



UNSW  
AUSTRALIA

# Course outline

Semester 2 2016

Never Stand Still

Engineering

Mechanical and Manufacturing Engineering

MECH9011

ME PROJECT A

# Contents



There is no parallel teaching for this course.

Contact hours

There are no set contact hours for this course.

Summary of the course

PG Thesis is usually completed in two consecutive semesters during the last academic year. This is the only course where the students have complete freedom to work on his/her chosen thesis projects from the initiation to the end – the project contains a large amount of original research and/or novel design work or analysis. It is not the responsibility of the supervisor to tell the student what to do, nor should it be assumed that the supervisor is an expert in all areas of engineering. They are there to offer guidance and advice, as are laboratory staff, workshop staff, and others in the school that may have expertise in the area of your project. The successful execution of the project is solely the responsibility of the student.

Aims of the course

opportunity to advise and influence the design to help minimise assembly, manufacture or functional problems.

The Workshop is usually in high demand. If you require the Workshop to manufacture equipment essential to your thesis, then make sure that you discuss your requirements as early as possible with the Workshop/Laboratory Manager. You should provide engineering drawings which are first approved by the laboratory officer-in-charge. You should make every effort to minimise the Workshop load by modifying existing equipment rather than building from new, and by keeping your designs simple.

### Safety Training

A full list of safety training requirements for PG Thesis students is available on the School's intranet. Safety in any project is paramount and it is mandatory to complete risk paperwork for all activities. Always discuss with youpol2(e7P9(G)4.adi2(et)-6(om)4 7 >>BDC)-6(om)dun



Thesis A progress (interim) report marking rubrics:

Criteria 1: Reviewing the work of others (30%)

Grade	Mark	Brief description	Explanation/Examples
Fail	0 – 14	Deficient	Deficient work may be characterised by a number of features, including inappropriate reliance on sources not peer reviewed (such as the internet), not reviewing what should be the core of the literature in a particular area, or not reviewing an.004 a.7(ar)3.7(-0 9 190.8 7

Credit	13 – 15	Broad context present. Specific logical plan.	Research question and plan are presented, and include some detail. There is enough of a plan to believe that the research
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Did the presenter have a solid plan in place for completing their project?	/5
as the presenter thought about possible delays/problems that may arise?	/5
Did answers to questions show an understanding of the project and background?	/5

For details of applying for special consideration and conditions for the award of supplementary assessment, see the School [intranet](#), and the information on UNSW's [Special Consideration page](#).

## 6. Expected resources for students

No prescribed textbook.

Content on the Moodle page will be updated often with tips ,discussions and resources, so you are strongly advised to make sure you are able to receive updates.

Students may find other resources on their particular project at the UNSW library:

[http://info.library.o/MCID 1\(a\)2d15\(r\)-6\(y\)8.9. libr/P <au/\(l\)2.w1.9\( \)jb/\(l\)2.-6\(a\)1 Tw 24.v\(d r\)-5.9\(o\)10.5\( \)JTJ](http://info.library.o/MCID 1(a)2d15(r)-6(y)8.9. libr/P <au/(l)2.w1.9( )jb/(l)2.-6(a)1 Tw 24.v(d r)-5.9(o)10.5( )JTJ)

sufficient time for research, drafting and the proper referencing of sources in preparing all assessment tasks.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or

# Appendix A: Engineers Australia (SA) Stage 1 Competencies for Professional Engineer

	Program Intended Learning Outcomes
PE1: Knowledge and Skill Base	PE1.1 Comprehensive, theory-based understanding of underpinning fundamentals
	PE1.2 Conceptual understanding of underpinning maths, analysis, statistics, computing
	PE1.3 In-depth understanding of specialist bodies of knowledge
	PE1.4 Discernment of knowledge development and research directions
	PE1.5 Knowledge of engineering design practice
	PE1.6 Understanding of scope, principles, norms, accountabilities of sustainable engineering practice

PE2: Engineering Application Ability