Outcomes
PACE units are aimed at providing an academic framework through which the capabilities of Macquarie students to contribute actively to the wellbeing of people and the planet can be developed. Further, these units can improve the capacity of partner organisations to meet their mission and purpose by providing students with opportunities for experiential learning, and an opportunity to put theory they have learned in the classroom into practice. The learning outcomes for FOSC300 have been written specifically in correspondence to these objectives.

Further, as a 300-level unit, the learning outcomes are anchored by Graduate Capabilities in order to facilitate a learning process that encompasses the overall undergraduate experience. The idea is to help students understand and reflect upon the way in which they have developed their Graduate Capabilities over the course of their degree, and in particular, through the PACE unit, as a means of preparing them for graduation.

At the end of this unit, students will be able to:

• Critically reflect on the development of their Graduate Capabilities as well as their overall experience in the PACE unit: Participation and Community Engagement in Science.
• Apply to their future career paths an understanding of core concepts such as ethics, career skills, and social inclusion/inter-cultural understanding as well as broad themes relevant to Science such as humans and the environment, and communicating science.
• Understand the ways in which they have, through engagement with the community, actively contributed to the well-being of people and the planet.
• Recognise how their engagement with the community has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
• Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their PACE activity.
• Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through the Faculty of Science and Engineering PACE unit as a whole.

Graduate Capabilities
FOSC300 has been designed to facilitate the embedding of diverse PACE activities while providing consistent learning and teaching for all students. To do so, the unit is specifically underpinned by
Macquarie University’s Graduate Capabilities thereby contributing to learning outcomes that are directly relevant to all programs of study at Macquarie University and importantly, useful for all undergraduate students in the final stages of their degrees. In this way, students will have the opportunity to understand better all of the Graduate Capabilities and develop their skills within these; however, it is anticipated that students will learn and grow in different ways, and experience different contexts over the course of the PACE unit. With this in mind, it is acknowledged that the resulting Graduate Capabilities of students in FOSC300 will evolve in an individualised manner. The Graduate Capabilities and how they relate to FOSC300 are detailed below.

1. **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.

   Although FOSC300 is not Discipline-specific, students will have the opportunity to reflect and comment upon aspects of learning which are directly relevant to their areas of study through both assessment and workshops. Further, students may have the opportunity to apply Discipline-specific Knowledge and Skills to their PACE activity depending on the nature of that experience.

2. **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.

   Overall, the unit encourages students to connect theory learned in the classroom (over the course of their degrees and including that in FOSC300) with real world practice, and to explore the strengths and limitations of that theory in practical contexts. Further, assessments in this unit require students to be critically analytical in relation to compulsory content (e.g. ethics, career skills, and social inclusion) and that which is elective (e.g. humans and the environment or communicating science), as well as integrative in thought in relation to synthesising unit material with learning outcomes.

3. **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.

   A number of PACE activities running through FOSC300 will be research-based and these will specifically challenge students to apply their problem solving and research capability. Further, in light of the interdisciplinary nature of students and PACE activities, students will find themselves in situations whereby they must demonstrate competence in accessing, using and synthesising appropriate information. To do this regardless of program of study or expertise requires strong problem solving skills and research capabilities.

4. **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.

As detailed, both content delivered in this unit and the PACE activities oblige students to understand problems from multiple perspectives and/or devise a range of effective solutions. Encounters with the real world can often result in a realisation that what is learned in the classroom does not always apply in practice. In teaching students how to 'expect the unexpected' the intention is to foster their ability to respond to matters as they arise in real life, in a creative and innovative manner.

5. 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.

FOSC300 involves a participation component which is centred on engagement with the diverse communities around us. The ability to engage successfully demands effective communication and students will have the opportunity to hone these skills through the PACE activity in particular. The final assessment for this unit further requires students to effectively communicate their reflective analysis of their learning experience through both written and oral formats. By the end of the unit, students should have a heightened sense of the importance of effective communication and some of the ways in which it can be practiced.

6. 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.

7. 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.

#6 & #7: The learning outcomes of this unit are based on the principles of the well-being of people and the planet, mutual benefit, and contributions to a socially inclusive and sustainable society. In this way, unit content and the PACE activities in FOSC300 have been selected to enable student engagement as ethical local and global citizens as well as engagement as socially and environmentally active and responsible citizens. In particular, certain PACE activities will: provide students with an opportunity to make a valuable and valued contribution to a socially disadvantaged, or otherwise marginalised population served by a partner organisation, while all are likely to give students an appreciation of the breadth and complexity of key ethical debates that arise in a particular field and give them the chance to engage in ethical reasoning. Further, in addition to learning about important subjects such as inter-cultural understanding and social inclusion, students will have the opportunity to gain real experiences of cross-cultural interactions, working on issues of both social and environmental concern, and develop skills such as leadership, group management, and cooperation.
8. 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.

9. 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 unit will not be easy to undertake and it will provide students with exciting opportunities and
challenges both on campus and within the community. As such, in FOSC300 students will be required to
juggle competing priorities and exercise professional judgement throughout. Similarly, the portfolio process
will require students to recognise and reflect on their own strengths and limitations and this necessitates
ongoing professional and personal judgement and initiative. Finally, FOSC300 fosters a commitment to
continuous learning for it promotes the exploration of possible future career options and engages students
in a critically reflective practice whereby they must evaluate their own limitations, strengths and mistakes.
This will ultimately help students understand the relevance of reflecting in general beyond their time at
Macquarie University and the ongoing importance of the pursuit of learning.

