



Course Outline

BABS3071

Commercial Biotechnology

School of Biotechnology and Biomolecular Sciences

Faculty of Science

Term 1, 2022

Welcome Message from the Course Convenors

Welcome to BABS3071 Commercial Biotechnology in 2022!

We would like to extend a very warm welcome to all BABS3071 students enrolled in this blended version of the course in T1 2022.

This course will provide an introduction to the biotechnology business cycle, including drivers that affect performance of the biotechnology industry, all key steps in the innovation process of turning ideas into products and applications (e.g.: intellectual property; business strategy; funding; regulatory approval; manufacturing; sales and distribution) and basic accounting principles. Although the course introduces various business and financial concepts, we do not expect you to have a background in these disciplines and some basic mathematical skills will suffice!

All online lectures (Wednesday) are conducted live via Microsoft Teams. Starting in week two, the tutorial timeslot on Fridays will host various face-to-face lectures, tutorials and discussion sessions (held in Mathews Theatre B) as shown on the class schedule in Section 5.

*Since many of our lecturers in this course are esteemed professionals who are taking time from their busy work schedule to teach it is courteous for students to attend and actively participate in class. It is therefore **compulsory that students must attend at least 80% of all classes to pass the course.** To be not marked absent, students who miss a class for any reason (including those with approved clashes) **must email a minimum one-page summary of the missed content prior to the next week's class to the course convenor** (see details in Section 10, "Expectations of Students" in this manual).*

Attendance during class is also essential for completion of course assessments, which includes both individual and group work tasks, as described in Section 6 of this manual. Further information on assessments will be provided throughout the term, both during class and on Moodle.

We would like to emphasise that live online lectures and face-to-face sessions provide exciting opportunities to meet experts in the field and develop professional connections that may lead to future internships and career prospects! We are excited to provide such a unique experience to our students in this course and encourage you to make the most of this opportunity by fully engaging with our speakers during both the online lectures and face-to-face sessions. For our students attending the fully online version of the course, we will endeavour to help you feel part of the BABS3071 community.

If you have any questions about the course, please do not hesitate to contact the course convenor, Toni Ferrara, by email (t.ferrara@unsw.edu.au). We understand that everyone is still facing different challenges brought about by the COVID pandemic, so please rest assured that the BABS3071 teaching team is here to help you, wherever we can, with achieving success in the course and in your broader student experiences here at UNSW.

Thank you for reading this and we look forward to seeing you in class this term!

All the best,

Toni & Chris

Dr Toni Ferrara (t.ferrara@unsw.edu.au) & A/Prof. Chris Marquis (c.marquis@unsw.edu.au)

BABS3071 Commercial Biotechnology – Course Outline

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1. Course Information

Year of Delivery	2022			
Course Code	BABS3071			
Course Name	Commercial Biotechnology			
Academic Unit	School of Biotechnology and Biomolecular Sciences			
Level of Course	3 rd year undergraduate			
Units of Credit	6			
Delivery Mode	Blended (in-person/ online)			
Grading Mode	Standard Grading			
Term(s) Offered	T1			
Assumed Knowledge, Prerequisites or Co-requisites	Level 1 Science			
Hours per Week	6			
Number of Weeks	9 weeks			
Commencement Date	Monday 14 th February 2022 (Week 1)			
Summary of Course Structure				
Component	Hours/ week	Time	Day	Location
Online Lectures	2 hours total	Most lectures are delivered live online, recorded, and posted for access afterwards.		
Weekday lecture	2 hours	2 pm – 4 pm	Wednesday	Online via MS Teams
Tutorial Classes	3 hours total			
Various In Person Lectures, Tutorials, or Discussion sessions.	3 hours	2 pm – 5 pm	Friday	*In Person (*unless stated otherwise), Mathews Theatre B

2. Staff Contact Details

Role	Name	Contact Details
Course convenor	Dr. Toni Ferrara	t.ferrara@unsw.edu.au
Course co-convenor	A/Prof. Christopher Marquis	c.marquis@unsw.edu.au
Financial statement Lecturer	Mr. Maurice Chiarella	m.chiarella@unsw.edu.au

