



# BIOL13085 *Professional Skills in Industry*

## Term 2 - 2017

Profile information current as at 30/04/2024 01:44 pm

All details in this unit profile for BIOL13085 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 students will develop professional and specific practical skills relevant to a selected agrifood industry or allied industry support sector. The unit covers the theory and practice of knowledge transfer or extension in agriculture and natural resource management, theory behind selected techniques and technologies, and practical skills using selected techniques and technologies. Students may choose to study an alternative set of professional skills relevant to a selected industry upon agreement with the unit coordinator, providing the opportunity to tailor the unit to deliver industry specific knowledge and training. The unit aims to provide students with skills that will be valuable when seeking employment in industry. Distance education students will be required to attend a residential school.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

BIOL12108 Agricultural Value Chain Management

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: 20%

#### 2. **Practical and Written Assessment**

Weighting: 20%

#### 3. **Written Assessment**

Weighting: 40%

#### 4. **Practical Assessment**

Weighting: 20%

### 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 Student feedback.

##### Feedback

Students found the presentation practice was very helpful.

##### Recommendation

Maintain the practice sessions for students.

## Unit Learning Outcomes

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

1. Analyse an industry sector to identify professional skills desired for graduate employment in the sector.
2. Describe the scientific basis of the selected techniques and technologies used in the agrifood industry or allied industry support sector.
3. Perform practical tasks using selected techniques and equipment.
4. Apply the principles of agricultural extension theory and practice.

Per NPC1154

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



N/A  
Level



Introductory  
Level



Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 20%	•			•
2 - Practical and Written Assessment - 20%			•	
3 - Written Assessment - 40%		•		
4 - Practical Assessment - 20%		•		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•		
2 - Problem Solving			•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - 20%	•		•	•			•	•		
2 - Practical and Written Assessment - 20%	•					•		•		
3 - Written Assessment - 40%	•	•	•	•						
4 - Practical Assessment - 20%		•	•		•		•	•		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### 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

**Christopher O'Neill** Unit Coordinator  
[c.j.oneill@cqu.edu.au](mailto:c.j.oneill@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the Unit. Guidelines for the subject and development of generic skills. Australian agrifood industries: current status and future strategies; basic skills required to achieve in the Agrifood industry.		

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review: BIOL12108 Agricultural Value Chain Management; linkage to current unit. Professional and academic literacy, and skill recognition. Introduction to the library website and databases, essay topics, analysis and database search strategies, critical analysis, effective writing Google Scholar/Scopus/Endnote)		

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Conflicts in the agrifood industries: Organic Farming vs GMO; grass fed vs grain fed; precision agriculture vs traditional; biodiversity vs mono-culture; production vs adaptation; climate change impact on agrifood - yes or no; cell vs unrestricted grazing; biological conservation vs pastoral production; farmers' market vs supermarket; live export trade - for and against		Selection of topic ('conflict') for assessments 2 and 3 in consultation with unit coordinator. The residential school student presentation (assessment 2), plus discussion that the presentation generates, is designed to focus the student as to the essential elements of the 'conflict' to be outlined in their written presentation (assessment 3).

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Professional Speaker: handling nerves; speech structure (opening, body conclusion); opening and concluding statements; body language; eye contact; ums and urs; vocal variety; use of humour; effective use of the pause and of repetition; when something goes wrong; keeping to time.		

### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Indigenous Pastoralism: acquiring skills in remote regions; navigate two cultures; *Mungalla* as a case study; website and Facebook; tourism; habitat reconstruction; links to research institutions (e.g. CSIRO); CQU example?  
Social concepts in agriculture and horticulture

**Illustrating professionalism in an agrifood industry portfolio** Due: Week 5 Friday (11 Aug 2017) 5:00 pm AEST

#### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Principles of agricultural extension theory and practice. Information transfer: 1) linear 'top down'; 2) 'group empowerment'; 3) one-to-one advice; 4) formal educational training. No single model sufficient: continued need for reliable scientific information; opportunities for the emerging social media.

#### Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Adoption of technology/Precision Agriculture (PA): successful (sugarcane PA) and failed (beef cattle PA) adoption by industry; for northern beef producers no change in adoption of genetic improvement technology after 30 years; reasons for winners and losers; risk vs fear.

#### Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Role of biotechnology and economic linkages: technologies that are both productive and sustainable; return on investment; Allan Savory and holistic farm management.  
A background to the relationship between agriculture and climate change.

Mandatory Residential School in Bundaberg September 8-10, 2017  
Identify and interrogate key issues of an agrifood industry: Part A oral presentation; ready for a (practice) run on the first day of the Residential School (Week 8): assessment of the oral presentation on the second day (Saturday).

**Identify and interrogate key issues of an agrifood industry (Part A oral presentation)** Due: Week 8 Friday (8 Sept 2017) 2:00 pm AEST

#### Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Agro-meteorology and climatology: BOM site; decision support; the impediments for agricultural adaptations to climate change.

**Identify and interrogate key issues of an agrifood industry (Part B written assignment)** Due: Week 9 Friday (15 Sept 2017) 3:00 pm AEST

#### Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Crisis management; monitoring animal and pasture performance; drought preparation; the paradigm shift; and mental health.  
Characteristics of workplace: business networking (LinkedIn); professional image.

Confirmation of topic ('industry transformation') for assessment 4 with unit coordinator.

### Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Overview of the Global Agrifood Industry: current status and future directions; global employment opportunities (ACIAR, ILRI, AusAID, Australian Council for International Development). Australian and global employment opportunities.		

### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review		<b>Professional skills required to transform an agrifood industry</b> Due: Week 12 Wednesday (4 Oct 2017) 5:00 pm AEST

### Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Illustrating professionalism in an agrifood industry portfolio

#### Assessment Type

Written Assessment

#### Task Description

- Students are required to compile a collection of 10 documents, photographs, and press articles which illustrates the professional skill-set required of professionals in their 'chosen' agrifood industry either Australian or global. These documents should reflect the professional skill-set: Critical Thinking; Information Literacy; Cross-cultural Competence; Collaboration and Teamwork; Communication.
- Search and record 4 job descriptions of vacant positions from the internet.  
Reflect on how your current skills meet the criteria of one of the vacant job positions and develop a plan for developing the missing skills, identifying training methods or agencies. A mock job interview will be conducted during the residential school as part of this assessment, but will be unmarked. The student will participate both as an employer and job applicant. You are required to participate in the mock interview to fulfill the participation requirement of residential school.  
Each portfolio must include a report (1500 minimum — 2000 maximum word count) of the contents therein.

#### Assessment Due Date

Week 5 Friday (11 Aug 2017) 5:00 pm AEST  
Electronic submission

#### Return Date to Students

Monday (21 Aug 2017)  
Electronic submission

#### Weighting

20%

**Minimum mark or grade**

30%

**Assessment Criteria**

The assessment criteria for this task are:

The portfolio will be assessed based on your ability to use external media to clearly identify the professional skills for your designated agrifood industry. Please select no more than 10 images or short articles that capture the idea of professional skills in the agrifood industries and scan and save as a word document. You will need to provide a descriptive heading to support each image or article in your portfolio. (25%)

Using the internet find an advertised job in the agrifood industries that you think might be an interesting future career for you. Identify the selection criteria and provide a written response demonstrating how you meet those selection criteria. Include in your report a copy of the job advert, the selection criteria and your responses to those selection criteria. (25%)

Reflect on how your current skills meet the selection criteria and provide a written plan how you will identify training so that you can better address selection criteria in the future. (15%)

Your written assignment (1500 – 2000 word) will be marked on your ability to demonstrate that you can address selection criteria and recognise areas where you need to develop your skills. Does the written document capture the portfolio? (35%)

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Electronic submission

**Learning Outcomes Assessed**

- Analyse an industry sector to identify professional skills desired for graduate employment in the sector.
- Apply the principles of agricultural extension theory and practice.

