



Course Outline

GEOS3171

Earth Structures

School of Biological, Earth and Environmental Sciences

Faculty of Science

Session 1, 2018



Revised 27/02/2018

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1. Staff and Contacts

Position	Name	Email	Consultation times and locations	Contact Details
Head of School	Prof Martin Van Kranendonk	m.vankranendonk@unsw.edu.au	By appointment.	(02) 9385 2439
Acting Course Convenor, Lecturer	Bernadette Phu	bernadette.phu@unsw.edu.au	Room G23B (next to BSB Student Office), Biolink D26.	0415 303 269 (During work hours)
Technical staff	Dr Patrick Smith	p.m.smith@unsw.edu.au	By appointment.	(02) 9385 1647
Support teaching / technical staff	Associate Lecturer Mira van der Ley	m.vanderley@unsw.edu.au	By appointment, or 1:30-3:30 Mon & Wed Room G23A (next to BSB Student Office), Biolink D26.	0400 719 861 (During work hours)

2. Course information

Units of credit: 6 UOC

Pre-requisite(s): (GEOS1111 or GEOS1211) and GEOS2131

Hours per week: 5 hours

Teaching times and locations:

Day	Time	Session	Location
Tuesday	9am – 10am	Lecture	Mathews room 310, D23 Mathews Building
Wednesday	2pm – 5pm	Laboratory	Teaching Lab 5, E26 Biological Sciences South (Week 2 & 3 labs will be short field trips delivered at Coogee beach and Maroubra beach.)
Friday	12 pm – 1pm	Lecture	Pioneer International Theatre, G27 AGSM Building

Mandatory fieldwork: Six day field trip to Bermagui, NSW from 3rd – 8th April 2018.

** Note: The field trip to Bermagui is not optional as it comprises a significant component of the formal assessments for this course. If you miss the field trip you will risk failing this course. It is the students' responsibility to inform teaching staff immediately if you believe serious illness or misadventure may prevent you from attending.

For more information, visit: <https://www.handbook.unsw.edu.au/undergraduate/courses/2018/GEOS3171.html> and <http://timetable.unsw.edu.au/2018/GEOS3171.html>

2.1 Course summary

Most regions of the Earth's crust have been deformed over many millions of years, resulting in a complex three dimensional form. This course seeks to unravel this history through use of field mapping data and remotely sensed geophysical imagery. This course will demonstrate how large scale regional structures are inferred or measured from surface outcrop mapping.

** Note: A six day field mapping camp is an essential part of the course and will involve some cost to students.

This course builds upon introductory topics taught in first- and second-year geoscience courses delivered in the UNSW School of BEES and is a necessary component of the Earth Science major stream and the Geology minor stream taken under the Bachelor of Science program.

For more information, visit: <http://www.handbook.unsw.edu.au/undergraduate/plans/2018/GEOLS13970.html>

2.2 Course aims

This course is aimed to enable students to develop comprehensive understanding of structural geology and its uses. This will be achieved through the investigation of different types of geological structures, their features, formational processes and environments, deformational history, structural evolution and geophysical data. You will learn how to identify, measure and analyse structures to appreciate how they developed and apply theory to solve real-world problems.

2.3 Course learning outcomes (CLO)

At the successful completion of this course you should be able to:

1. Identify and describe geological structures on a range of scales to examine their processes, features, and conceptual links, with the aim of investigating an area in the context of its structural geology.
2. Undertake field-based studies of geological structures and features, using a Brunton compass and other tools to measure, collect and interpret data.
3. Perform a range of laboratory techniques including stereographic projection, Mohr circle, Wilcox strain ellipsoid, strain studies, structure contours, cross sections, stratigraphic sections and geophysical imagery to interpret and analyse geological structures on geological maps and from various data.
4. Formulate logical theories about the deformational and structural history of areas.
5. Effectively collaborate, communicate, discuss and present in groups to critically analyse and interpret structural geological data.

2.4 Graduate attributes developed in this course

Faculty of Science Graduate Attributes	Level of Focus 0 = No Focus 1 = Minimal 2 = Minor 3 = Major	Related Tasks & Assessment
1. Research, inquiry, and analytical thinking abilities.	3	Didactic lectures. Laboratory practicum. Independent research of a topic. Real life investigative project with problem solving assessment. Field trips.
2. Capability and motivation for intellectual development.	3	Real life investigative project. At-home assessments. Quizzes. Introduction to flipped classroom teaching model.

