Course Code: 1020QBT
Course Name: Academic & Professional Skills Develop for Science & Technology
Semester: Semester 1, 2015
Program:
- Certificate IV Tertiary Preparation Program
- Diploma of Biosciences
- Diploma of Engineering
- Diploma of Health Care
- Diploma of Health Sciences
- Diploma of Information Technology
Credit Points: 10
Course Coordinator: Dr Princess Habiba

Teaching Team
Your lecturer/tutor can be contacted via the email system on the portal.

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Ian Davis</td>
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<tr>
<td>Richard Emmerson</td>
<td></td>
</tr>
</tbody>
</table>

Staff Consultation
Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the QIBT Portal under the “myTimetable” link.

Prerequisites
To successfully enrol in this Course, you must provide evidence that you have completed the following Courses:
- COM200 - Communication Skills 1
- COM200A - Communication Skills 1

Brief Course Description
Academic and Professional Skills Development for Science and Technology is a 10 Credit Point course within the Diplomas of Health Care, Health Science, Bioscience,
Engineering and Information Technology. The course is situated within the first semester of each of these programs. The Diplomas of Health Care, Health Science, Bioscience, Engineering and Information Technology provide students with a pathway to:

* further university studies in Bioscience, Health, Engineering and Information Technology related degrees, or
* direct employment in base level roles within these disciplines.

The course offers students a broad introduction to the skills involved in acquiring information and in displaying knowledge to others. It includes the basic knowledge skills required to successfully participate in an undergraduate degree program and to operate effectively in an industry context.

**Rationale**

Academic and Professional Skills Development for Science and Technology provides the necessary knowledge and skills required for effective functioning in the business or tertiary sectors.

**Aims**

This course aims to enable students to develop skills in the following three main areas:

1. Learning skills and awareness relevant to both a university or workplace context.
2. Skills required to extend learning beyond lectures and textbooks by applying skills to ‘real world’ situations.
3. Skills required to display information in the most effective manner.

**Learning Outcomes**

Upon successful completion of this course, with focus on science, engineering, health and technology, you will be able to:

1. recognise and use deep learning;
2. understand a range of learning strategies;
3. use a range of searching skills to find relevant information and ideas;
4. read analytically and critically;
5. create and sustain an argument as a response to a topic or question;
6. use the technical skills required in academic writing and speaking;
7. understand the significance of different formats for the presentation of ideas and information and acquire skills in using them (essay, case study, report, oral presentations);
8. recognise and use a range of techniques to enhance group work experience and outcomes;
9. engage in problem recognition and solving;
10. develop the ability to assess yourself and others;
11. understand the relation of culture to learning.

**Texts and Supporting Materials**


**Organisation and Teaching Strategies**

This course involves four (4) formal contact hours per week incorporating lectures, tutorials and workshops. The lectures will introduce you to the theoretical content of the course while tutorials and workshops put the concepts and theories learnt in lectures into practice. The teaching and learning approaches used will consider the nature of learning and the diverse nature of students within the classroom.

**Class Contact Summary**

**Attendance**

Your attendance in class will be marked twice during a four hour class. To receive full attendance, you must be present in the classroom on both occasions. Therefore, you are encouraged to attend and participate in all classes throughout the semester.

**Participation in Class**

You are expected to actively participate in classes each week.

**Consultation Times**

Attendance during consultation times is optional but you are encouraged to use this extra help to improve your learning outcomes.

**Course Materials**

Lecture notes will be made available to you on the QIBT portal and you are advised to print these out and bring them to each class so that extra notes can be added.

**Independent Learning**

You should allocate approximately 10 hours of study per week (including the lecture/tutorial time) to this course. However, you will find that more than this will be required in some weeks.

**Program Progression**

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80% and that GPA is maintained at equal to or greater than 3.5 [please see QIBT Policy Library - Program progression Policy - for more information].

**Content Schedule**

**Weekly Teaching Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activity</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CURRICULUM, LEARNING AND HIGHER EDUCATION</td>
<td>Lecture</td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td>SETTING GOALS AND MASTERING LEARNING</td>
<td>Tutorial</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SELF-EFFICACY AND THE INDEPENDENT LEARNER</td>
<td>Lecture</td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>
Summary of Assessment

This section sets out the assessment requirements for this course.