3. Course Details

Course Description	<p>This course is an introduction to the biotechnology business cycle. Topics include the local and international biotechnology industry landscape; intellectual property processes; commercialisation strategy; government and private funding; internal and external drivers that affect performance; regulatory approval processes; manufacturing systems; research and business ethics; and the role of politics and associated controversy in the development of modern biotechnology products. Expert speakers who work in the biotechnology sector present most of the lectures. Supporting assignments will reinforce students' insight into how biotechnology commercialisation efforts are endeavouring to translate advances in science into benefits for society.</p>
Course Aims	<p>To give students an understanding of:</p> <ul style="list-style-type: none"> • The scope and significance of the Australian and global biotechnology industry and the internal and external drivers that affect its performance. • All key steps in the innovation process of turning ideas into products and applications, including scientific discovery, intellectual property, business strategy, funding, regulatory approval, manufacturing, sales and distribution. • Basic accounting principles to allow an understanding of company financial statements.
Student Learning Outcomes	<p>By the completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Analyse the technical and financial performance of listed biotechnology companies. 2. Recognise opportunities for intellectual property protection in scientific discovery. 3. Evaluate commercialisation pathways for biotechnology-based opportunities. 4. Recognise and address ethical, community, and political issues related to biotechnology commercialisation.

4. Rationale and Strategies Underpinning the Course

<p>Teaching Strategies</p>	<p>Course content is initially presented in lectures and tutorials. Key concepts are incorporated into face-to-face tutorials, discussions and workshops. Students are provided with avenues for revision, practice, and discussion of the course content through group tutorial sessions and online discussion forums.</p>
<p>Rationale for learning and teaching in this course</p>	<p>Lectures and tutorials are used in the course to introduce new concepts and elaborate on core concepts. Face-to-face tutorials, discussions and workshops are designed to complement the course material, reinforce concepts presented in the lectures through problem solving, and to encourage further enquiry. Lectures, tutorials and discussion sessions aim to promote effective communication and teamwork.</p> <p>The integration of these main teaching areas of the course are in accordance with the UNSW Guidelines on Learning that inform Teaching. Specifically:</p> <ul style="list-style-type: none"> • Effective learning is supported when students are actively engaged in the learning process. • Effective learning is supported by a climate of inquiry where students feel appropriately challenged and activities are linked to research and scholarship. • Activities that are interesting and challenging, but which also create opportunities for students to have fun, can enhance the learning experience. • Learning is more effective when students' prior experience and knowledge are recognised and built on. • Students become more engaged in the learning process if they can see the relevance of their studies to professional, disciplinary and/or personal contexts. • If dialogue is encouraged between students and teachers and among students (in and out of class), thus creating a community of learners, student motivation and engagement can be increased. • Students learn in different ways and their learning can be better supported by the use of multiple teaching methods and modes of instruction (visual, auditory, kinaesthetic, and read/write). • Clearly articulated expectations, goals, learning outcomes, and course requirements increase student motivation and improve learning. • When students are encouraged to take responsibility for their own learning, they are more likely to develop higher order thinking skills such as analysis, synthesis, and evaluation. • Graduate attributes – the qualities and skills the university hopes its students will develop as a result of their university studies – are most effectively acquired in a disciplinary context. • Learning cooperatively with peers - rather than in an individualistic or competitive way - may help students to develop interpersonal, professional, and cognitive skills to a higher level. • Effective learning is facilitated by assessment practices and other student learning activities that are designed to support the achievement of desired learning outcomes. • Meaningful and timely feedback to students improves learning.