3. Ethical, social and professional understanding.	1	Model ethical behaviour at all times during interactions with all fellow students and staff.
4. Communication.	3	Provide short responses in exam format. Written assessments testing literary, visual and mathematical skills. Written report on real life investigative field trip project. Present results of field trip and final lab topic review orally.
5. Teamwork, collaborative and management skills.	3	Work as a team during the real life investigative field trip and prepare a group map. Work as a team to prepare and present a topic summary in a lab class. Peer assessment and interaction in laboratory practicum exercises and debates.
6. Information literacy.	2	Use the library and online resources to research structural geology literature.

For more information, visit: <https://www.science.unsw.edu.au/our-faculty/science-graduate-attributes>

3. Strategies and approaches to learning

3.1 Learning and teaching activities

Mode	Blended Learning. Predominantly face-to-face lectures with some flipped classroom online preparation (readings, videos, quiz), 4-5 hours in-class time, practical experience in the lab and the field, and group work.
Delivery	This course is delivered via lectures, laboratory exercises, and hands-on field work to conceptualise and understand the processes, techniques and methodology of structural analysis. Additionally, self-directed exercises and assessments, videos, online resources and simulations will build upon basic knowledge and further cement comprehension of key concepts and approach to problem-solving scenarios. A component of the course will involve working on a project outside of class contact times. This course is designed to have a strong practical orientation. Although assessments are submitted individually, you are encouraged to learn in groups, and be proactive about tackling exercises.
Rationale	As part of UNSW's commitment to Continual Improvement, in 2018 this course will update learning and teaching strategies utilised in previous years, in an attempt to transition gradually to a flipped classroom model, aimed to increase student engagement, active learning, and critical thinking. This maximises contact hours with teaching staff and the role of technology in contemporary education, and better reflects expectations appropriate of 3rd year students as advanced learners capable of self-direction. For more information, visit: https://teaching.unsw.edu.au/blended-learning and https://teaching.unsw.edu.au/flipped-classroom
Activities	Direct instruction of knowledge and theory will be delivered to students via traditional lectures and laboratory classes to guide them through the course topics. By adjusting some timetabling dates, additional study and revision time is included. The revised assessment scheme emphasises more challenging tasks and recognises the higher level skills required to complete them, and reduces assessment load in final week. Additional activities have been introduced to assist students in achieving the flipped

	classroom objectives of greater collaboration and active thinking, and to aid in exam preparedness. (1) Students will sit a short quiz at the commencement of some classes to demonstrate they have done the preparatory readings and homework, and to more effectively focus teaching in the remaining contact hours. (2) A group oral presentation task towards the end of session will support topic review, as well as further develop communication skills.
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3.2 Expectations of students