Required and recommended reading:
There is no required text book for FOSC300. 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, all resources will be
made available electronically through the FOSC300 iLearn site.

Pre-requisites and co-requisites
In order to enrol in FOSC300 students must have achieved 39 credit points and receive approval of the
Executive Dean. Prior to submitting a waiver request for Executive Dean Approval and before the
published enquiry cut-off, students must contact the Faculty PACE team in order to discuss enrolment
and potential PACE activities. Enrolment is also contingent on a student undertaking a PACE activity
that meets both the learning outcomes of the unit and PACE criteria.

Workload expectation:
FOSC300 is a 3 credit point unit and generally it is expected that students will commit at least 3.3 hours
per week per credit point in their studies. Thus, the total workload for a standard 3 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 in FOSC300 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 to date in other PACE units 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 3 credit point unit must ultimately
constitute 150 hours in total. For those undertaking a PACE activity overseas the nature of this
allocation will vary due to overseas travel etc. The following workload hours have therefore been
allocated with the recognition that some variation may occur:

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

Below is an indicative schedule for FOSC300 in Session 1, 2015. FOSC300 has been structured in a way that allows for some flexibility to this schedule due to potential differences in the timing of individual PACE activities, class size, delivery mode (e.g. online or face-to-face), individual student needs and the location of certain PACE activities. Students should therefore note that there may be variations to the proposed schedule on both individual and group levels. Any such variations will be determined as early as possible and in consultation with students.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Workshops and On-line Modules</th>
<th>Mode of delivery</th>
<th>Required resources</th>
<th>PACE activity</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1  | 27/2/2015| 1. Introduction  
2. Career Skills: Effective Curriculum Vitae (C.V.) and Cover Letters  
3. PACE activity overview | Classroom        | Resources as listed in iLearn                                                          | PACE activities may commence. Activities take place at a location identified by the community partner. Resources are as provided by the community partner. |                                                 |
| 2  | 6/3/2015 | 1. Graduate Capabilities  
2. Career Skills: Planning for Success  
3. Career Skills: Getting the most out of your PACE activity | Classroom        | Prior to the workshop please read pages 5-7 of the unit outline. All other resources as listed in iLearn | PACE activities may commence. Activities take place at a location identified by the community partner. Resources are as provided by the community partner. | iLearn Discussion post 1 due no later than Thursday 5/3 by 17:00 |
| 3  | 13/3/2015| 1. Introduction to PACE Ethical Practice  
2. Introduction to Reflection  
3. Introduction to Social Inclusion | Classroom        | Prior to the workshop please read the 1) NHMRC Preamble  
and 2) 'Moving beyond the diary' – both available through iLearn (Workshop 3). Please also read the iLearn Announcement with preparation instructions for Workshop 3. |                                                 |                                                 |
| 4  | 20/3/2015| 1. Science Module – Communicating Science                                                       | Classroom        | Resources as listed in iLearn                                                        |                                                  | Cover letter and curriculum vitae due Thursday 19/3 by 17:00 |
| 5  | 27/3/2015| 1. PACE Ethical Practice Part II  
2. Social Inclusion Part II                                                                            | Online           | Resources as listed in iLearn                                                        |                                                  |                                                 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
<th>Resources</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/4/2015</td>
<td>3. Reflection Part II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mid-session break and Easter</strong></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>PACE activities may run during this time.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>iLearn Discussion post 2 due no later than Wednesday 2/4 by 17:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/5/2014</td>
<td>1. Career Skills: career planning and key learnings</td>
<td>Online</td>
<td>Resources as listed in iLearn</td>
<td></td>
</tr>
<tr>
<td>15/5/2014</td>
<td>1. Graduate Capabilities Presentations’ Reserve (to be held only if necessary)</td>
<td>Classroom</td>
<td>Resources as listed in iLearn</td>
<td>1. Graduate capabilities presentation due for delivery in class on 15/5 and/or 22/5</td>
</tr>
<tr>
<td>22/5/2015</td>
<td>1. Graduate Capabilities Presentations</td>
<td>Classroom</td>
<td>Resources as listed in iLearn</td>
<td></td>
</tr>
<tr>
<td>29/5/2015</td>
<td>1. Challenging ways of seeing, thinking, doing, and being</td>
<td>Classroom</td>
<td>Resources as listed in iLearn</td>
<td>iLearn Discussion post 3 due no later than Wednesday 28/5 by 17:00</td>
</tr>
<tr>
<td></td>
<td>2. De-brief and Overview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/6/2015</td>
<td>No classes</td>
<td></td>
<td></td>
<td>Reflective Praxis document due Friday 5/6 by 17:00</td>
</tr>
</tbody>
</table>
Assessment in FOSC300

There are a total of four assessments in FOSC300 and all of these must be completed (including each component of Assessment 4) to receive a passing grade in FOSC300. It is preferred that assignments (with the exception of the Graduate Capabilities presentation) are submitted online via iLearn; however, should complications arise they can also be sent to the Convenor by email. For those assignments which can only be submitted in person (e.g. scrapbooks etc.) please contact the Convenor to make arrangements. If you will be doing your activity in a remote location, or one without reliable Internet access, please discuss this with the Convenor up front so that appropriate arrangements can be made. The assessments for this unit have been designed to constitute a Portfolio that students can use towards their careers 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 study) or funding organisations, as well as consulting the portfolio in advance of interviews and employment/scholarship/internship applications.