5. BABS3071 Course Schedule T1 2022

Week Date	<u>Wednesday 2-4 pm</u>	Week Date	<u>Friday 2-5 pm Tutorial Sessions</u>	
	Online Synchronous Lectures via MS Teams		In Person (**unless stated otherwise) - Mathews Theatre B	
			<u>2-3pm</u>	<u>3-5pm</u>
1 16 Feb	Lecture 1: Course Overview and Translational Science. <i>Toni Ferrara (TF) & Christopher Marquis (CM), BABS</i>	1 18 Feb	**Lecture 2: Venture Capital. Finance and funding technology-based businesses. <i>Simon Uzcllas, Director, Four Hats Capital</i> **Online via MS TEAMS	
2 23 Feb	Lecture 3: Patenting Process. Types of Intellectual Property (IP) review. <i>Daniel Sieveking, Principal, Spruson & Ferguson</i>	2 25 Feb	Lecture 4: Stock Markets: ASX and Nasdaq. <i>Christopher Marquis, BABS</i>	Tutorial 1: Balance Sheets. <i>Maurice Chiarella, UNSW</i>
3 2 Mar	Lecture 5: Intellectual Property (IP): Commercialisation <i>Sylvie Tso, Principal, Spruson and Ferguson</i>	3 4 Mar	Startup Story 1. <i>Philip St Clair, DropBio</i>	Assessment Progress <i>Toni Ferrara, BABS</i>
				Discussion: Biotechnology in the News. <i>Toni Ferrara, BABS</i>
4 9 Mar	Lecture 6: The Continual-G story: from bench to market. <i>Wallace Bridge, BABS</i>	4 11 Mar	Discussion: ASX Listed companies & Assessment 3 <i>Christopher Marquis, & Dr Toni Ferrara BABS</i>	Tutorial 2: Profit and Loss. <i>Maurice Chiarella, UNSW</i>
5 16 Mar	Lecture 7: Manufacturing therapeutic biologicals. <i>Christopher Marquis, BABS</i>	5 18 Mar	Startup Story 2. <i>James Brown, BondiBio</i>	Tutorial 3: Cash Flow. <i>Maurice Chiarella, UNSW</i>
6	Flexibility week (No Classes)			
7 30 Mar	Lecture 8: Commercialising Australian life science. <i>John Martin, former CEO, Regeneus Ltd</i>	7 1 Apr	Lecture 9: Pitching to the Pharmaceutical Industry. <i>Phil Kearney, Merck</i>	Tutorial 4: Interpreting Financial statements. <i>Maurice Chiarella, UNSW</i>
8 6 Apr	Lecture 10: Entrepreneurship and Incubators. <i>David Burt, Director of Entrepreneurship: UNSW Founders Program</i>	8 8 Apr	Lecture 11: Licensing. <i>Christian Touli, Bio-Link</i>	Assessment Progress <i>Toni Ferrara, BABS</i>
				Discussion: Biotechnology in the News. <i>Toni Ferrara, BABS</i>
9 13 Apr	Lecture 12: TBA.	9 15 Apr	Easter Friday No Classes	
10 20 Apr	Assessment Presentations (TF & CM) <i>In Person, Venue TBA</i>	10 22 Apr	Assessment Presentations (TF & CM) <i>In Person, Venue TBA</i>	Assessment Presentations (TF & CM) <i>In Person, Venue TBA</i>

6. Assessment Task Schedule

Assessment task and methods		Weighting (%)	Submission methods	Mark and feedback	Week Due
Assessment 1: Financial Statements Individual. Tutorials discuss financial reporting issues relevant to the analysis of a Biotech's position and performance. Assessment involves the submission of answers to set financial statement interpretation problems.	A. Balance Sheet	3	Please email Maurice a soft copy of your homework by Tuesday 5 pm of the due week.	Marks progressively uploaded on Moodle The marked homework will be returned to students at the beginning of the accounting session.	Week 3
	B. Profit and Loss	3	The answers will be discussed at the beginning of the next week's accounting session.		Week 5
	C. Cash Flow	3			Week 7
Assessment 2: Stock Market Game Individual. Involves students investing in NASDAQ listed Biotechnology companies. Students become familiar with the US Biotechnology sector's structure, performance, the role of internal and external drivers, and how Biotechs are financed. Assessment involves the submission of a reflective report that critiques the sector and its drivers.		25	Via Moodle/Turnitin	Marks uploaded on Moodle by Monday Week 11. Feedback by Monday Week 11.	Week 9 Monday 4 pm
Assessment 3: Project Group. ASX Biotech Company Review. Involves a comprehensive technical and business analysis of an allocated company's performance.	A. Report	20	Via Moodle/Turnitin	Marks uploaded on Moodle by Friday Week 11. Feedback on Moodle by Friday Week 11.	Week 9 Friday 4 pm
	B. Presentation	11	Oral Presentation in class	Peer Review grading. Marks uploaded on Moodle by Friday Week 12. Feedback during class discussion	Week 10
Assessment 4: Exam covering all lecture and tutorial content.		35	Centrally administered and timetabled	Multiple Choice and True/False Marks posted on Moodle once course grades released.	Exam Week