Attitude	You are encouraged to take responsibility and ownership of your education. You should prepare for classes ahead of time by going through lecture slides available on Moodle, doing both the recommended and wider readings, completing practical exercises, and exploring web and video content.
Attendance	An integral part of this course is engaging fully in all classes and field work. It is expected you will complete all set exercises and meet a minimum attendance rate of 80%. You may fail the course if you do not attend regularly, even if you complete all graded assessments. You should actively participate in labs and group work (including project work outside of class times) and complete all set assignments to a satisfactory standard.
Field trips	Attendance on field trips is compulsory, including the day trips to Coogee and Maroubra held in Labs in Weeks 2 & 3, and the six day trip to Bermagui held in the Mid-Session Break. <i>For field trip information, read Section 4.1 below.</i>
Assistance	It is your responsibility to inform teaching staff if you face any problems, have any enquiries or concerns with either the course or your academic progress. If you have any special requests, we need adequate time to arrange any support services, such as additional tutorials or consultation times. For issues regarding enrolment, timetabling classes, etc. contact the BSB Student Office (Room G27, Building D26 Biological Sciences). For any other matters regarding course specifics, contact Bernadette Phu (details on page 3).
Special Consideration	If illness or other circumstances beyond your control seriously interferes with your ability to complete/attend compulsory work/classes/fieldtrips, or in any way severely disrupts your academic performance, you may apply for special consideration. It is essential that you contact Bernadette Phu (Acting Course Convenor) to discuss your circumstances and needs ASAP, so that we can make suitable alternative arrangements. You can book a confidential consultation with Bernadette (details on page 3). If you do not inform us early, it may compromise our ability to provide you with appropriate support. For more information, visit: https://student.unsw.edu.au/special-consideration
Exams	To pass the course, you must pass the Final Exam (worth 40%) held in the Exam Period, regardless of your grades for the other assessments. Students are expected to attend the Final Exam, and not to make any plans for travel or work during the Formal Exam Period.
Online access	Most of the materials for this course will be made available on Moodle. Relevant announcements may be made via Moodle and email during the course. Students are expected to have regular internet access, even if you attend every lecture and class. If you do not have the required devices (laptop, PC, smartphone, tablet, etc.) you should make use of the many technology resources available to UNSW students at the Main Library.
Course Evaluation	Student feedback is taken seriously, and has been used over the years to make a number of positive changes to this course. The new UNSW course evaluation system is called myExperience . Towards the end of session it will be greatly appreciated if you share comments and suggestions on the course, the teaching, the resources, the field trips, etc. so that we can continue improving it for the future. Feedback can be given anonymously.

4. Course schedule and structure

This course consists of 5 hrs of class contact hours per week. You are expected to spend an additional ~4 hrs of non-class contact hours to complete assessments, readings, personal study, homework, and exam preparation.

Week	Lecture Topics	Lab Exercises and related Activities
1	<ul style="list-style-type: none"> Course Introduction Primary Structures Planar Structures: Fractures, Joints, Faults 	<ul style="list-style-type: none"> No Labs in Week 1 Begin Lab Exercise 1 – Joints in your own time Begin Pre-Excursion Report in your own time
2	<ul style="list-style-type: none"> Major structures: Folds and folding Foliations 	<ul style="list-style-type: none"> Lab class: Coogee field trip Due Friday: Lab Exercise 1 – Joints
3	<ul style="list-style-type: none"> Lineations How do rocks deform? Looking at Stress and Strain. 	<ul style="list-style-type: none"> Lab class: Maroubra field trip Begin Lab Exercise 2 – Maroubra section
4	<ul style="list-style-type: none"> Stress and strain continued Wilcox Strain Ellipse 	<ul style="list-style-type: none"> Lab class: Stereonets Due Wednesday: Lab Exercise 2 – Maroubra section Due Friday: Pre-Excursion Report Begin Lab Exercise 3 – Stereographic Projection
5	<ul style="list-style-type: none"> Bermagui prep lecture No Class on Friday (Good Friday Public Holiday) 	<ul style="list-style-type: none"> Lab class: Wilcox Strain, Balanced cross sections Stereonet continued as needed Due Friday: Lab Exercise 3 – Stereographic Projection
Mid Session Break	<ul style="list-style-type: none"> Bermagui field trip 3-8 April 	<ul style="list-style-type: none"> Bermagui field trip: 3-8 April Due (at Bermagui): Field Trip Oral Presentations
6	<ul style="list-style-type: none"> Structural analysis Shear zones and Kinematic indicators 	<ul style="list-style-type: none"> Lab class: Structure contours Stereonet continued as needed, cross sections continued as needed. Begin Bermagui Field Mapping Report.
7	<ul style="list-style-type: none"> Fold-thrust belts Compressional orogenic belts 	<ul style="list-style-type: none"> Lab class: Strain analysis and fault analysis Structure contours continued as needed.
8	<ul style="list-style-type: none"> Geophysics No Class on Wednesday (Anzac Day Public Holiday) 	<ul style="list-style-type: none"> Lab class: Geophysics exercise
9	<ul style="list-style-type: none"> Diapirs and diapirism 	<ul style="list-style-type: none"> Lab class: Map analysis
10	<ul style="list-style-type: none"> Deformation, metamorphism and time: P-T-t paths 	<ul style="list-style-type: none"> Lab class: Superimposed folds Begin group work for Group Lab Presentation
11	<ul style="list-style-type: none"> Hydrocarbon traps and petroleum exploration 	<ul style="list-style-type: none"> Lab class: Map interpretation
12	<ul style="list-style-type: none"> Orogenic gold Meteorite impacts and other structures 	<ul style="list-style-type: none"> Lab class: Group Lab Presentations Lab Review
13	<ul style="list-style-type: none"> Course summary and review Friday Revision Session 	<ul style="list-style-type: none"> Lab class: Lab Test Due Friday: Bermagui Field Mapping Report
Exam period	<ul style="list-style-type: none"> No Classes 	<ul style="list-style-type: none"> Final exam (date TBC)

