1. General Course Information

1.1 Course Details

Course Code:	1020QBT
Course Name:	Academic & Professional Skills Development for Science & Technology
Trimester:	Trimester 2, 2021
Program:	Foundation Program
	Diploma of Information Technology
	Diploma of Science
	Diploma of Engineering
	Diploma of Health Science
Credit Points:	10
Course Coordinator:	Richard Emmerson
Document modified:	3 June 2021

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 Science, Science, Engineering and Information Technology provide students with a pathway to:

* further university studies in Science, Health Science, 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 a professional Context.

Assumed Knowledge

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

1.2 Teaching Team

Your lecturer/Teacher can be contacted via the email system on the portal.	
Name	Email
Richard NAKANE EMMERSON	richard.emmerson@staff.griffithcollege.edu.au
Amreeta HINDUJA	amreeta.hinduja@staff.griffithcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be found on the Moodle Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device with a working microphone and camera.

2. Aims, Outcomes & Generic Skills

2.1 Course 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 and professional 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.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Apply appropriate higher education practices and strategies including principles of academic integrity and reflective practices to build academic and professional capabilities.
2. Apply collaborative teamwork techniques to communicate findings from critical analysis activities through identified contexts and spoken modes.
3. Evaluate scholarly literature to organise and synthesise ideas related to a specific topic, question or hypothesis through identified written modes using accepted referencing conventions.

2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College 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:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✔	✔	✔
Communication and collaboration		✔	✔	✔
Self-directed and active learning		✔	✔	✔
Creative and future thinking		✔	✔	✔
Social responsibility and ethical awareness		✔	✔	✔
Cultural competence and awareness in a culturally diverse environment		✔	✔	

3. Learning Resources

3.1 Required Learning Resources

Weekly required readings, recommended readings and Teacherial readings are available on the Course site.

3.2 Recommended Learning Resources

Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2011). Essential Academic Skills. (2nd ed.) Melbourne: Oxford University Press

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

Digital Library – Databases to which Griffith College students have access to through the Griffith Library Databases.

My Study – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

Jobs and Employment in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

IT Support provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you need clarification about topics. Respond to teacher questions to build your knowledge and confidence and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (Assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled

Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (Evidence of Learning Task) beyond that given to you, and to construct your own response to a question or topic. A self-directed learning approach requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

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 Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning Content, Learning Experiences and Learning Activities

4.1 Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning Experiences	Learning Activities	Evidence of Learning	Learning Outcome
Module 1: Learning In Higher Education					
1	1. Course Overview 2. Introduction to Learning in- Higher Education 3. SWOT Analysis 4. Factors in Learning Success	1. Unpacking a Course Outline 2. Orientation on a Course Web Page 3. Finding the Evidence of Learning Task Items 4. Finding Resources and Readings 5. -Finding Supporting Documents (Planning) 6. In-class reading. Note-taking and discussion (Self Efficacy)	1. Referencing in APA7 or IEEE 2. Starting a SWOT Analysis 3. Creating a Trimester Plan 4. Creating a Weekly Plan 5. Using Griffith University Referencing Tools for APA7 and IEEE 6. Accessing the Forums	1. Commencing the SWOT Analysis (for Evidence of Learning Task #1)	1
2	1. Self-efficacy, Resilience and Self-regulation 2. Introduction to Critical Reflection 3. Introduction to Referencing,	1. Self-efficacy Review of Readings 2. Language Analysis – Definitions 3. Self-regulated Learning - Reading activity 4. Language Analysis – Consistent Key Nouns	1. Referencing Quiz (APA7) and Activity (IEEE) 2. Paraphrasing (Video and Practice) 3. SWOT & Critical Reflection (Choosing Challenges)	1. **Complete Academic Integrity Module 1 – 5% (Evidence of Learning Task #4) (Epigeum)** 2. Progress on SWOT and short-listing	1,3

