



# BIOL12109 *Technology and Instrumentation*

## Term 2 - 2017

Profile information current as at 29/04/2024 11:23 pm

All details in this unit profile for BIOL12109 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit you will examine new technologies and innovative practices used in sustainable agricultural and industrial production, food processing and environmental analysis. By examining a range of measurement technologies, you will identify how they can be used to facilitate production efficiency, to undertake product and process monitoring, and for research and analysis. You will also study the principles of instrumentation design and research emerging technology trends by accessing current scientific literature. At a compulsory residential school, you will develop analytical and laboratory skills using a range of instrumentation.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

CHEM11041 - Chemistry for the Life Sciences

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2017

- Distance
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 25%

#### 2. **Presentation**

Weighting: 15%

#### 3. **Practical Assessment**

Weighting: 20%

#### 4. **Online Quiz(zes)**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from self

**Feedback**

BIOL11101 Field and Farm Ecology should not be a pre or co requisite

**Recommendation**

This requirement should be removed.

#### Feedback from self

**Feedback**

Position within degree structure is unclear

**Recommendation**

Draft course proposal has BIOL12109 as a second year unit with the chem stream. This is clear positioning and a pre-requisite from first year could be added.

#### Feedback from student feedback

**Feedback**

Suggest lectures be pre-recorded and separated into smaller sections

**Recommendation**

This flex group did not attend physical lectures. Trial of smaller pre-recorded presentations backed up by discussion board interaction is recommended.

#### Feedback from self, course co-ordinator

**Feedback**

Need to alter assessment weighting to reward engagement in weekly activity

**Recommendation**

Give assessment weighting to weekly quizzes at expense of exam weighting.

#### Feedback from student feedback

**Feedback**

Revise lab manual and assignment task description

**Recommendation**

Revise lab manual and assignment descriptions.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Describe technologies and instrumentation used in agricultural and industrial production, food processing and environmental analysis
2. Perform analyses and calculations using selected technologies and instrumentation
3. Interpret data obtained from a variety of instrumentation used in agricultural and industrial production, food processing and environmental analysis
4. Research potential applications of emerging technologies in agricultural and industrial production, food processing and environmental analysis.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 25%	•			•
2 - Presentation - 15%	•			•
3 - Practical Assessment - 20%		•	•	
4 - Online Quiz(zes) - 40%	•	•	•	

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving		•	•	•
3 - Critical Thinking		•	•	•
4 - Information Literacy	•			•
5 - Team Work		•	•	
6 - Information Technology Competence		•	•	•
7 - Cross Cultural Competence				
8 - Ethical practice				
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 25%	•		•	•		•				
2 - Presentation - 15%	•	•	•			•				
3 - Practical Assessment - 20%	•	•	•		•	•				
4 - Online Quiz(zes) - 40%		•	•	•						

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

There is no required textbook for this unit. Rather a set of readings will be provided each week.

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Kerry Walsh** Unit Coordinator

[k.walsh@cqu.edu.au](mailto:k.walsh@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction Entrepreneurship, IP and commercialisation		

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Sample preparation and sampling theory - probability and statistics		

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Error of measurement and measurement of error		

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Instrumentation basics		

### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Techniques I - microscopies (light, phase, dark, polarising, SEM, TEM, confocal, AFM, etc)		

### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 21 Aug 2017</b>		
Techniques II – displacement, temperature, pressure, flow, liquid level		<b>Sensor Technology : case study I</b> Due: Vacation Week Wednesday (16 Aug 2017) 5:00 pm AEST
<b>Week 7 - 28 Aug 2017</b>		
Techniques III – speed, vibration, acceleration, force, torque, power, strain, stress, viscosity, surface tension, humidity, density		
<b>Week 8 - 04 Sep 2017</b>		
Techniques IV - Remote sensing		
<b>Week 9 - 11 Sep 2017</b>		
Adding spatial data – geo-positioning techniques, mapping,		compulsory residential school held in Rockhampton 13 to 15 September
<b>Week 10 - 18 Sep 2017</b>		
Interfacing for data acquisition and control; process control; communications		<b>Practical Assessment</b> Due: Week 10 Friday (22 Sept 2017) 5:00 pm AEST
<b>Week 11 - 25 Sep 2017</b>		
Using information – control systems, decision support systems; modelling - starting with regression		
<b>Week 12 - 02 Oct 2017</b>		
Examples - technology uptake Review		
<b>Review/Exam Week - 09 Oct 2017</b>		
<b>Exam Week - 16 Oct 2017</b>		

## Term Specific Information

This unit is co-ordinated by Prof Kerry Walsh (k.walsh@cqu.edu.au). Note that the residential school is compulsory and is held on the North Rockhampton campus.