4.1 Bermagui Field trip

Dates: Tuesday 3rd April to Sunday 8th April.

Cost: \$250. Pay by end of Week 3 via Moodle link. This covers accommodation. Transport and food is at your own expense.

Summary of itinerary:

Day 1: Arrival ~4pm, check in, and introductory session in the evening.

Day 2: Orientation and induction to field areas. Commence mapping.

Day 3-5: Mapping continued. Oral Presentations on Day 5 evening, followed by pack up.

Day 6: Finish pack up and clean up. Check out and departure by 10am.

More details are provided in the fieldtrip handouts on Moodle, and will be discussed in lectures.

The field trip is mandatory. If you miss the trip you risk failing the course as it represents 30% of the final mark. Please notify Bernadette ASAP if you believe serious illness or misadventure may prevent you from attending.

5. Assessment

5.1 Assessment tasks, criteria and standards

Detailed information regarding each assessment task and other tasks are available on Moodle – including instructions, aims, and submission. Please make sure you read and understand all tasks fully, and ask if you are confused about anything or need clarification.

There are four main assessment tasks in this course:

1. **Lab exercises** – These will be 3 practical exercises that cover some key techniques. They are not intended to be difficult. Students have a week to complete and submit each.
2. **Bermagui Field Project** – This is the major project that underpins the foundations for this course. It is made up of 3-4 different components that will assess your research, writing, field and group skills. You will spend most of the session working on your project.
3. **Lab Test** – This will be a 1 hour exam held in the last laboratory class of session. It will test your exam skills and your comprehension of major topics covered in lectures throughout the course.
4. **Final Exam** – This will be a 3 hour exam held during the UNSW Exam Period. It is a problem-solving based task where you will be required to combine all of the skills and knowledge learned throughout the course and apply them to a series of questions.

There are also two “Other Tasks” in this course that are not part of the total mark. These tasks are compulsory to pass the course:

1. **Quizzes** – At the start of some lectures, you will sit a short content-based quiz, to make sure both students and teaching academics are on track. Quiz dates and topics TBC.
2. **Lab Presentation** – You will have 2 weeks towards the end of session to prepare a topic review presentation in small groups, which will help you summarise and prepare for exams.

For a summary of the assessment tasks in this course, see Table 5.1 below.

Table 5.1 Assessment Scheme

Assessment Task	Release date	Due date	Weighting (%)	Feedback (When/How)
Assessment 1 Lab exercises: <ul style="list-style-type: none"> i. Joint analysis of Eastern Suburbs ii. Maroubra section iii. Stereonets 	<ul style="list-style-type: none"> i. Tues Week 1 ii. Wed Week 3 iii. Wed Week 4 	<ul style="list-style-type: none"> i. Fri Week 2 ii. Wed Week 4 iii. Fri Week 5 	10	The week following each submission.
Assessment 2 Bermagui Field Project: <ul style="list-style-type: none"> i. Pre-Excursion Report ii. Collaboration & Oral Presentation iii. Field Mapping Report 	<ul style="list-style-type: none"> i. Week 1 ii - iii. During field trip (mid-session break 3-8 April) 	<ul style="list-style-type: none"> i. Fri Week 4 ii. On field trip iii. Fri Week 13 	40 <ul style="list-style-type: none"> i. 10% ii. 10% iii. 20% 	<ul style="list-style-type: none"> i. Upon return of report ii. At the time iii. Upon return of report
Assessment 3 Lab Test (1hr)	Wed Week 13	On the day of the test	10	Upon consultation after exam
Assessment 4 Final Exam (3hrs)	Exam period, TBC	On the day of the exam	40	Upon consultation after exam
TOTAL			100	