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## 2 Identify and interrogate key issues of an agrifood industry (Part A oral presentation)

**Assessment Type**

Practical and Written Assessment

**Task Description**

Students are required to orally present findings and ideas from their written report (Assessment 3) on the scientific basis of a conflict in the agrifood industries on any one of the following issues:

1. organic farming vs GMO;
2. grass fed vs grain fed;
3. precision agriculture vs traditional;
4. biodiversity vs mono-culture;
5. production vs adaptation;
6. cell vs unrestricted grazing;
7. biological conservation vs pastoral production;
8. farmers' market vs supermarket;
9. live export trade vs no live-export;
10. Free Trade Agreements – opportunities and threats;
11. a conflict of the student's choosing with approval of the instructor.

Deliver a 20 minute oral presentation (and up to 10 minute question and answer) during the residential school;



identifying a key driver in the nominated agrifood industry from Part B; supporting argument for and against an issue in the conflict; feedback from the oral presentation would be expected to finalise the written report. Note the topic should be chosen in consultation with unit coordinator and student participation in the question and answer session, and any ensuing discussion, will contribute to the assessment.

Please note, you must have begun writing Assessment 3 to be successful in this assessment:

Part A (Oral presentation) deliver a 20 minute presentation during the residential school; feedback from the presentation may help finalise the report of Part B; topic chosen in consultation with unit coordinator; and

Part B (Written) write a 4000 word report on two contrasting issues; compare and contrast.

### Assessment Due Date

Week 8 Friday (8 Sept 2017) 2:00 pm AEST

Oral presentation ready to go on the first day of the Residential School (Week 8)

### Return Date to Students

Monday (18 Sept 2017)

Feedback on the presentation/discussion will also be given during the Residential School.

### Weighting

20%

### Minimum mark or grade

40%

### Assessment Criteria

Your oral presentation will be assessed using the following rubric:

	Ext	Gd	Av	NI	Comment
<b>Opening:</b> (3 pts)					
Attention getting	Ex	Gd	Av	NI	
Logical	Ex	Gd	Av	NI	
Sets scene	Ex	Gd	Av	NI	
<b>Body:</b> (5 pts)					
Main points articulated	Ex	Gd	Av	NI	
Supporting material	Ex	Gd	Av	NI	
Transition	Ex	Gd	Av	NI	
Sound reasoning	Ex	Gd	Av	NI	
Sources cited	Ex	Gd	Av	NI	
<b>Conclusion:</b> (2 pts)					
Logical closure	Ex	Gd	Av	NI	
Sufficient information	Ex	Gd	Av	NI	
<b>Delivery:</b> (4 pts)					
Physical presence	Ex	Gd	Av	NI	
Vocal variety	Ex	Gd	Av	NI	
Eye contact	Ex	Gd	Av	NI	
Use of notes	Ex	Gd	Av	NI	
Use of pause	Ex	Gd	Av	NI	
Use of visual aids	Ex	Gd	Av	NI	
Use of humour	Ex	Gd	Av	NI	
Gestures	Ex	Gd	Av	NI	
<b>Overall:</b> (6 pts)					
Convincing argument	Ex	Gd	Av	NI	

**Evaluation:** Ex = Excellent; Gd = Good; Av = Average; NI = Needs Improvement

### Referencing Style

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

**Submission**

Offline

**Submission Instructions**

PowerPoint presentation and conduct during the presentations by all students

**Learning Outcomes Assessed**

- Perform practical tasks using selected techniques and equipment.