Assessment Information

Assessment 1: Financial Statements. Individual. 9% Total Grade

Scientists and engineers working in industry require an understanding of commercial processes (imperatives and realities) in order to structure their R&D programs to meet the intellectual property and business needs of their employers. The language of business is accounting with the performance and status of businesses being reported in financial statements. Understanding how to read and interpret these statements will be of benefit to students' professional careers, whether they be in academic research or industry.

Maurice Chiarella (industry financial accountant and UNSW lecturer) will deliver three two-hour workshops addressing the structure of each of the three financial statements, the Balance Sheet, the Profit and Loss Statement, and the Cash Flow. A fourth session will discuss how these financial statements can be interpreted to provide information and insight into a company's progress and potential future performance, with a focus on key issues the biotechnology businesses.

To help ensure that students develop this knowledge, there will homework problems set for each of the three financial statement workshops. Each of these will be worth 3% of the final grade for the course (i.e. 9% in total).

Assessment 2: Stock Market Game. Individual. 25% Total Grade

Involves students investing in NASDAQ listed Biotechnology companies and submitting a final report. Through this process, students become familiar with the US Biotechnology sector's structure, performance, the role of internal and external drivers, and how Biotechs are financed. Students' capacity to make educated investment decisions will be enhanced through the courses workshops on financial statements and lectures that cover the key issues that affect the biotechnology sector. These include clinical trials and regulation, intellectual property, financing, politics and economics.

Assessment involves both 1) actively trading stocks; and 2) the submission of a reflective report that critiques the sector and its drivers.

1) Trading Stocks

The first tutorials will involve becoming familiar with NASDAQ listed biotechnology stocks and the free Internet services that are available for investment advice and information. We do not expect students to be financial whizzes from the start but will encourage you to dive in, using the information that you find. This is as much an exercise in using Web resources as it is in making (or losing) virtual money.

Please join the game **BEFORE Feb 21 (the Start of Week 2)**. To join the game, click on this link: www.marketwatch.com/games/unswcommbio22

This will bring you to the following page:

UNSWCommBio22 PRIVATE

Game Discussion
COMMUNITY GUIDELINES + FAQs

Not Logged In
You must be logged in and a game participant before commenting.

SIGNUP **LOGIN**

About This Game

Game Description
This game forms part of your assessment. Please read those guidelines carefully. Our tutor Liam will be able to help and guide you. You need to make at least two trades per week from Nasdaq listed stocks, preferably biotech/pharma.

Game Info

START DATE	END DATE	PLAYERS	CREATED BY
Feb 15, 2022	Apr 7, 2022	1	Chris Marquis

JOIN GAME

Before you join the game you will need to “Signup” (click on the Green SIGNUP button) and enter your details.

Once you have done this, the **password to join the game is: #2022_3071!**

Note: You will receive limited formal instruction in this course on the stock markets. This is a self-learning exercise and you will be expected to answer your own questions by exploring resources available on the Web, including those on the Virtual Stock Exchange.

Hopefully you should find this assignment challenging but enjoyable. **The game will run through Weeks 2-7 with the report due 4 pm Monday April 11 (week 9) with students expected to trade on a weekly basis** (note: weekly trading is not necessarily a recommended strategy for real life but for the short time frame of the game it is essential to assist students engage with the assignment and achieve the targeted learning outcomes).

You will be given \$100,000 to invest and are expected to **make at least 2 trades per week** in the game (weeks 2-7), which will be monitored by the teaching staff. For any given week you must make your trades prior to midnight of the Friday. **Please keep in mind time zone differences between Australia and the United States when trading.** Should you do this you will be considered to be active in the competition and will not be penalised. **Any gaps in meeting the required trading activity will result in a pro-rata penalty of up to 25% (5% per week, capped at 5 days) of the marks for the assignment. If you are inactive for more than 5 days, you will not be allowed to submit your assessment.**

2) Report

The submitted report will be **3 pages in length**. It will contain a 2-page reflective essay to briefly describe your portfolio development and performance, and most importantly, **what you have learned**. You will also select one of your purchased stocks and give a 1-page discussion of the changes in that stock price over the last 6 months.