Other Task	Release date	Due date	Weighting (%)	Feedback (When/How)
<i>Quizzes (individual task)</i>	<i>The week before each quiz</i>	<i>On the day of the quiz</i>	<i>N/A</i>	<i>At the time</i>
<i>Lab Presentation (group task)</i>	<i>Wed Week 10</i>	<i>Wed Week 12</i>	<i>Peer assessed</i>	<i>At the time</i>

5.1 Assessment tasks, criteria and standards - continued

For more information regarding assessments, visit:

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment: <https://student.unsw.edu.au/assessment>

UNSW assessment policy: <https://www.gs.unsw.edu.au/policy/documents/assessmentpolicy.pdf>

5.2 Submission of assessment tasks

Assessments submitted after the due date will be penalised at the rate of 10% per day up to 5 days. After 5 days the grade will be zero (0%). This is a School of BEES Policy and no exceptions will be given.

Specific information on how to submit each assessment is clearly outlined in the instructions for each assessment. Unless otherwise stated, students may choose to submit assessments in class, either before or on the due date, provided they are clearly labelled with the Students' Full Name and Student Number.

Assessments submitted outside of class times must be submitted to the BSB Student Office with an attached Assessment Cover Sheet. Remember to submit before the official closing time of the office, otherwise your assessment will be collected the following day and considered as late.

All outstanding assignments must be handed in by the end of Week 13, regardless of your grade. Work will only be accepted after this date if accompanied by a medical certificate. No extensions or additional marks will be awarded outside of normal UNSW Academic Calendar provisions and/or any approved Special Consideration arrangements.

It is a good idea to make a back up copy of everything you submit.

It is compulsory for students to sit the Final Exam held during the Exam Period, and students must pass the Final Exam to pass the course.

Academic misconduct will not be tolerated in any form. You should read and understand the information about plagiarism in Section 6 of this Course Outline.

5.3 Feedback on assessment

Feedback on assessments is generally given within 2 weeks of the submission date, and may vary depending on the assessment format:

Written assessments: Written comments on the assessment when returned and/or verbal feedback discussed in class.

Quizzes and Oral presentations: Verbal feedback discussed in class.

Exams: By appointment only. As per UNSW policy, students may not retain exam papers.

6. Academic integrity, referencing and plagiarism

6.1 Academic Integrity

Learning and academic inquiry are grounded in and guided by **academic integrity**.

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

6.2 Plagiarism

Plagiarism is the presentation of the thoughts or work of another as one's own. Plagiarism undermines academic integrity and is a perversion of the foundational principles of tertiary education, academic research and scientific investigation.

UNSW has a **zero tolerance** approach to plagiarism. It is important to note that not all instances of plagiarism are intentional, and **more often indicates you lack necessary understanding** of the course material or assessment requirements.

We take plagiarism very seriously and appropriate penalties are enforced in cases of academic misconduct. You must visit: <https://student.unsw.edu.au/plagiarism> and **become familiar with different examples of plagiarism**, as well as the following documents:

- <https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf>
- <https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

The *ELISE* training site: <http://subjectguides.library.unsw.edu.au/elise/> is where you can refresh your research and study skills, and help you navigate resources correctly to prevent accidental plagiarism.

The *Conduct and Integrity Unit* provides further resources to assist you in understanding your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

If you require further support and assistance in your studies, please discuss your needs with teaching staff early on in the course to help avoid plagiarism.

6.3 Referencing

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism, which incurs severe penalties and even failure of a course.

You may use any in-text referencing style you choose, provided it is consistent. There is no preference for this course. Many geoscience students in the School of BEES use the Harvard or AJES (Australian Journal of Earth Sciences) referencing format.