## Assessment Tasks

# 1 Sensor Technology : case study I

## Assessment Type

Written Assessment

## Task Description

The assessment task involves review of a sensor technology product in terms of

- (i) principle of operation;
- (ii) operational limits - detection limit, error of measurement, interferences etc;
- (iii) comparison of available products;
- (iv) consideration of likely future developments.

As a guideline, the essay main body should be around 3000 words or so, excluding references - essays that are substantially longer than this (say over 3500 words) or shorter than this (say less than 2500 words) are unlikely to score as highly as those that make the best use of the 3000 word length.

A typical response might involve access of a general technical text or website for general information on the principle of operation, primary scientific journal articles and/or patents on the development and application of the technology of interest, and websites (application notes etc) of commercial entities involved in the production and distribution of the technology. Do attempt a patent search around the technology. The assignment may be written as a justification for acquisition of a particular technology.

The product reviewed should be drawn from the topics to be covered in this unit. Potential topics include: a handheld Xray spectrometer for quantifying metal composition, a NIR spectrometer for compositional analysis of grain, an electronic nose for cadaver detection, a streamflow gauging device.

For example, the Thermo Fisher Tru-Defender is a handheld FTIR device for the identification of explosive or narcotic chemicals. Approximately 1500 words (with figures/diagrams) could be devoted to a description of the principle of operation (e.g. fourier transform infrared spectroscopy, chemometrics of spectral matching), 500 words on operational specifications (e.g. detection limit) (if not given by the manufacturer, search the general literature for expected performance criteria), 500 words (with figures/tables) comparing this brand/model of FTIR to like products, and/or to alternative technologies for the same application), and 500 words to a 'forward think' on how this technology/application is likely to evolve. You might think of technologies you see in 'everyday life', e.g. what sensor technologies are embedded in a smart phone? what is the technology used in an airport to 'sniff' you and your carry on?

We will discuss the task in the first two weeks of term, with illustration of parallel exercises.

Text should be word-processed with appropriate layout and use of headings/sub-headings. Font and line spacing are not part of the assessment criteria. Diagrams should be used to illustrate specific aspects - a picture is worth a thousand words (figuratively)! Do cite/reference all diagrams used. Avoid large file size images - save any images as lower resolution, to decrease the file size.

The list of references should form the last page or two, at the end of the assessment. Referencing should be in a consistent style - typically Harvard or APA formats (choose a style and be consistent within that style).

Please save/upload your file in either a Word format (.doc or .docx) or in a basic text format that can be opened in Word.

## Assessment Due Date

Vacation Week Wednesday (16 Aug 2017) 5:00 pm AEST

## Return Date to Students

Week 7 Friday (1 Sept 2017)

## Weighting

25%

## Minimum mark or grade

A minimum mark of 45% is required

## Assessment Criteria

This assignment aims to assess: (a) written communication skills; including referencing; (b) ability to source and synthesise relevant information and (c) an understanding of the principle of operation around the use of a particular technology in a food/agricultural/environmental/medical application. These areas will contribute 10, 10, and 80% of the awarded grade.

The third criterion will be considered in terms of : (i) principle of operation; (ii) operational limits - detection limit, error of measurement, interferences etc; (iii) comparison of available products; (iv) consideration of likely future developments. These areas will contribute 40, 14, 13 and 13% (total 80%) of the awarded grade.

## Referencing Style

- [Harvard \(author-date\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Describe technologies and instrumentation used in agricultural and industrial production, food processing and environmental analysis
- Research potential applications of emerging technologies in agricultural and industrial production, food processing and environmental analysis.

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

## 2 Sensor Technology : case study II. Oral presentation with supporting material.

### Assessment Type

Presentation

### Task Description

This assignment replicates that of the first assignment, with presentation on a different technology/application, and presentation via oral and Powerpoint, rather than an essay/Word format. Allow 15 minutes for presentation and 10 minutes for questions. As we are further progressed into term for this submission, more technical detail is expected than in the first assignment.

The aims are similar to the first assignment:

- (a) communication skills; including oral and use of supporting aids;
- (b) ability to source and synthesise relevant information and
- (c) demonstrate understanding of the principle of operation around the use of a particular technology in a food/agricultural/environmental/medical application.