Marks will **NOT** be based on the performance of your portfolio but will be awarded according to what you have learned, the amount and type of trading you have done and the reasoning behind the decisions to purchase or sell a particular stock.

Template for Assignment 1 report (marks distributed according to page allocation; 3 Pages total length)

Reflective essay- 2 pages, divided as follows:

- Overview of investment/portfolio strategy and performance - ½ page
- Critique of resources used to make investment decisions – ½ page
- What you have learnt – ½ page
- What you would do differently next time or in real life – ½ page

Featured stock- 1 page, divided as follows:

- Brief description of company (history, size, products, business model) – ¼ page
- Why you bought it? – ¼ page
- Key influences that affected the price in the last 6 months – ½ page

By actively engaging in trading stocks and writing your reflective report, you will gain insight into:

1. The overall range of listed biotechnology companies (products, size, history, etc.).
2. How the stock market works (by direct involvement in buying and selling on the Virtual Stock Exchange).
3. The thrill of profit and the despair of loss when investing.
4. Annual reports (including financial statements) and their interpretation.
5. Business journals and Web databases (unbiased reports on expectations and announcements).
6. Professional investment services, analysts and stockbrokers.
7. Key success factors (drivers) in biotechnology

Assessment 3: Project (Report and Presentation). Group. 31% Total Grade (20% Report; 11% Oral Presentation).

Teams comprising three students will conduct a comprehensive technical and business analysis of an allocated ASX listed Biotech company's (<https://www.listcorp.com/asx/sectors/health-care/pharmaceuticals-biotechnology-life-sciences>) performance.

This is a **group assignment** and involves 1) submission of a group report (20%); and 2) group oral presentation (11%) delivered in person in class.

You must form your group of 3 by the end of Week 2 and appoint a group leader. This group leader must communicate the team members to the course convenor (Toni Ferrara) by email by the end of Week 2.

1) Report (20% of the final grade)

The 4-page report will discuss your chosen company in terms of history, products, IP position, and performance. You must reference your assignment extensively. The references should go at the end of the document (not included in the 4-page limit) and be cited appropriately in the text. You can also include an additional title page and a 2-page maximum appendix.

Here are the sections to be addressed in the main submitted report and some suggestions on page lengths:

- 1.1 Executive Summary. Highlights of the report (Note: it is not a table of contents in text). ½ page
- 1.2 Establishment and founders. How and why was the company established? ¼ page
- 1.3 IP position of the company's main products. 1 page, divided as follows:
 - Patent family. Description of portfolio and the inventions being protected? Have the patents been granted? ¼ page;
 - Market. What problem does the invention solve? i.e. What is the market opportunity and how large is it. ¼ page;
 - Competitive advantage. How does it solve the problem better than current available solutions? i.e. what advances are being made with the IP? ¼ page;
 - Product development. How are the patents being developed into products? What stages have been completed? ¼ page.
- 1.4 Share and dividend performance (chart with comments on key events affecting price). 1 page

- 1.5 Business model. How does the company generate or intend to generate revenue? Who are the customers and why do (or will they) buy and how do you get your product to them (distribution)? ½ page
- 1.6 Regulatory approval (or other validation approvals) required. ¼ page
- 1.7 Recommendations. Your overall assessment of the strengths/weaknesses of the company's activities. ¼ page

2) Final Presentation (11% of the final grade)

During Week 10 each team will give a 5-minute oral presentation to the class on their companies. Note. All team members must partake in the presentation delivery. After each presentation there will be a 3-minute Q&A session.

As the time allocated is short, the presentation will need to focus on the:

- a. Technology of the company;
- b. Market niches (description and \$ value if available);
- c. Size of the company (staff and value);
- d. Key technology advantages or innovation ;
- e. Expected future in the marketplace and any threats (from competing technologies/ companies);
- f. Expected investment potential (based on share price).

Presentations will be peer review graded by all teams and both course convenors (Toni and Chris).

At the end of each presentation, each team will negotiate, and agree on marks for presenting teams against the following criteria.