<table>
<thead>
<tr>
<th>Assessment name</th>
<th>%</th>
<th>Due date</th>
<th>Associated Graduate Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Vitae (C.V.) and cover letter</td>
<td>15%</td>
<td>by Thursday 19/3 by 17:00</td>
<td>2,3,4,5,8,9</td>
</tr>
<tr>
<td>Quiz</td>
<td>20%</td>
<td>by Friday 24/4 by 17:00</td>
<td>2,3,4,5,6,7,8,9</td>
</tr>
<tr>
<td>Graduate Capabilities Presentation</td>
<td>20%</td>
<td>Friday 15/5 and/or 22/5 in class</td>
<td>1-9</td>
</tr>
<tr>
<td>Reflective Portfolio: 1. iLearn post 1</td>
<td>5%</td>
<td>by Thursday 5/3 by 17:00</td>
<td>1-9</td>
</tr>
<tr>
<td>2. iLearn post 2</td>
<td>5%</td>
<td>by Wednesday 2/4 by 17:00</td>
<td></td>
</tr>
<tr>
<td>3. iLearn post 3</td>
<td>5%</td>
<td>by Wednesday 28/5 by 17:00</td>
<td></td>
</tr>
<tr>
<td>4. Reflective praxis</td>
<td>30%</td>
<td>by Friday 5/6 by 17:00</td>
<td></td>
</tr>
</tbody>
</table>

Submitting your assignments:

All assignments must be submitted on or before 5pm of the due date listed with the exception of the Graduate Capabilities Presentation which must be presented (either in person or electronically –e.g. using Prezi or another technology of your choice) during the scheduled class period(s). Those students who cannot deliver the presentation in person must ensure the Convenor receives a copy or link prior to the class start. Students will note that 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.

Late penalties:

Extensions will be granted only in unforeseen or exceptional circumstances and only by the Unit Convenor. Written evidence of illness or misadventure will normally be the only grounds on which extensions will be given. Extensions are granted prior to the due date therefore, 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 submitting on time. You must forward a copy of supporting documentation (e.g. medical certificate) when making an extension request. Late submissions will not be accepted once marked assignments have been returned.

Assignments submitted after the due date and without extension 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%).

**Marking criteria and Feedback**

Based on experiences from initial offerings of FOSC300, an assessment rubric has been designed to help students better understand what sort of content is being sought, and against which grades will be based. Also, the rubric details 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.

The hope is that students will find this rubric 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.

**Important note:** As it relates to reflection, and all aspects of assessments which require students to reflect, the grading of assessments in FOSC300 is very much focussed on the process rather than the individual outcomes of students. For example, as it relates to the first assessment (C.V. and cover letter), although students will receive feedback on their cover letters and C.V.s, grading will by and large be based on the responses to the questions (Step 4 of the assessment) and the clear application of content delivered in the first workshop. This is intended to ensure objectivity as it would be inappropriate to grade a student on the basis of how much experience 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. The only elements of the cover letter and C.V. that might be taken into consideration during the grading process would be incompletion of what was required or a demonstrated lack of effort to follow what was required for the assessment.