For more information, visit: <https://student.unsw.edu.au/referencing>

¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

7. Readings and resources

Required:

- Fossen, H. 2010. Structural Geology. 3rd ed. Cambridge University Press. **(for theory)**
- Rowland, S.M., Duebendorfer, E.M., Schiefelbein, I.M., 2007. Structural Analysis and Synthesis: A Laboratory Course in Structural Geology. 2nd ed. Blackwell Publishing. **(for prac)**

Recommended:

- Van der Pluijm, B.A. & Marshak, S. 2004. Earth Structure: An Introduction to Structural Geology and Tectonics. 2nd ed. W.W. Norton. **(for theory)**
- Lisle, R.J., Leyshon, P.R., 2004. Stereographic Projection Techniques for Geologists and Civil Engineers. 2nd ed. Cambridge University Press. **(for stereonet plotting)**
- Bennison, G.M., 1990. An Introduction to Geological Structures and Maps. 5th ed. Springer US.
- Davis, G.H., Reynolds, S.J., Kluth, C.F., 2011. Structural Geology of Rocks and Regions. 3rd ed. Wiley.
- McClay, K.R. 1987. The Mapping of Geological Structures. Wiley.

7.1 Materials and Equipment students will need

For the lab:

All School of BEES rules and policies regarding use of laboratories and safety procedures must be met, including no food or drink in the labs.

- **Pencils, coloured pencils, eraser, sharpener, texas/Sharpies/felt tip pens, protractor, calculator, ruler, thumb tacks (not pins).** Required for all lab exercises and homework.
- **Tracing paper and stereonets** will be provided. However if you'd like to purchase your own tracing paper (a good idea if you will be doing lots of practice exercises):
 - Officeworks sells 50 sheets of A4-size 65gsm for \$7
 - Anitech Rydalmere sells 200 sheets of A4-size for \$18
- **Covered shoes:** All students must wear fully enclosed shoes, e.g. sneakers, boots. No thongs, flip flops, sandals or ballet flats.
- **Hand lens, pocket knife, magnet:** If you do not already have this equipment, they are available for purchase from the Pharmacy Shop G039, Quadrangle Building (Map Reference E15, Phone 9385 7617). Note: you may only carry your pocket knife when you are going to labs or during UNSW fieldwork.

For the field:

All School of BEES rules and policies regarding safety during fieldwork and fieldwork-related travel must be met. You will need to sign a [H009 Fieldwork Participant Form](#); available on Moodle.

- **Hiking boots with lace-up ankle support:** Rock platforms at Bermagui are uneven, slippery, and close to the waves. If you wear inappropriate footwear, you risk rolling your ankles, trips, sprains, cuts, etc which will compromise your field trip participation and therefore 30% of your assessment.
- **Field camera:** It's a good idea to bring a camera with a handle strap if you do not want to risk damaging your phone outdoors. Also consider that taking photos on your phone all day will kill your battery and leave you without a communication device if you need to make an

emergency call. **Note:** good quality field photographs are required for the Bermagui Report, and will also help you take field notes and field sketches.

- **Hardback A5 notebook:** This will be your notebook for the duration of this course. It will contain all your field notes from every field trip. Make sure it is not a soft cover.

Detailed equipment lists will be provided prior to each field trip.

You will not need to collect many rock samples at Bermagui; in fact it is advised you do **not** damage too much outcrop for the sake of geoconservation and geopreservation (Read about it here: <http://www.geosociety.org/gsatoday/groundwork/G343GW/article.htm>)

Therefore you will not need to bring a geological hammer or geopick. If you choose to bring one, make sure it is not a domestic hammer, and please let Bernadette know.

8. Student Support

8.1 Administration and Additional Links

BSB Undergraduate Student Office, room G27, ground floor of Biolink Building D26 (i.e. behind all the nasty construction).

All hard-copy assessments submitted outside of class times should have an attached Assignment Cover Sheet and be submitted to the assignment box outside the office before closing time. (See Section 5.2 for late penalties.)

School of BEES Acting Student Advisor / Support Officer is Mr. Ritwick Priyadarshi. Please speak to Ritwick regarding all enrolments, fieldtrip payment, and timetabling enquiries including class clashes.

- Email: beesinfo@unsw.edu.au
- Phone: (02) 9385 2961
- Opening hours: Mon – Tues & Thurs – Fri 9am – 4:30pm; Wed 10am – 4:30pm.

Computer Lab, room G29, ground floor of Biolink. Available 9am – 5pm weekdays for students enrolled in any BEES subject, outside of scheduled class times (contact Ritwick if you don't have swipe card access).