1. the clarity of the presentation (was it understandable);
2. analysis (was the analysis sufficient and credible);
3. ability to respond to questions.

Assessment 4. Final Exam (35% of final grade)

The exam will be a combination of Multiple Choice, True/False and short answer questions. The exam will be run online through Moodle. The details of the exam including exact structure, mark weighting and course content coverage will be discussed in the Week 10 tutorial. Examples of questions will also be presented and discussed.

Please consult the Special Consideration information in Section 10 of this manual describing what to do if you fall ill or something happens during the exam.

7. Additional Resources and Support

Course Manual	All BABS3071 course information, including the course outline and the assessment schedule, is available via Moodle.
Recommended Internet Sites	<p>All students enrolled in BABS3071 automatically have access to the course Moodle site https://moodle.telt.unsw.edu.au/. This site will be used to distribute course notes and information and should be checked at regular intervals. Specifically, the Moodle site will be used to provide:</p> <ul style="list-style-type: none"> • Important course announcements • Lecture and tutorial notes and recordings • Information about examination arrangements • Further assessment information resulting from special consideration • Detailed information on assessments and assessment marks <p><u>Resources</u> Literature Searching: http://www.ncbi.nlm.nih.gov/pubmed UNSW Library: http://www.library.unsw.edu.au</p> <p><u>Additional Websites</u></p> <ul style="list-style-type: none"> • School of Biotechnology and Biomolecular Sciences website for current students: https://www.babs.unsw.edu.au/current-students/undergraduate-programs • MyUNSW: https://my.unsw.edu.au/
Recommended accounting/financial statement reference	<p>Financial Accounting – An Integrated Approach (4th – 7th Edition)</p> <p>By Ken Trotman & Michael Gibbins</p>

8. Required Equipment

Equipment Required	<p>To access live online BABS3071 lectures students will need:</p> <ul style="list-style-type: none"> • A computer equipped with Microsoft Teams and an internet browser; • For assistance with online learning, please see the UNSW 'Transitioning to Online Learning' website: https://www.covid19studyonline.unsw.edu.au/.
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9. Course Evaluation and Development

MyExperience	<p>Students can provide feedback on the course via online myExperience surveys, as instructed, in the final week of term.</p> <p>The latest information on how student feedback has been used to update and improve the course can be found on the Moodle site for the course.</p>
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10. Administration Matters