<table>
<thead>
<tr>
<th>Item</th>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Relevant Learning Outcomes</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>FEEDBACK AND HIGHER EDUCATION</td>
<td>Lecture</td>
<td>Chapter 3</td>
<td>Tutorial</td>
</tr>
<tr>
<td>4</td>
<td>APPROACHES TO LEARNING</td>
<td>Lecture</td>
<td>Chapter 7</td>
<td>Tutorial</td>
</tr>
<tr>
<td>5</td>
<td>READING ACADEMICALLY</td>
<td>Lecture</td>
<td>Chapter 4</td>
<td>Tutorial</td>
</tr>
<tr>
<td>6</td>
<td>ANALYSING IDEAS IN RESEARCH</td>
<td>Lecture</td>
<td>Chapter 12</td>
<td>Tutorial</td>
</tr>
<tr>
<td>7</td>
<td>CONSTRUCTING AND PRESENTING AN ARGUMENT</td>
<td>Lecture</td>
<td>Chapter 5 &amp; Chapter 13</td>
<td>Tutorial</td>
</tr>
<tr>
<td>8</td>
<td>INNOVATIVE PROBLEM SOLVING</td>
<td>Lecture</td>
<td>Chapter 6</td>
<td>Tutorial</td>
</tr>
<tr>
<td>9</td>
<td>COLLABORATION, COOPERATION AND COLLUSION</td>
<td>Lecture</td>
<td>Chapter 9</td>
<td>Tutorial</td>
</tr>
<tr>
<td>10</td>
<td>COMMUNICATION IN SCIENCE, ENGINEERING AND IT</td>
<td>Lecture</td>
<td>Chapter 10</td>
<td>Tutorial</td>
</tr>
<tr>
<td>11</td>
<td>SELF AND PEER ASSESSMENT</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>SKILLS IN MY DISCIPLINE</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Key ideas from semester</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What have we learnt across the semester</td>
<td>Tutorial</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What key ideas can be used to support future learning</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Assessment Details

Task 1: Student Workbook
Due date: Week 5
Learning outcomes: 2,4,9,10,11

Task:
Students are required to complete a range of activities that provide an induction to QIBT and learning in higher education. These activities would include:
- Library engagement exercise
- Teacher consultation interview
- Contact with student support services
- Timetable and study plan development
- Goal setting exercises

Task 2: Critical review of research papers
Due date: Week 9
Length: 1500 words
Learning outcomes: 3,4,5,6,7,9

Task:
Students will be guided across Weeks 5,6,7 & 8 in the process of analysing research papers from within their discipline area. Using this guided learning students are required to develop a critical review of 4 key papers on a similar theme from within their discipline area. The critical review should provide an overview of the key concepts within each paper, discussion of the research approach within each, and respective strengths, weaknesses and limitations.

The assessment submission will contain a collection of pieces of analysis of different texts, with the 1,500 word critique presented as a covering document.

Marking criteria:
Students will be assessed against the following criteria:
- Ability to communicate clearly in writing
- Ability to analyse research papers within a chosen field
- Knowledge of current debates, arguments and ideas within a chosen field
- Ability to properly reference, paraphrase and present ideas from multiple sources

Task 3: Team Podcast - Explaining a key discipline concept
Due date: Week 12
Length: 9-12 minute audio recording (3 minutes per person)
Learning outcomes: 1,2,3,4,7,8,10,11

Task:
Students are required to create a 9-12 minute podcast that explains to a non-expert audience a key idea from their discipline area. This podcast will be created by groups of 3 or 4 students with a requirement for every group member to be part of the audio recording. Within the recording students are required to make reference to research in their discipline field that relates to their chosen topic, and to also provide a reference list to their tutor alongside submission of an electronic audio file.

Students will also be required to submit an evaluation of their participation in their group through the development of their podcast.

Marking criteria:
Students will be assessed against the following criteria:
- Ability to communicate clearly orally
- Ability to analyse key ideas and research within their discipline
- Knowledge of discipline ideas and challenges in explaining these ideas to different audiences
- Ability to work effectively as part of a group

Task 4: Language development program
Details of this assessment will be provided by Student Services. Administration of Task 1 in Week 1, with follow up task administered in Week 12.

IMPORTANT NOTE: Students enrolled in the Language Development Program [LDP] are advised to read their LDP Course Outline and speak to their LDP teacher for important information about the relationship between marks awarded in the LDP and marks awarded in 1020QBT.

Task 5: Learning Journal
Due date: Week 13
Length: 1200 words
Learning outcomes: 1,2,6,9,10,11

Students are required to maintain a 100 word weekly Learning Journal reflecting on key course concepts between Weeks 1-12. Students will submit the Learning Journal via Turnitin on Friday of Week 13.

Submission and Return of Assessment Items

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.
Retention of Originals
You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions
To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the QIBT website - Policy Library - for guidelines regarding extensions and deferred assessment.

Penalties for late submission without an approved extension
Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 50%
- > 96 hours and <= 120 hours 100%

Note:
- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the QIBT website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

Assessment Feedback
Your assessment will be marked so that you can learn from your work. Feedback will be provided on a detailed criteria sheet so that you can see the level you have reached in any skill. Your tutor will give you comments on your work (in written form). Your tutor will be happy to discuss your assignment further, if you wish. You may see your tutor in his/her consultation time.

Generic Skills
QIBT aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

<table>
<thead>
<tr>
<th>Generic Skills</th>
<th>Taught</th>
<th>Practised</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Secondary Research</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Critical and Innovative Thinking</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Self Directed Learning</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Team Work</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Cultural Intelligence</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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</tbody>
</table>

Additional Course Generic Skills

Additional Course Information

Academic Integrity
QIBT is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual’s and the College’s reputation.
All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-mediated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, QIBT also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at QIBT, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

Please ensure that you are familiar with the QIBT Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the QIBT website – Policy Library.

**Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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