Study spaces: the shiny new atrium area for the new Biosciences building (foyer of Biological Sciences Building E26) is a great place for personal study. Please respect other users of the space by keeping noise down and your area clean. Do not leave any valuables unattended at any time.

Group workspaces: you can book a room at the UNSW Main Library via your online myLibrary student account.

Additional Links:

- The School of BEES website: <http://www.bees.unsw.edu.au/>
- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>

8.2 Work Health and Safety

Students have a responsibility to abide by all Work Health & Safety (WHS) rules as stipulated by UNSW and School of BEES policies. This includes proper use of laboratory teaching rooms (i.e. no food or drink, correct footwear, etc.), knowledge of emergency and evacuation procedures and location of first aid kits, and safe and reasonable conduct whilst on fieldtrips. Where necessary, more detailed safety briefings will be given before activities commence in either the lab or the field, as well as references to relevant documentation. If unsure at any point during the course as to what necessitates appropriate WHS behaviour, ask a member of staff, and use your common sense.

For more information, visit: <http://safety.unsw.edu.au/> and read <https://www.gs.unsw.edu.au/policy/documents/ohspolicy.pdf>

8.3 Ethics and Conduct, Equity and Diversity

UNSW has a commitment to respecting social, cultural, religious and sexual diversity by ensuring equal opportunities, equitable treatment, and ethical and fair behaviour is offered to all persons at all times in all aspects of university life. We have the responsibility to provide opportunities for students with disabilities to access and reasonably participate in educational activities to achieve their individual goals. We aim to provide a safe and welcoming environment for staff and students free from discrimination, harassment and abuse.

This also means that we *expect* respectful and responsible behaviour from you at all times, in all learning arenas. This includes the classroom, the lab, and the field. We intend this course to be a fun, valuable and positive experience. Students found to be engaging in behaviour that is unlawful, illegal and/or impacts negatively on others or harms themselves or others in any way, will face formal misconduct procedures and associated penalties.

Key actions students must comply with:

- Treating all others (including UNSW staff, UNSW students, and members of the public) with respect and courtesy.
- Avoiding the influence of alcohol and drugs when performing tasks as a representative of UNSW.
- Avoiding smoking in No Smoking areas.
- Following instructions of UNSW staff and personnel both on-campus and off-campus during field trips.
- Minimising risks by avoiding or eliminating hazards where possible.
- Adopting a common sense attitude and reasonable behaviour at all times and especially on field trips.

Please become with the expectations of you as a student, by becoming familiar with:

- UNSW Equity Statement: <https://www.gs.unsw.edu.au/policy/equitystatement.html>
- School of BEES Equity policy: <http://www.bees.unsw.edu.au/equity>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW Respect: <http://subjectguides.library.unsw.edu.au/elise/respect>
- UNSW Sexual Harassment, Assault & Misconduct: <https://student.unsw.edu.au/harassment>

8.4 Grievance policy

In the unfortunate case you experience cause for grievance or complaint, your first point of call is to speak to the Acting Course Convenor (Bernadette Phu, contact details on page 3) who will endeavour to resolve your concerns and needs.

Following attempts to find a resolution by verbal informal means, should you still find your situation unsatisfactory, please contact the School of BEES Student Ethics Officer, who will escalate the issue/s to the Deputy Head of School and Designated Grievance Officer where needed (see contact details below).

Role	Position	Name	Email	Phone
BEES Student Ethics Officer	Head of Teaching	Associate Professor Stephen Bonser	s.bonser@unsw.edu.au	(02) 9385 3863
BEES Grievance Officer	Deputy Head of School	Associate Professor Scott Mooney	s.mooney@unsw.edu.au	(02) 9385 8036

For matters that cannot be resolved in the initial stages of the resolution procedure, formal procedures are enacted. For more information, visit: <https://student.unsw.edu.au/complaints>

8.5 Student Wellbeing

Looking after your mental and physical health and wellbeing is critically important in your daily life not only in personal and social aspects but also to ensure you perform at your best academically. While it can be stressful to maintain good grades at university, it is crucial that you take time for adequate rest, sleep, exercise and healthy eating. If you feel that you require support to manage your workload, ask a member of staff for study advice, enrolment advice, and access to UNSW's free counselling.

For more information, visit: <https://student.unsw.edu.au/counselling> and Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>