Expectations of Students	<p>Students are expected to be regular and punctual in attendance at all classes. Many of the lecturers in this course are esteemed professionals and are taking time from their work to give lectures, so it is common courtesy to show appreciation by being present in the lectures even if these are delivered on-line.</p> <p>Participation in both lecture and tutorial sessions are integral to success in the course. Lectures, as well as providing facts, will provide an understanding of processes by which scientific enquiries and discoveries are made and commercialised. They also provide the opportunity to interact with experts in their respective fields.</p> <p>Tutorials are designed to help students to revise the lecture materials and complete assignment tasks.</p> <p>An 80% attendance of all classes (Lectures and Tutorials) is therefore required and if this requirement is not met, a grade of Absent Fail (AF) will be given (unless there is a permitted reason for the absence).</p> <p>All classes are recorded and uploaded on Moodle. Students who have approved clashes with other courses will be marked present for missed classes providing they email the course coordinator (Toni Ferrara) a one-page summary of the content of any missed classes prior to the next week's class. Students who miss an occasional class due to illness or other approved absence can also be recorded as present for the class by submitting the one-page summary. This deadline may be extended in special consideration circumstances.</p> <p>The summaries should be emailed as attachments to Toni Ferrara using the following subject line: Week x Mon Morning/afternoon Session summary (e.g. Week 5 Mon Morning Session summary).</p> <p>Social networks (i.e. Facebook, Twitter etc.) will not be used to share class materials or as a way to contact academics including demonstrators/tutors involved in this course. If students have course-related questions, they are encouraged to use discussion forums on the course's Moodle website. These are monitored regularly. If more help is needed, students may send enquiries or requests for appointments from their UNSW email. When sending an email to the course coordinator (Toni Ferrara), a student must state their name, student number and the course they are enrolled in.</p> <p>Students are encouraged to consult with the course coordinator, Toni Ferrara, if in doubt as to their progress.</p> <p>Students who cannot attend any classes on-campus in 2022, must contact the course convenor so appropriate arrangements can be made to provide assistance. Please e-mail t.ferrara@unsw.edu.au before the end of Week 1.</p>
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<p>Assessment Procedures</p> <p>UNSW Assessment Policy¹</p>	<p><u>ASSESSMENT CRITERIA AND STANDARDS</u></p> <p>The major components of this course are the content which is delivered through lectures and tutorials. This will be assessed by written or oral assignments and exams. More details on the assessment tasks and how they will be graded will be provided during the course via Moodle.</p> <p><u>SUBMISSION OF ASSESSMENT TASKS</u></p> <p><u>Assignment submission</u></p> <p>Assignments will be submitted on-line via Turnitin links on the class Moodle site unless otherwise stated. Further assessment details are found in Section 6 of this manual.</p> <p><u>FEEDBACK ON ASSESSMENT</u></p> <p>Students will receive constructive feedback on their assignments in a timely manner (within 2 weeks after submissions as instructed in the UNSW assessment Policy). The delivery method of feedback may vary depending on the assessment type. Full details are provided in Section 6.</p> <p><u>Further information on assessments</u></p> <p>UNSW grading system: https://student.unsw.edu.au/grades</p> <p>UNSW assessment policy: https://student.unsw.edu.au/assessment</p> <p><u>SPECIAL CONSIDERATION AND FURTHER ASSESSMENT TERM 1 2022</u></p> <p>Students who believe that their performance, either during the term or in the end of term exams, may have been affected by illness or other circumstances may apply for special consideration. Applications can be made for assessment tasks and final examinations.</p> <p>You must submit the application prior to the start of the relevant exam, or before a piece of assessment is due, except where illness or misadventure prevent you from doing so. If you become unwell on the day of the exam or fall sick during an exam, you must provide evidence dated within 24 hours of the exam, with your application. You must obtain and attach Third Party documentation before submitting the application. Failure to do so may result in the application being rejected.</p> <p>UNSW has a fit to sit/submit rule which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so.</p> <p>Further information on special consideration can be found at https://student.unsw.edu.au/specialconsideration.</p> <p><u>HOW TO APPLY FOR SPECIAL CONSIDERATION</u></p> <p>The application must be made through Online Services in myUNSW (My Student Profile tab > My Student Services > Online Services > Special Consideration).</p>
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¹ [UNSW Assessment Policy](#)

	<p>Students will be contacted via <i>their official university email</i> as to the outcome of their application. It is the responsibility of all students to regularly consult their official student email accounts and myUNSW to ascertain whether they have been granted further assessment.</p> <p><u>SUPPLEMENTARY EXAMINATIONS</u></p> <p>Supplementary examinations may be given to those students who were absent from final exams due to illness or misadventure. Only students who submit a compliant Special Consideration application (as per the above instructions) may be eligible for a supplementary examination. Students will be notified via the online special consideration system and their official UNSW email account as to the outcome of their application. Supplementary final examinations will be managed externally by UNSW Exams Branch and held during the official BABS Supplementary Final Examination period.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>The BABS Supplementary Final Exam period for Term 1, 2022 is:</p> <p>Monday 23rd to Friday 27th of May 2022</p> </div> <p>Supplementary Final Exams will be offered during this period ONLY. Failure to sit for the appropriate exam that you have been offered may result in an overall failure for the course. Further assessment will NOT be offered on any alternative dates.</p>
<p>Equity and Diversity</p>	<p>Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convenor (Toni Ferrara) prior to (or at the commencement of) their course. Such students may also contact Disability Services https://student.unsw.edu.au/disability for more information on the types of support they can provide (Disability Services Ph: 9385 4734, Email: disabilities@unsw.edu.au).</p> <p>Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made on time and in full.</p> <p><u>SCHOOL OF BABS DIVERSITY AND INCLUSION VALUES</u></p> <p>In an ideal world, science would be objective. However, the reality is much of science is subjective and is historically built on a small subset of voices. In BABS we will make an effort to expose students to literature from a diverse group of scientists, despite limits still existing on this diversity. We acknowledge that it is possible that there may be some biases in the material due to the lens with which it was written, and the School welcomes feedback to improve the diversity of the course materials.</p> <p>There are challenges inherent in communicating between people from other cultures, but BABS staff will strive to ensure their passion for science is appreciated through different eyes. We have a genuine desire to experience new cultures, expand our own horizons, and transcend any barriers that interacting with diverse groups could impose. The School is acutely aware of the importance of diversity and inclusion in all aspects of life and BABS academics strive to uphold these values as educators.</p> <p>The School of BABS is dedicated to creating a positive, inclusive educational environment that embraces diversity in all forms and rejects any form of hostile workplace, discrimination, or bullying. We have a clear statement of behavioral expectations (as well as definitions of discrimination, (sexual) harassment and bullying, which can be found here: https://student.unsw.edu.au/harassment. On this website, students can also find resources</p>