The third criterion will be considered in terms of :

- (i) principle of operation;
- (ii) operational limits - detection limit, error of measurement, interferences etc;
- (iii) comparison of available products;
- (iv) consideration of likely future developments.

The oral presentation will be delivered in residential school. Pre-submission of supporting aids (Powerpoint slides) is recommended for informal feedback before the Residential school.

Refer to the description of the first assignment task for further detail.

### Assessment Due Date

The oral presentation will occur during Residential School.

### Return Date to Students

Monday (25 Sept 2017)

Feedback on the oral component will be given during Residential School.

### Weighting

15%

### Minimum mark or grade

45%

### Assessment Criteria

The oral presentation will be assessed on clarity of presentation and visual aids, on the level of understanding of the measurement principle and of the application context, as demonstrated in presentation and in addressing questions. A presentation time of approx 15 min with 5-10 min of questions is anticipated.

This written component will be assessed on: (a) communication skills; including referencing; (b) ability to source and synthesise relevant information and (c) demonstrate understanding of the principle of operation around the use of a particular technology in a food/agricultural/environmental/medical application.

These areas will contribute 25, 10, and 65% of the awarded grade.

The third criterion will be considered in terms of : (i) principle of operation; (ii) operational limits - detection limit, error of measurement, interferences etc; (iii) comparison of available products; (iv) consideration of likely future developments.

These areas will contribute 35, 10, 10 and 10% (total 65%) of the awarded grade.

### Referencing Style

- [Harvard \(author-date\)](#)



**Submission**

Offline Online

**Submission Instructions**

The oral presentation will be made during residential school. Submission of supporting material (e.g. ppt) should be made through Moodle.

**Learning Outcomes Assessed**

- Describe technologies and instrumentation used in agricultural and industrial production, food processing and environmental analysis
- Research potential applications of emerging technologies in agricultural and industrial production, food processing and environmental analysis.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence

### 3 Practical Assessment

**Assessment Type**

Practical Assessment

**Task Description**

Practical Report: a scientific report on activity undertaken at the Residential School is required, following the standard format of: Title/author/abstract/Introduction/Materials and Methods/Results/ Discussion/References. Data will be provided from that collected at Residential School. Details will be provided at the Residential School.

**Assessment Due Date**

Week 10 Friday (22 Sept 2017) 5:00 pm AEST

**Return Date to Students**

Week 11 Friday (29 Sept 2017)

**Weighting**

20%

**Minimum mark or grade**

45%

**Assessment Criteria**

This submission will be assessed on :

- (a) correct use of scientific reporting format (Title, Abstract, Introduction, Materials and Methods. Results, Discussion, References);
- (b) adequate literature review;
- (c) experimental design and description;
- (d) data presentation and analysis;
- (e) interpretation.

Marks will be awarded to these four areas in the following ratio: 10, 25, 15, 25, 25.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Perform analyses and calculations using selected technologies and instrumentation
- Interpret data obtained from a variety of instrumentation used in agricultural and industrial production, food processing and environmental analysis

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Team Work

- Information Technology Competence

## 4 Online Quizzes

### Assessment Type

Online Quiz(zes)

### Task Description

The Moodle site contains on-line quizzes associated with each major topic covered in the course. These quizzes are intended to form a progressive assessment of your understanding of the terminology and principles covered in this unit, to ensure a developing knowledge of the unit topic content throughout the term.

The quizz will be open at the beginning of the relevant week and will close two weeks later. There will be 10 quizz sets, each drawing a random selection of 10 questions from a question bank. Questions will generally be multiple choice, but other questions types may be used (e.g. calculation, short answer). Multiple attempts are permitted, with best mark accepted.

### Number of Quizzes

10

### Frequency of Quizzes

Weekly

### Assessment Due Date

to be undertaken within one week of the topic as scheduled (check Moodle site)

### Return Date to Students

Instant marking, with generic feedback through the weekly discussion board.

### Weighting

40%

### Minimum mark or grade

50

### Assessment Criteria

A passing grade must be obtained on each quizz.

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Online

### Submission Instructions

Undertake the quizz associated with each major topic area on the Moodle site.

### Learning Outcomes Assessed

- Describe technologies and instrumentation used in agricultural and industrial production, food processing and environmental analysis
- Perform analyses and calculations using selected technologies and instrumentation
- Interpret data obtained from a variety of instrumentation used in agricultural and industrial production, food processing and environmental analysis

### Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem