School of Chemical Engineering

UNSW Engineering

CEIC3007

Chemical Engineering Lab B

Term 2, 2023

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Dr Peter Neal	peter.neal@unsw.edu.au	For confidential matters, please contact via Teams chat or call.	Hilmer (E10) 216	

Lecturers

Name	Email	Availability	Location	Phone
Dr Graeme Bushell	g.bushell@unsw.edu.au	For confidential matters, please contact via Teams chat or call.	Hilmer (E10) 219	
Dr Sarah Grundy	s.grundy@unsw.edu.au	For confidential matters, please contact via Teams chat or call.	SEB (E8) 433	

Demonstrators

Name	Email	Availability	Location	Phone
Mr James Morel	j.morel@unsw.edu.au	During scheduled classes only.		
Prof. Guangzhao Mao	guangzhao.mao@unsw.edu.au	During scheduled classes only.		
Mr Ivan Jiancheng Lin	jiancheng.lin@student.unsw.edu.au	During scheduled classes only.		
Mr Jun Wen Tang	jun.tang@unsw.edu.au	During scheduled classes only.		

Lab Staff

Name	Email	Availability	Location	Phone
Mr Andrew Hung Chau	h.chau@unsw.edu.au	During scheduled lab classes only.		

School Contact Information

For assistance with enrolment, class registration, progression checks and other administrative matters, please see the Nucleus: Student Hub. They are located inside the Library – first right as you enter the main library entrance. You can also contact them via http://unsw.to/webforms or reserve a place in the face-to-face queue using the UniVerse app.

If circumstances outside your control impact on submitting assessments, Special Consideration may be granted, usually in the form of an extension or a supplementary assessment. Applications for Special Consideration must be submitted online.

For course administration matters, please contact the Course Coordinator.

Questions about the this course should normally be asked during the scheduled class so that everyone can benefit from the answer and discussion.

Course Details

Units of Credit 6

Summary of the Course

A key part of the professional practice of chemical engineering is the ability to investigate problems. Sometimes these investigations occur on the desktop (e.g. researching design options, simulating processes or developing techno-economic models). Other investigations involve the collection and analysis of data from natural phenomena, equipment or product testing, or process operations. As professional chemical engineers you will be called upon to lead, plan and execute engineering projects investigating opportunities for process development and improvement. It's our bread and butter.

In this course you will develop and extend your skills in designing and executing experimental investigations of chemical engineering problems using small pilot-scale unit operations and analytical equipment. You will work in a team to conduct and document three experimental projects. Each team in your class will complete a different set of projects; however, they are all designed to achieve the same learning outcomes. The experimental projects in this course have an open-ended nature and will require you to plan and execute laboratory work over one or two lab sessions in consecutive weeks.

This course will further develop your skills in analysis, critical thinking, communication, project management and teamwork. This will be achieved through preparing and presenting an experimental proposal, collaborating in laboratory environment to execute your plan, and documenting and reflecting on your results in a technical report. Direct feedback will be provided the demonstrator in charge of your experimental project, with additional feedback and grades provided online. The course concludes with a seminar where each team will reflect on their learning over the term.

Course Aims

This course aims to:

- Develop your ability to design and execute experimental investigations in accordance with applicable safety and ethical standards, and
- Develop students' professional skills in analysis, critical thinking, communication and teamwork.

Course Learning Outcomes

After successfully completing this course, you should be able to:

Learning Outcome	**EA Stage 1 Competencies**
1. Integrate and apply knowledge of mass and energy balances, transport phenomena, thermodynamics, statistics, unit operations, and process control to plan, conduct and interpret guided experimental enquiries.	PE1.2, PE1.3, PE1.4, PE1.6, PE2.1, PE2.2, PE2.4
2. Apply the principles of process safety and WHS to identify and manage risks in laboratory operations.	PE1.3, PE1.6, PE2.1, PE2.2, PE3.1
3. Demonstrate academic and research integrity in the preparation, conduct, analysis and reporting of experiments,	PE2.1, PE3.1, PE3.4

Learning Outcome	EA Stage 1 Competencies
including data management.	
4. Combine the knowledge and skills of peers in the effective design, execution and management of team-based experimental projects.	PE1.5, PE1.6, PE2.4, PE3.6
5. Reflect on experiential learning in the context of chemical engineering practice.	PE1.5, PE3.3, PE3.5
6. Effectively communicate the background, planning, analysis and interpretation of experiments in written and oral forms.	PE3.2, PE3.4

Pre-requisite courses and assumed knowledge

This course builds on content you studied in other courses within the chemical engineering specialisation, in particular the following pre-requisite courses

- CEIC2007 – experience of conducting structured experimental enquiries,
- CEIC3001 – particularly, the content on separation processes,
- CEIC3005 – everything, except process economics, and
- MATH2089 – statistics.

