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All academic staff, together with some senior engineers from industry, act as supervisors to students undertaking project work. Support is also provided by the workshop and laboratory staff.

## **Contact details of the Course Coordinator**

Name: A/Prof Tracie Barber

Office Location: Ainsworth (J17), Room 401

Tel: (02) 9385 4081

Email: [t.barber@unsw.edu.au](mailto:t.barber@unsw.edu.au) (email is the best way to contact me)

**It is essential th**

issue you with a Laboratory Access Approval (LAA) form which you must complete and

5.	Demonstrate oral and written communication in professional and lay domains.	PE3.2
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#### 4. — — — —

There is no formal teaching but the students learn from both internal and external sources. The supervisor, other academics and laboratory/workshop staff are the internal sources, whereas the library, internet and industry mentors are the external sources.

#### 5. C L L

There are no set lectures for this course, but a number of optional lectures will be provided to assist students to complete their thesis to a high standard. The date and time of the workshops will be announced on Moodle. All workshops will be recorded and made available to students on Moodle.

#### 6. A

The final grade for Project A will be made from:

Project A Progress Report	80%
Project A Presentation	20%

**For calculation of Honours, Project A is worth 25% and Project B is worth 75% of the total 12 unit course credit.**

It is your responsibility to keep your project details (supervision, title, working abstract) up to date in the “your project details” section of Moodle. If you do not have information in there or the supervisor name is incorrect, your progress report will not get assigned for marking.

You are required to provide the final details (title, supervisor, abstract) of your project on Moodle Friday 5pm, Week 12. Failure to do so will incur late penalties, as your report will not be allocated for marking.

**Progress Report: due Monday Week 13, 5pm**

literature review). It is up to you to discuss with your supervisor the exact content of the report, but ideally it should be based on the template that will be made available on Moodle.

**Project A progress (interim) report marking rubrics:**

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

<b>Grade</b>	<b>Mark</b>	<b>Brief description</b>	<b>Explanation/Examples</b>
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 any recent work (within, for example, the last 5 years although this will depend somewhat on the field).
Pass	15 – 18	Adequate	The literature reviewed is sufficient to inform the proposed research, although it is likely that further review will be required as the work progresses. What distinguishes work at this level from work at the next level up is quantity: an adequate review of the literature sketches enough that the reader can see what the picture is about, but neglects significant aspects. i.e., are there significant holes in this review?

Credit            19 – 22            Solid

**Criteria 2:**



### Criteria 3: Document presentation (10%)

Grade	Mark	Brief description	Explanation/Examples
Fail	0 – 4	Impedes document reading	Presentation is poor to the extent that it impedes reading of the document. Examples include multiple inconsistent citation styles or incomplete citations, unintelligible grammar, figures or tables not labelled or badly inconsistent document formatting.
Pass	5	Poor formatting / document structure	Document is not at a professional level. Although figures and diagrams are labelled and references in text match reference list (and vice versa), formatting is unclear and inconsistent to the extent that the reader can lose track of the context when reading.
Credit	6 – 7	Poor judgement with respect to layout, possible padding	Appropriate use of section and sub-section heading structures. Figures and diagrams are labelled, formatting is consistent, references in text match reference list (and vice versa), pictures are clear and attributed, sections clearly labelled. There may be superfluous material present, such as unnecessary, repetitive or unusually large figures, unnecessarily lengthy text, unusually wide margins, unnecessary appendices, etc. Everything from above, plus a logical flow of sections, and appropriate judgements on the placement of figures and tables.
Distinction	8 – 9	Professional, may have issues with data presentation	

## **PROJECT A PRESENTATION**

Between **Monday Week 12 to Friday Week 13**, the student must present their thesis

### **Consequences if you fail in Project A and B**

If you Fail in Project A, you must re-enrol in Project A again in a future semester.

If you Fail in Project B, you have two options:

- x re-enrol for Project A & B again with a new project and supervisor
- x re-enrol for

## 9. Course Evaluation

Feedback on the course is gathered periodically using various means, including the UNSW myExperience process, informal discussion in the final class for the course, and the School's Student/Staff meetings. Your feedback is taken seriously, and continual improvements are made to the course based, in part, on such feedback.

In this course, recent improvements resulting from student feedback include the introduction of optional lectures.

## 10. Academic Integrity

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW students have a responsibility to adhere to this principle of academic integrity. Plagiarism undermines academic integrity and is not tolerated at UNSW. Plagiarism at UNSW is defined as using the words or ideas of others and passing them off as your own.

Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. UNSW has produced a website with a wealth of resources to support students to understand and avoid plagiarism: [student.unsw.edu.au/plagiarism](http://student.unsw.edu.au/plagiarism) The Learning Centre assists students with understanding academic integrity and how not to plagiarise. They also hold workshops and can help students one-on-one.

You are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow 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 sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an honours thesis) even suspension from the university. The Student Misconduct Procedures are available here:

[www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)

Further information on School policy and procedures in the event of plagiarism is available on the [www.unsw.edu.au/learning-centre/academic-integrity](http://www.unsw.edu.au/learning-centre/academic-integrity)

## 11. A

All students are expected to read and be familiar with School guidelines and policies, available on the intranet. In particular, students should be familiar with the following:

Stage 1 Competencies for Professional Engineers

	<b>Program Intended Learning Outcomes</b>
<b>PE1: Knowledge and Skill Base</b>	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
<b>PE2: Engineering Application Ability</b>	PE2.1 Application of established engineering methods to complex problem solving
	PE2.2 Fluent application of engineering techniques, tools and resources
	PE2.3 Application of systematic engineering synthesis and design processes
	PE2.4 Application of systematic approaches to the conduct and management of engineering projects
<b>PE3: Professional and Personal Attributes</b>	PE3.1 Ethical conduct and professional accountability
	PE3.2 Effective oral and written communication (professional and lay domains)
	PE3.3 Creative, innovative and pro-active demeanour
	PE3.4 Professional use and management of information
	PE3.5 Orderly management of self, and professional conduct
	PE3.6 Effective team membership and team leadership