In addition to this rubric, students will receive individual feedback on their assignments. This feedback is intended to help students understand the justification for their grade as well as provide instruction for future improvement. If the feedback you have received is unclear in any instance, please consult the Convenor of the unit for further advice.
## FOSC300 Assessment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>High Distinction (HD)</th>
<th>Distinction (D)</th>
<th>Credit (Cr)</th>
<th>Pass (P)</th>
<th>Fail (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All components of the assessment have been addressed and there is clear engagement with the content detailed in each component.</td>
<td>All components have been addressed with exemplary detail. Engagement with the content of each component is outstanding in quality, substantiation, originality, and/or creativity.</td>
<td>All components have been addressed with excellent detail. Engagement with the content of each component is of high academic standard in quality, substantiation, originality, and/or creativity.</td>
<td>All components have been addressed in a sound manner. Engagement with the content of each component is of good quality, substantiation, originality, and/or creativity.</td>
<td>Most of the components have been addressed although some are more articulate in detail than others. Engagement with the content is satisfactory but there is neither in depth substantiation nor originality and/or creativity.</td>
<td>Very few if any of the components have been addressed with limited to no detail. There is little to no engagement with the content overall – particularly there is an absence of substantiation.</td>
</tr>
<tr>
<td>The submission demonstrates direct relevance or meaningfulness to the student (i.e. as an individual, in relation to learning through the unit, and the PACE activity)</td>
<td>By engaging with the content in an outstanding manner, the relevance or meaningfulness of the responses and/or content to the student has been synthesised exceptionally.</td>
<td>By engaging with the content in an excellent manner, the relevance or meaningfulness of the responses and/or content to the student is articulated comprehensively.</td>
<td>By engaging with the content in a sound manner, the relevance or meaningfulness of the responses and/or content to the student is well documented.</td>
<td>By engaging with the content in a satisfactory manner, the relevance or meaningfulness of the responses and/or content to the student is alluded to, but not necessarily explicit.</td>
<td>By not engaging, or engaging to a minimal degree with the content, the relevance or meaningfulness of the responses and/or content to the student is unclear or unstated.</td>
</tr>
<tr>
<td>Demonstrate evidence of engagement with reflective practice and the application of that reflective practice.</td>
<td>Nuanced engagement with reflective practice using one or more forms of reflective practice with an exceptional demonstration of its application.</td>
<td>Deep engagement with reflective practice and the comprehensive application of one or more forms of reflective practice.</td>
<td>A thorough engagement with reflective practice and the sound application of one or more forms of reflective practice.</td>
<td>Engagement with reflective practice, but it is primarily descriptive or incomplete, resulting in a response with limited reflection.</td>
<td>Minimal or no engagement with reflective practice attempted, and/or forms of reflective practice have not been successfully applied.</td>
</tr>
<tr>
<td>Explore learning which has resulted from reflective practice</td>
<td>Reflection for action (e.g. personal, academic, professional or civic) that is underpinned by a scholarly synthesis of learning from reflective practice. Metacognitive awareness is also evident.</td>
<td>Dynamic exploration of learning and how that relates to reflective practice that is strongly supported by scholarly and personal evidence.</td>
<td>Effective discussion on learning through reflective practice which is substantiated in a solid manner.</td>
<td>The identification and discussion of some learning made possible by reflective practice but limited integration between the two.</td>
<td>Little to no learning from reflective practice is evidenced and overall engagement with the link between learning and reflective practice is absent.</td>
</tr>
<tr>
<td>Articulate the links between relevant theory and its application in practice (praxis)</td>
<td>Outstanding analysis of the interrelationship and interdependency between theory taught in the unit and its application in practice. Gaps and discrepancies between theory and practice are also identified and explored.</td>
<td>Sophisticated integration and exploration of theory taught in the unit and its application in practice. Some gaps and discrepancies between theory and practice have also been addressed.</td>
<td>An articulation of links between theory taught in the unit and its application in practice. A clear effort has been made to engage with possible gaps and discrepancies between theory and practice.</td>
<td>Some limited links between classroom/theoretical learning and the participation experience is evident, but they are not explicit or developed.</td>
<td>Few to no relevant links between classroom/theoretical learning and the participation experience are evidenced. Theory may be alluded to, but it is not relevant to the context of practice.</td>
</tr>
<tr>
<td>Use of Academic Conventions</td>
<td>Use of academic conventions such as referencing and citation is accurate, consistent and appropriate for the level of unit. Able to adapt the approach to different disciplinary conventions.</td>
<td>Use of academic conventions such as referencing and citation is accurate, consistent and appropriate for the level of unit.</td>
<td>Use of academic conventions such as referencing and citation is almost always accurate, consistent and appropriate for the level of unit.</td>
<td>Basic referencing accurate and use of a bibliography and or reference list. Sometimes lacks consistency, but never the less is a reasonable acknowledgment of the sources of information.</td>
<td>Absence or inaccurate use of referencing and citation conventions.</td>
</tr>
</tbody>
</table>
Returning Assessment Tasks
All assessments will be returned via email or in class unless other arrangements are made and formally communicated. Grades for all assessments will be communicated upon return of the assessment. The standard return period for assessments at Macquarie University is 3 weeks.

FOSC300 ASSESSMENT TASKS

Assignment 1: Curriculum Vitae (C.V.) and Cover Letter

| Word Length: | approximately 1,200 words |
| Date Due:    | by Thursday March 19th, 2015 by 5:00 PM |
| Contribution to assessment: | 15 per cent |

The first assignment (15%) is a key component of your portfolio. It draws on content delivered in Week 1 through the Career Skills module on “Effective Curriculum Vitae (C.V.) and Cover Letters”. To complete this exercise, students must do the following:

1. Find a job posting which is relevant to your skills and interests (e.g. the sort of position you think you might want to pursue once you graduate from university or an unexpected opportunity that strikes you as very interesting). If you cannot find such a job posting, students can ask the Convenor to use their PACE activity statement.

   Note: You do not have to possess all skills listed as essential or preferred; however, you should be able to address a number of these as a means of demonstrating eligibility. Essentially the role should be something in which you have an interest and to which you can speak in the cover letter and C.V. – you don’t have to possess the criteria perfectly. The posting can: include graduate programs or an actual job you are interested in applying for; be within or without Australia; be sourced using websites external to Australia (standard Australian sites might include www.seek.com.au; www.ethicaljobs.com.au; and www.mycareer.com.au).

2. Write a cover letter that is no longer than one page (e.g. 300-400 words). The letter must address criteria highlighted in the job posting and relate these to skills you believe yourself to possess at the time of completing the assignment.

3. Write a C.V. or revise an existing C.V. to suit the job or activity for which you are ‘applying’. If possible, this aspect of the assignment should be between 500 and 750 words although exceptions can be made if additional detail is necessary for the sake of comprehensiveness.

4. On a separate page from the cover letter and C.V., address:
   a. What you have learned about your approach to cover letter and C.V. writing through FOSC300 workshops and this assessment and;
   b. Whether or not it was easy or difficult to assess your strengths and communicate these effectively in the cover letter and C.V., and why.

   Note: Although you will receive feedback on all components of this assignment, in order to allow for objective grading the final score will be predominantly based on Step 4 (above) and the degree to which content from the Career Skills workshop has been demonstrated in all components, as the purpose of this assessment is to evaluate the process rather than individual content.

Assignment 2: Quiz

| Word Length: | approximately 750-1000 words (short answer questions) |
| Date Due:    | by Friday, April 24th by 5:00PM |
| Contribution to assessment: | 20 per cent |

The second assessment task (20%) consists of a quiz which requires you to demonstrate an understanding of key theoretical material covered through in-class workshops and online learning activities. Of this material there will be three compulsory topics assessed: 1) PACE Ethical Practice; 2)
Social inclusion; and 3) Reflection. This quiz cannot be submitted until (a) you have worked through and engaged with all the required material in the three modules and (b) you have completed the second component (iLearn Discussion post 2) of Assessment 4. (See Assessment 4 below for further details.)

Each of the above-mentioned modules involves learning through a few different media – all presented on either the iLearn site or in class. For example, students will be required to watch specified videos, read selected journal articles as well as magazine or newspaper articles, websites, and so on. Students will be given access to a Word version of the quiz through the unit’s iLearn site early in the session. Students must download this document and then work on their responses as they review each module. Students will have from the beginning of session until 17:00 on 24 April 2015 in order to complete all sections of the quiz. By dividing the quiz into three sections that are tied to each of the modules, students will have the greatest amount of flexibility in completing the assessment in a timeframe which is convenient for them. Further, having the quiz up front in a Word document provides students the opportunity to think about their responses and work on them as they progress through the modules.

Important note: As FOSC300 is a 300 level unit, students are expected to use literature to substantiate their responses where appropriate and in so doing, reference all materials accordingly. Responses should not just be opinion based, although they may be driven by your opinion and views. Please ensure that examples and/or literature are cited in responses in order to substantiate.

Student feedback requested: Once you have completed the quiz you will also be given the opportunity to respond voluntarily to a few evaluative questions. A unit-wide announcement will be made with links to the online questions. The purpose of these questions is to determine the helpfulness of the resources and ways in which they might be improved for future offerings. All responses will be entirely anonymous and responses will thus not affect the students’ standing/grade in the unit in any way. At the end of the session you will once more be provided an opportunity to respond voluntarily to questions related to these topics. Your cooperation in this data collection is greatly appreciated and will be important for future offerings of the unit.

Assessment 3: Graduate Capabilities Presentation

| Word Length: | approximately 750 - 1000 words; maximum 10 minutes |
| Date Due:    | in class Friday, May 15th and/or 22nd, 2015        |
| Contribution to assessment: | 20 per cent                                      |

To complement the instruction of reflective practice and Graduate Capabilities, the third assignment (20%) is a presentation in which students must detail the development of select Graduate Capabilities in relation to their PACE activity and content delivered in the unit. For this assessment you will need to consult the material presented on Graduate Capabilities (Week 2), your Skills Audit, the module resources on Reflection, and other unit content as chosen, and consider these items in relation to your PACE activity. Further, it may be useful to consult the C.V. and cover letter that you wrote at the beginning of the session in order to contemplate perceived strengths prior to the PACE activity.

Please note: no written report or version needs to be submitted as a part of this assessment. The word count recognises that students may employ some written text (e.g. on powerpoint slides, as a part of an animation, etc.) as well as spoken word. There won’t be any formal counting of the written and oral text so please feel free to use the 10 minute time as a more manageable threshold. Presentations will not be permitted to run beyond 10 minutes. Creativity is welcome and there is no set format for the presentations.

Importantly, for those presentations that cannot be delivered in person by the student, they must be able to run on their own (e.g. the Convenor will not read text from powerpoint slides on behalf of students). Students are welcome to use programs such as Prezi, animation (be it cartoon-based on powerpoint animation), make a video, or employ voice-over (e.g. to accompany powerpoint slides or otherwise). For those who will be able to present in person, you are more than welcome to speak to a powerpoint or use any of the above approaches.
The following must be addressed in the presentation:

1. Of the nine Graduate Capabilities, identify three which you have chosen to develop while engaging with the community through your PACE activity. **Note:** Identification should include discussion. For example: why the particular capabilities were selected. Do they have personal and/or professional relevance? Are they directly related to the PACE activity and if so, in what way?

2. What approach have you taken (or will you take) in order to foster the development of these Capabilities through your PACE activity? **Note:** this may include systems of monitoring progress, seeking feedback, set tasks and/or intentional challenges, etc.

3. Detail explicit examples of how unit content might (or has) contribute(d) to the development of these Capabilities and discuss how the connection between theory (content) and practice (PACE activity) might (or has) foster(ed) your learning and understanding of the selected Graduate Capabilities. For example, content delivered in the PACE Ethical Practice Module was/is key to your PACE activity which involves low risk human research and this engagement resulted in your development of Problem Solving and Research Capability. This connection (e.g. how, when, where, what, why) between theory and practice (praxis) must be discussed in detail.

**Important note:** As FOSC300 is a 300 level unit students are expected to use literature to substantiate their responses where appropriate and in so doing, reference all materials accordingly. Responses should not just be opinion based, although they may be driven by your opinion and views. Please ensure that examples and/or literature are cited in responses in order to substantiate. Students are invited to be creative in their presentations and this can include engagement with fellow classmates as well as video presentations. Creativity is encouraged and there is no set format for the presentations.