	paraphrasing & quoting.			challenges for the Critical Reflection	
3	1. Paraphrasing 2. Feedback and Higher Education	1. Feedback Reading Activity 2. Adaptive Help Seeking Reading Activity 3. Evidence of Learning Task #2 – unpacking the task	1. Consolidate any incomplete work from Weeks 1 and 2 2. Complete SWOT analysis.	1. **Complete Academic Integrity Module 2 – 5% (Evidence of Learning Task #4) (Epigeum)** 2. SWOT analysis- Draft should be complete – show Teacher (in class/Zoom) 3.	1,3
4	1. Ethical Decision Making 2. Working in Groups	3. Academic Integrity Scenarios 4. Unpack Evidence of Learning Task #2 (Team Presentation) Task 5. Forming groups for the Presentation (Teacher mediated)	1. Group work – Unacceptable Behaviour and Breaches 2. Discuss and Complete the Group Member Agreement for Evidence of Learning Task #2 3. Discuss possible Topics for Evidence of Learning Task #2	1. **Academic Integrity Module 3 – 5% (Evidence of Learning Task #4) (Epigeum)** 2. SWOT and Critical Refection Progress Check and Questions for Teacher (Evidence of Learning Task #1) 3. Send copy of Group Member Agreement to the Teacher (Evidence of Learning Task #2)	1,3
Module 2 : Communication and Collaboration					
5	1. The 5R's of Teamwork and Self & Peer Working in Groups Reading: 2. Group Work Experience	1. Reviewing work for submission 2. Finalising Teams for Evidence of Learning Task #2 3. Finalise topic for Evidence of Learning Task #2	Team work (Evidence of Learning Task #2) 1. Schedule meetings 2. Allocate tasks 3. Discuss the 5 R's Self & Peer Evaluation	1. **Submit SWOT & CR – 20% (Evidence of Learning Task #1)**	2
6	1. Presenting Skills 2. Creating presentation visual materials	1. 'Mock team presentations' – including self & peer evaluation. 2. Lecture Slideshow 'Gap-fill'	1. Team presentation research and concept development (Evidence of Learning Task #2).	1. Team presentation (Evidence of Learning Task #2) due in Week 8	2
7	1. Introduction to research 2. Critical Reading	1. Critical reading activity 2. Reading Research activity.	1. Team presentation preparation.	1. Team presentation (Evidence of Learning Task #2) due in Week 8	2, 3
8	(Practice for Presentation)	1. Giving presentations live or via Zoom 2. Participating as an audience member 3. (Evidence of Learning Task #2)	1. Developing questions for presenting teams 2. Giving feedback to presenting teams	1. **Team presentation – 25% (Evidence of Learning Task #2) DUE in class/Zoom this week**	2,3
Module 3: Academic Research and Writing					
9	1. Report Writing	1. Unpacking Evidence of Learning Task #3 Student Guide 2. Brainstorming a topic for the Report (Evidence of Learning Task #3) 3. Applying tests for choosing a topic	1. Start report outline in Planning documents (Evidence of Learning Task #3)	1. Show Teacher progress on choosing a topic and starting an outline for the Report (Evidence of Learning Task #3)	3

10	1. Academic/Technical/ Professional Writing 2. Principles of clear writing	1. <u>Report Planning Docs Consultations with Teacher (Evidence of Learning Task #3)</u> 2. Checklist for your planning docs 3. Class discussion on Wk 10 Learning Content	1. Making notes from teacher consultation on Report Planning Docs 2. Editing and improving Planning Docs as per the results of consultation with Teacher	1. Submit Report Planning Documents (for Evidence of Learning Task #3) to the Planning Docs submission point on course site 2. Bring a printed copy of Report Planning Documents to Campus class (or prepare to share screen if on Zoom) (Evidence of Learning Task #3)	3
11	1. From Outline to Report – a 'How to' 2. Innovative Problem Solving in STEM	1. Problem solving activities	1. Report construction 2. Q&A Session with Teachers	3. Prepare Report Planning Docs and Report for Week 12 submission	1, 3
12	1. Career Paths & Developments 2. Value Adding Skills in My Discipline	1. Career Direction Self- Evidence of Learning Task.	1. Building a Career Plan Flowchart 2. Writing 3. Creating a CV for a Future Job 4. Creating a Cover Letter for a Future Job 5. Q&A with Teacher on Evidence of Learning Task #3.	6. **Submit Report (including Planning Docs) - 40% (Evidence of Learning Task #3) to the Report submission point on course site**	1, 3

5. Evidence of Learning (Evidence of Learning Task Plan)

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Academic Integrity Modules – Online	15%	1	Weeks 2, 3, 4
2	SWOT Analysis and Critical Reflection	20%	1,3	Week 5
3	Team Presentation	25%	2,3	In-class/Zoom Week 8
4	Report Planning Documents Report	40%	1, 3	In-class/Zoom Week 10 Week 12

In order to gain a passing grade in this course, a student is required to complete and pass <u>all</u> epigeum modules in addition to all remaining evidence of learning tasks.