**Graduate Attributes**

- Communication
- Information Technology Competence
- Ethical practice

### 3 Identify and interrogate key issues of an agrifood industry (Part B written assignment)

**Assessment Type**

Written Assessment

**Task Description**

**Please note: This assessment must be mostly complete before Part A Oral presentation occurs in Week 8. You will edit it based on feedback during the presentation.**

Students are required to author a report on the scientific basis of a conflict within one chosen agrifood industry and select a key driver of that conflict:

1. organic farming vs GMO;
2. grass fed vs grain fed;
3. precision agriculture vs traditional;
4. biodiversity vs mono-culture;
5. production vs adaptation;
6. cell vs unrestricted grazing;
7. biological conservation vs pastoral production;
8. farmers' market vs supermarket;
9. live export trade;
10. Free Trade Agreements – opportunities and threats;
11. a conflict of the student's choosing with approval of the instructor.

This assessment occurs with Assessment 2:

Part A (Oral presentation) deliver a 20 minute presentation during the residential school; feedback from the presentation may help finalise the report of Part B; topic chosen in consultation with unit coordinator; and

Part B (Written) write a 4000 - 4500 (4500 word max) word report on two contrasting issues; compare and contrast.

**Assessment Due Date**

Week 9 Friday (15 Sept 2017) 3:00 pm AEST

Electronic submission

**Return Date to Students**

Monday (25 Sept 2017)

Electronic submission

**Weighting**

40%

**Minimum mark or grade**

40%

**Assessment Criteria**

The marking criteria for this assessment are as follows:

1. Your written work fully addresses all parts of the assignment question (20%);
2. Your argument/thesis statement is fully supported by the reference material that you have chosen, but you haven't been biased (20%);
3. You have chosen reference material that is relevant to the assignment question and you have presented this material accurately (20%);

4. You have discussed the topic in detail – paragraphs with a topic sentence (10%);
5. Fluent and succinct writing – short sentences; only one idea in paragraph; correct spelling and punctuation; use of a topic sentence for each paragraph; word length correct + 10% (20%);
6. Harvard referencing and all references acknowledged. Note: maximum of 10% as an internet reference. (10%)

### Referencing Style

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

### Submission

Online

### Submission Instructions

Please submit as a MS word (.docx or .doc) or RTF document on the unit Moodle site.

### Learning Outcomes Assessed

- Describe the scientific basis of the selected techniques and technologies used in the agrifood industry or allied industry support sector.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## 4 Professional skills required to transform an agrifood industry

### Assessment Type

Practical Assessment

### Task Description

Analysis of professional skills required of the Australian and global agrifood industries.

Students are required to synthesise the theory and practice of research development and extension (RD&E) that will lead to bridging the gap between the adoption and non-adoption of technology. There is clear evidence that Australian agricultural RD&E is currently unravelling.

Historically information transfer occurs by: 1) linear 'top down'; 2) 'group empowerment'; 3) one-to-one advice; and 4) formal educational training. A new model is emerging that involves the internet and social media. Students are required to report (2000-2500 word max) their understanding of Australian RD&E and explore future models using social media/internet.

### Assessment Due Date

Week 12 Wednesday (4 Oct 2017) 5:00 pm AEST

Electronic submission

### Return Date to Students

Monday (9 Oct 2017)

Electronic submission

### Weighting

20%

### Minimum mark or grade

40%

### Assessment Criteria

The marking criteria for this assessment are as follows:

1. Your written work fully addresses all parts of the assignment question (20%);
2. Your argument/thesis statement is fully supported by the reference material that you have chosen, but you haven't been biased (20%);
3. You have chosen reference material that is relevant to the assignment question and you

- have presented this material accurately (20%);
4. You have discussed the topic in detail – paragraphs with a topic sentence (10%);
  5. Fluent and succinct writing – short sentences; only one idea in a sentence and paragraph; correct spelling and punctuation; use of a topic sentence for each paragraph; word length correct + 10% (20%);
  6. Harvard referencing and all references acknowledged. Note: maximum of 10% as an internet reference. (10%)

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Written report (use Microsoft Word) submitted online 4/10/2017 (Week 12)

### **Learning Outcomes Assessed**

- Describe the scientific basis of the selected techniques and technologies used in the agrifood industry or allied industry support sector.
- Apply the principles of agricultural extension theory and practice.

### **Graduate Attributes**

- Problem Solving
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice

## 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