### Assessment 4: Documenting Reflective Praxis

**Word Length:** approximately 2,000 – 3,000 words  
**Date Due:** See below for each component’s due date  
**Contribution to assessment:** Total: 45 per cent (iLearn post 1: 5%; iLearn post 2: 5%; iLearn post 3: 5%, Reflective praxis : 30%)

Assessment 4 is made up of 4 component parts. Each of these is aimed at helping students to develop and apply the skills of reflective practice. The components are distributed throughout the session, in order to ensure that these skills are properly scaffolded, and that students are engaging in the process of reflective practice throughout the unit and their PACE activities. Each component must be completed within the designated window of time, and by the specified due date and time. All of the components are assessable according to the FOSC300 Assessment Rubric (see pages 12-13 of this Unit Guide).

Please note that Assessment 4 in total (including all 4 components) has been allocated approximately 2000-3000 words. Each component has not been assigned a word count because students may wish to more briefly articulate their responses in their iLearn posts in order to allocate more words to the fourth component (Reflective Praxis). Other students may wish to write more in the iLearn posts and then bring those reflections together in a more compressed and/or visually illustrated version for the final component. The important thing that students keep in mind is the Assessment Rubric and the degree to which they are addressing the rubric criteria. Having a flexible word count gives students more independence to address the components in a way that is best for them.

The final component of Assessment 4, the Reflective Praxis (explained in more detail below), is aimed at synthesising the skills, learning, and experiences students have gained throughout the unit. The first three components of Assessment 4 should be revisited when preparing this submission as one means of reflection.

As students go through the unit, and engage in the process of reflective practice, they may discover that their goals, and the meaning and significance of learning outcomes may change by the end of the unit, but such occurrences are part of the reflective process. We encourage students to engage with the diversity of ways in which reflection can take place and be documented (e.g. photos, music, poetry,
video, blogging, etc.) but it is important that students must also then address in some form of text the ways in which those more creative modes are symbolic of what they would like to communicate as their responses. (See the Reflection module on iLearn for more detail about creative reflection and please speak with the Convenor if you need further clarification.)

Important note: As FOSC300 is a 300/400 level unit, students are expected to use literature to substantiate their responses where appropriate and in so doing, reference all materials accordingly. Responses should not just be opinion based, although they may be driven by your opinion and views. Please ensure that examples and/or literature are cited in responses in order to substantiate.

1. iLearn post 1 – Window: Friday 27 February – Thursday 5 March (17:00pm)

The purpose of this component is for students to introduce themselves to their fellow classmates and to discuss their goal(s) for the unit in relation to the learning outcomes of the unit. This component must only be completed once you have attended (or, for external students, listened to) the first Workshop of the unit and must be carried out through the ‘General Discussion Forum’ of the unit’s iLearn site. Remember that you are welcome to be creative in your reflection (e.g. attach a photo or video to the Discussion thread) as long as accompanying text explains what you are attempting to communicate through that creativity. Students must follow all of the steps outlined below in order to successfully complete this component of the assessment.

Step 1: Now that you have attended (or listened to) the first Workshop for FOSC300, met your fellow classmates in person (or virtually), and learned what the unit is about, please introduce yourself in greater detail. In the General Discussion Forum explain who you are, what you’re studying, why you’re taking this unit, and what you hope to get out of the unit (including your PACE activity).

Step 2: In the same Discussion post, specify one learning outcome of the unit you particularly want to work towards and how you plan (at this stage) to do this.

2. iLearn post 2 – Window: Friday March 13 to Thursday 2 April (17:00pm)

The purpose of this component is for students to critically engage with one of the concepts found in the PACE Ethical Practice, Social Inclusion, or Reflection modules. This component must be carried out through the ‘General Discussion Forum’ of the unit’s iLearn site, once students have completed the modules. Remember that you are welcome to be creative in your reflection (e.g. attach a photo or video to the Discussion thread) as long as accompanying text explains what you are attempting to communicate through that creativity. Students must follow all of the steps outlined below in order to successfully complete this component of the assessment.

Step 1: Pick one concept found in the PACE Ethical Practice, Social Inclusion, or Reflection Modules and discuss one of the following:
- what you think is challenging about that concept and why OR
- what you find inspiring about that concept and why OR
- whether you agree or disagree with that concept (or its implications) and why.

Step 2: Respond to a minimum of one fellow classmate’s Discussion post.

3. iLearn post 3 – Window: Friday 10 April through Thursday 28 May (17:00).

The purpose of this component is for students to share something about their PACE activity as a means of reflecting on that experience together, as well as individually. This component must be carried out through the ‘General Discussion Forum’ of the unit’s iLearn site. Remember that
you are welcome to be creative in your reflection (e.g. attach a photo or video to the Discussion thread) as long as accompanying text explains what you are attempting to communicate through that creativity. Students must follow all of the steps outlined below in order to successfully complete this component of the assessment.

**Step 1:** Discuss a particular experience you have had during or in the lead up to your PACE activity. In doing so, share with your classmates how this experience may relate to one or more of the unit learning outcomes and/or concepts learned through the modules (PACE Ethical Practice, Social Inclusion, or Reflection).

4. **Reflective praxis – Window:** Completion of PACE activity or a significant portion thereof, and all other assessments through to Friday June 5th by 17:00 (or at a slightly later date due to the late start of a PACE activity and only as negotiated with convener*).