5.2 Evidence of Learning Task Detail

Task 1: Academic Integrity Modules-Online 15%
Due dates: <u>**Weeks. 2. 3 & 4**</u>

Learning Outcome: 1

Task:

This task requires students to complete and be assessed for comprehension in the Academic Integrity Modules accessible on the course web page. Epigeum can be found accessed via the Learning Activities tile in Weeks 1, 2, 3 of the course. The Academic Integrity Modules focuson the importance of understanding and applying academic integrity in Evidence of Learning Task submissions in regard to referencing, citations and sourcing suitable resources for your assignments.

Task 2: SWOT analysis and Critical Reflection 20%
Due date: <u>***Beginning Week 5***</u>
Learning Outcome:1

Task:
This task requires students to complete a SWOT analysis and a 500-word Critical Reflection.
 Across the first Module, students will be required to complete a range of Teacherial activities that provide an introduction to learning in higher education.

At the completion of these tasks students are expected to undertake a SWOT analysis of their learning abilities and to complete a 500-word Critical Reflection on the outcomes of this analysis.

A draft of the SWOT analysis should be presented to the lecturer in class in Week 3.

Students will submit the SWOT analysis and the Critical Reflection for Evidence of Learning Task to Turnitin via the course site.

Task 3: Team Presentation 25%
Due date: <u>***Week 8 in class***</u>
Length: 3 minutes per person
Learning Outcome: 2

Task:
Students are required to prepare a presentation suitable for a non-expert audience. This is a team presentation that requires students to work in discipline specific groups (4 or 5 students). During the presentation, students are required to refer to research in their discipline field that relates to their chosen topic.

Each team member is required to submit their script outline and peer review template document (each team member is required to submit an evaluation of their participation in their group through the development of their presentation along with a brief peer review of the other group members' roles) to Turnitin via the course site. A template is provided for this in the course site.

The team leader should submit the final copy of the PowerPoint presentation to Turnitin via the course site by the due date (day of presentation). The team presentations will take place in class in Week 8.

Task 4: Report Planning Documents & Report 40%
Due date: <u>***Week 10***</u> & <u>***Week 12 end***</u>
Length: 1200 words
Learning Outcome: 3

Task:
Students will be guided in Module 3 in the process of searching for, identifying, and analysing quality research articles. Using this guided learning students are required to construct a report using 5 scholarly peer reviewed research journal articles relevant to their discipline area.

To assist with the development of the report a planning template document has been created. The template for this document is available on the course site. Students are required to complete the planning template document and submit it to Turnitin via the course site in Week 10.

In Week 12 students will submit the report to Turnitin via the course site along with the original planning document for Evidence of Learning Task.

5.3 Late Submission

An evidence of learning (Evidence of Learning Task) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task item by 5% of the maximum mark applicable for the Evidence of Learning Task item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

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

5.4 Other Information about Evidence of Learning

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.

Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment 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. Griffith College Student Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred Evidence of Learning Task.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.

3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

   The sum of your marks of evidence of learning *items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for courses, so you need to wait for the official release of grades to have your grade for this course confirmed.*

6. Policies & Guidelines

Griffith College Evidence of Learning Task-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sittings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

Academic Integrity Griffith College 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-meditated 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, Griffith College 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 Griffith College, your lecturers, Teachers 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.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College 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 Griffith College website - Policy Library > [Academic Integrity Policy](#)

Reasonable Adjustments for Evidence of Learning Task – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Task for students with disabilities while maintaining academic robustness of its programs.

Risk Evidence of Learning Task Statement

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

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.