and contacts for reporting issues. In addition, the Science Equity, Diversity and Inclusion Working Group of the Faculty of Science have recently launched a set of Classroom Inclusivity Guidelines that all staff and students are striving to work under. They can be found here:

<https://www.science.unsw.edu.au/our-faculty/classroom-inclusivity-guidelines>

Beyond the University protocols, **it is our goal in BABS to create a learning environment for our students that supports a diversity of thoughts, perspectives and experiences, and Honours student identities** (including race, gender, class, sexuality, religion, ability). To help accomplish this, BABS staff will endeavour to use student's chosen name and pronouns, adapt as we learn about diverse perspectives and identities, and action any concerns raised as a result of any EDI-related student experiences.

In addition those students who have a disability that requires some adjustment in their teaching or learning environment (e.g. access requirements, assessment arrangements) are encouraged to discuss their study needs with the course convenor and with the Equitable Learning Service <https://student.unsw.edu.au/els>.

Finally, the School recognises the added challenges faced by students during the coronavirus outbreak, in particular those related to teaching and learning remotely while public health is managed. Specific details on how this course will be managed are given throughout this manual and will be highlighted further in the first lecture, but please be assured the School of BABS will strive to minimise stress to students while still endeavouring to deliver a high-quality teaching experience.

Student Complaint Procedure ²	School Contact	Faculty Contact	University Contact
	<p>Dr Megan Lenardon Student Grievance Officer Office: Room 4103 Biosciences South (E26) m.lenardon@unsw.edu.au Ph: 9385 1780</p>	<p>Dr Shannan Maisey Director, Academic Programs s.maisey@unsw.edu.au Ph: 9385 6142</p>	<p>Student Conduct and Appeals Officer Telephone: 02 9385 8515, email: studentcomplaints@unsw.edu.au University Counselling and Psychological Services³ Ph: 9385 5418</p>

² [UNSW Student Complaint Procedure](#)

³ [University Counselling and Psychological Services](#)

11. UNSW Academic Honesty and Plagiarism

Academic misconduct may apply to any work or document related to assessment that is submitted to the School of Biotechnology and Biomolecular Science; this includes all assessments for the course and the final exam. All work must represent a student's own individual efforts. Copying or paraphrasing another person's work and using another student's results are all examples of academic misconduct.

Referencing

There's no recommended referencing style for this course thus, students can choose a style they desire from an accepted journal in the field. However, the chosen style needs to be used throughout an assignment, keeping the consistency is valued the most.

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.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

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.⁴ 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.

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.

*Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

⁴ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne

12. Additional Support for Students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>
- UNSW Academic Calendar Key Dates: <https://student.unsw.edu.au/dates>
- UNSW Handbook: <https://www.handbook.unsw.edu.au/>
- UNSW Learning Centre: <http://www.lc.unsw.edu.au/>
- UNSW Equitable Learning Services: <https://student.unsw.edu.au/disability>
- Counselling and Support: <https://www.counselling.unsw.edu.au/>
- University Health Service: <http://www.healthservices.unsw.edu.au/>
- The Nucleus: <https://nucleus.unsw.edu.au>
- UNSW Careers and Employment Service: <http://www.careers.unsw.edu.au/>
- ARC- Student Life: <https://www.arc.unsw.edu.au/>
- UNSW Student Life: <https://www.unsw.edu.au/life>
- Biosciences Student Office
Email: BABStudent@unsw.edu.au