To synthesise all of the learning objectives and outcomes in this unit, the final part of Assessment 4 involves the submission of a reflective praxis (30%). This is based on critically reflecting upon the content learned in the unit and where appropriate, linking to content learned in a degree program to date, as well as the experience gained through the PACE activity. It is at this time that you will also re-visit your earlier iLearn posts for reflective purposes. Further, you might find it worthwhile to update your original cover letter and C.V. as a means of developing a portfolio you might use for future job, study, scholarship or internship application.

Students are welcome to submit scrapbooks or other artistic works in person to the PACE Science Office, or email through videos, links to Prezi or other automated presentations, audio files, and so forth.

Using literature or other media sources (as appropriate) covered in the various modules presented in this unit address the following in your reflective praxis and substantiate with academic referencing accordingly:

**Step 1:** Now that you are at the end of the session, briefly explain the nature of your PACE activity and indicate whether or not your understanding of the activity changed over time. If so, in what way?

**Step 2:** Reflect upon a particular experience of your choice that occurred during the PACE activity and link your response to that, or your ability to manage that experience, to things you have learned through the modules of FOSC300 (e.g. information in the ethics module – the specifics of which must be detailed – helped you better understand….). Also, identify whether or not there are other knowledges you wish you had gained in advance of that experience and if so, what they may have been.

Students are encouraged to do additional research to substantiate their responses. Remember that you are welcome to be creative in your reflection (e.g. include photos or videos) as long as accompanying text of some form explains what you are attempting to communicate through that creativity.

**Step 3:** Have you achieved the learning outcome you identified in iLearn post 1 in some way? Briefly explain.

**Step 4:** Conclude by discussing the relevance of FOSC300 and in particular, your PACE activity, to your future.

*In rare circumstances students may be required to begin or continue their PACE activity beyond the end of Session. In such an instance, it may be necessary to agree upon a revised submission
date for this final assessment as it cannot be completed without the conclusion of a significant portion of the PACE activity. Please consult the Unit Convenor in these circumstances.

If you are having trouble with this unit
If you are having trouble with any aspect of FOSC300, 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 FOSC300 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.

Access and equity information
The Faculty of Science and Engineering aims to ensure equal opportunity for all students to access important services across the University. Please feel free to contact the Faculty of Science and Engineering Student Centre in relation to any of these issues.

Student Advocacy and Support Services

http://students.mq.edu.au/support/health_and_wellbeing/student_advocacy_and_support/

General Grievances

Procedures are available for the confidential discussion of student problems or grievances concerning the Faculty of Science and Engineering. Any issue of concern to students in the Faculty will be considered. More information can be found at the following link:

http://students.mq.edu.au/support/complaints_appeals/complaints/

Students with Disabilities

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at:

http://students.mq.edu.au/support/health_and_wellbeing/disability_service/

Equal Opportunity

The Faculty has a policy of equal opportunity. The Faculty takes issues such as harassment and discrimination very seriously as they impinge on equal opportunity. If you feel you are not enjoying equal opportunity please contact Jenny Donald, Associate Dean of Learning and Teaching in the Faculty of Science and Engineering.

Feedback and unit evaluation

In this unit you will receive a range of verbal and written feedback on your assessment tasks and work, be it in class or online. Also, to monitor how successful we are in providing quality teaching and learning, FOSC300 seeks feedback from students. One of the key formal ways students have to provide feedback is through unit and teacher evaluation surveys, which are generally completed in the last class of the session, or on-line. The feedback is anonymous and provides evidence of aspects that students are satisfied with, and areas for improvement. Students are therefore encouraged to take part in this very important process when asked by the Unit Convenor. Further, as indicated earlier, students will be welcomed to provide anonymous feedback on the PACE Ethical Practice, Social Inclusion, and Reflection modules in particular.

Academic honesty and plagiarism

Using the work of another person without clearly stating or acknowledging its source is called plagiarism.
The University defines plagiarism in its rules as: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the Handbook of Undergraduate Studies or on the web at:

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

According to this policy, plagiarism includes doing any of the following things in an assignment:

- copying out part(s) of any document, including computer- or internet-based material, without acknowledging the source and by not putting quotation marks around the copied extract;
- summarising someone else's concepts, experimental results or conclusions without acknowledgment, even if you put them in your own words;
- copying out, or taking ideas from, the work of another student, even if you put the borrowed material in your own words;
- submitting the same or very similar final version of any assignment as a fellow student.

If you are in any doubt whatsoever, please discuss this with the Convenor of FOSC300. FOSC300 adheres to the University’s policy which gives the following excellent advice:

- always "state clearly in the appropriate form where [you] found the material on which [you] have based your work", using a consistent referencing system (see notes above on referencing);
- always "acknowledge the people whose concepts, experiments, or research results [you] have extracted, developed, or summarised, even if [you] put these ideas into your own words’’;
- always “avoid excessive [direct quotation] of passages by another author, even where the source is acknowledged”.

Note: any assignment containing plagiarism will receive a fail grade. Extensive plagiarism will result in a mark of zero and may result in the matter being referred to Head of the Division. The University’s plagiarism policy discusses steps that staff are obliged to take when it is detected. Please refer to http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Using the Internet is one aspect of your preparation for assignments which can result in plagiarism. All material accessed from the Internet and used in your assignments must be referenced in exactly the same way as material from books, journal articles or other print media. Plagiarism from Internet-based sources can be detected easily by your markers using web search engines so it is important to take Internet referencing seriously.

Referencing

Correct referencing, where appropriate is vital for ensuring academic honesty in all your assessment pieces in FOSC300. The following resource may be of use but additional guidance can be received upon request. http://libguides.mq.edu.au/Referencing

Other university policies, procedures, and resources

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG). You may appeal your result in any assignment. Initial concerns should be raised with the Unit Convener, but formal requests for special consideration or grading appeal should be made in the way prescribed by the university on its websites:

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it is the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit. The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark. For an explanation of the policy see


In order to support students who have experienced serious and unavoidable disruption, the University will provide affected students with an additional opportunity to demonstrate that they have met the learning outcomes of a unit.

An additional opportunity provided under such circumstances is referred to as Special Consideration. Special Consideration will be granted after careful evaluation of evidence supporting a notification for disruption to studies.

It is a student’s responsibility to notify the University of their circumstances. All students of the University have the right to provide notification of a disruption to studies.

A student may notify the University of a disruption to their studies regardless of whether the disruption meets the serious and unavoidable criteria.

To be eligible for Special Consideration, a student must notify the University of a serious and unavoidable disruption within five (5) working days of the commencement of the disruption (Disruption to Studies notification). All Disruption to Studies notifications are to be made online via ask.mq.edu.au

Important note regarding special consideration and extensions:

Students should note that extensions and special consideration are two different procedures. The system of extension applies when a student is unable to submit an assignment by the required deadline. Students only need to contact the Convenor directly (in person, by email or telephone) in advance of the assignment deadline in order to request an extension.

The Disruption to Studies Policy is specifically instituted to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level in a given unit. Students wishing to apply for Special Consideration under the Disruption to Studies Policy should consult information available online: https://ask.mq.edu.au/account/forms/display/disruptions

PACE Activity – Early Commencement 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.


PACE Activity (Disruption) 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.


Reasonable Adjustments in PACE Units, Guideline and Procedure: To provide good practice information for students and staff to encourage early disclosure of a disability and/or mental health concern and the subsequent arrangement of reasonable adjustments when enrolling or participating in a PACE Unit (Guideline). To outline the key stakeholders involved and the required steps to be
taken that encourage an early disclosure of a disability and/or mental health concern, and the subsequent arrangement of reasonable adjustments in PACE units.

mq.edu.au/policy/docs/reasonable_adjust_pace/guideline.pdf
mq.edu.au/policy/docs/reasonable_adjust_pace/procedure.pdf

Policy regarding PACE and the AHEGS statement: As a PACE unit, FOSC300 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.

Ethical Practice and PACE: Ethical Practice has been identified as a core value of Macquarie University's revised curriculum and ethical considerations feature heavily in the PACE Initiative.

FOSC300 is member to the PACE Ethics Protocol and students of this unit are therefore eligible for expedited research ethics approval prior to the commencement of a PACE activity. The PACE Ethics Protocol is a streamlined and centrally administered ethics framework aimed at ensuring consistent ethical understanding, and practice by PACE students, Convenors, and partners. It has been approved as a student research/teaching activity. No research-based or quality assurance-based PACE activity must proceed without consultation with the Unit Convenor and their consent.

8. PACE and IP: Students enrolled in this unit 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. For more information please refer to page 14 of the PACE Activity Handbook and feel free to consult with the Unit Convenor or Faculty PACE Team.

PACE Grants and Prizes: There are several ways in which PACE might support student financially to undertake PACE activities. PACE students are also eligible to apply for the prestigious Prof. Judyth Sachs PACE Prizes.

http://students.mq.edu.au/opportunities/professional_and_community_engagement/pace_grants/
http://students.mq.edu.au/opportunities/professional_and_community_engagement/pace_prizes/

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)
4. Contact your Unit Convenor by phone/email as soon as you can.
5. 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)
6. 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 an experiential activity 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. However, as a student, you also have a legal responsibility under the Workplace Health & Safety Act 2011 and the Macquarie University Health & Safety Policy to ensure the health and safety of yourself and of others in the workplace.

Each student has a moral and legal responsibility for ensuring that his or her work environment is conducive to good health and safety, by:

- ensuring that their work and work area is without risk to the health and safety of themselves and others
- complying with the University’s and Partner Organisation’s Work Health & Safety Policy and Procedures
- reporting hazards and incidents as they occur in accordance with University and Partner Organisation’s policy
- actively participating in all health and safety activities and briefing sessions (eg emergency evacuation procedures, site inspections etc)

Each student is also required to advise their Unit Convenor or Faculty PACE Manager as soon as possible when:

- he/she feels unsafe at any stage during the PACE activity
- he/she did not receive a safety induction prior to the commencement of the activity covering: First aid, Fire and emergency evacuation; and Injury/incident reporting
- he/she did not receive any specialised instructions/training necessary to carry out the role
- an incident/accident happens (even when reported to the Partner Organisation/supervisor and managed by them)

Non-compliance with the above may result in withdrawal of the student from the PACE Activity. Students in the Faculty of Science and Engineering should also be familiar with Faculty-specific practices as appropriate:

http://web.science.mq.edu.au/intranet/ohs/