In addition, you are expected to be studying or have studied

- CEIC3006 – your third experiment will involve some aspects of process control.

Relationship with the discipline and the rest of your program

A key part of the professional practice of chemical engineering is the ability to investigate problems. Sometimes these investigations occur on the desktop (e.g. researching design options, simulating processes or developing techno-economic models). Other investigations involve the collection and analysis of data from natural phenomena, equipment or product testing, or process operations. CEIC3007 builds on the experimental and data analysis skills you developed in your first-year science courses and in CEIC2007. This course also builds on your teamwork, project management and communication skills developed in your design courses.

This course also provides practical experience with the technologies studied from a theoretical and design perspective in other courses. For example, some of the experiments involve a distillation column for which you have studied the principles of operation in CEIC3001 and will study the design of in CEIC3004. There will also be opportunity to compare the performance of a real-world unit with the predictions of a process model or simulation, as you developed in CEIC3000 and CEIC3005. Finally, the final experiment in the course will give you some practical experience of process dynamics and control and will apply some of your early learning in CEIC3006. This course also allows you to develop your professional skills in communication, teamwork and project management.

Teaching Strategies

This is an experiential, enquiry-based learning (EBL) course structured around three experimental projects. The experiments are longer and more complex than previous courses (e.g. CEIC2007), and build the experimental and data analysis skills you developed there. The skills will then be employed and extended in your thesis project. They also prepare for professional practice where you'll contribute to (and eventually lead) projects in process design, development or improvement requiring well-developed enquiry skills.

Rationale

EBL is a spectrum (Banchi & Bell, 2008) where the student progressively controlls more of the investigation, and moves through phases (Pedaste et al., 2015) analogous to the five project management (PM) phases. While to experiential learning is a spiral (Passarelli & Kolb, 2012) where experiences lead to reflection, then conceptualisation, and finally to planning and hypothesising about future experiences. With a bit of analysis you'll see that there are experiential cycles at multiple levels in this course. To maximise your experiential EBL, we have structured this course around three experimental projects where you take more responsibility than previous courses for experimental design, analysis and interpretation, we also arrange the teaching strategies around the EBL/PM phases:

Orientation / Initiating - The introductory modules and quiz confim you understand what it means to conduct experimental investigations in a safe manner with academic and research integrity. While, the pre-lab lessons orient you to the experiment. You also be briefed on the safe and effective operation of the equipment a week before you start the experiment.

Conceptualisation / Planning - You will demonstrate you're ready for your experiment through a proposal presentation and risk management form. This involves independent learning, project planning and risk analysis. Your preparation will be verified by your demonstrator via your proposal presentation and each team member answering questions. They will also validate whether your plan is likely to answer the aim(s). You will receive feedback on your plan and risk assessment.

Investigation / Executing - Next you will execute your experimental plan. These sessions are designed to give you practical experiences in feed preparation, sample calibration, operating equipment, recording data and observations, and analysing samples. These sessions are also designed to give you experience of operating, controlling and improving the performance of unit operations of increasing complexity. In this way, we are preparing you for managing the operation of industrial scale unit operations.

Discussion / Monitoring and Controlling - During your lab session, your demonstrator will be available to answer questions and ensure compliance with safety expectations, as well as asking questions to guide you through the experience. Afterwards, you will write either a team or individual report. The reports provides practice in the analysis and interpretation of real data, and consolidation of your understanding, as well as discussing outcomes and limitations in a literature and industrial context.

Conclusion / Close - Each experimental project closes with you submitting your report. Your demonstrator will grade it and provide you with feedback during your regular lab time in the week after your final lab session for that experiment. This session will also be when you initate your next experimental project with a briefing on the next experiment's equipment. While, the final seminar is designed to help you consolidate and reflect on learning across the term. Drawing lessons from not just individual experiments but across all the experiential cycles in this course, and thinking about how you'll put your learning into practice.

Additional Course Information

Integrity and Respect

The UNSW Student Code of Conduct among other things, expects all students to demonstrate integrity in all their academic work, and to treat all staff, students and visitors to the University with courtesy, tolerance and respect.

In line with the comments at the end of this outline (see "Academic Honesty and Plagiarism"), generative AI systems (e.g. ChatGPT) are tools that all graduates should learn how to use responsibly and ethically. It can be a helpful partner for brainstorming, quickly helping you develop some starting points. It can be a patient (and usually reliable) tutor, explaining complex theory in simple terms. Like Wikipedia, it can be a helpful starting point, but it's not where you should finish.

Regardless of how apparently knowledgeable or verbose the system may be, it can't do the work for you. You will need to personally explain your work and your ideas throughout your thesis course in both formal and informal contexts. Thus, you need to know what you're doing and so you must not use a bot to write large portions your work. This is akin to relying too much on the words of others and is a form of plagiarism.

If you make use of text or other generative tools in the conduct of your thesis project, then you must

1. Discuss how you plan to use it with the academic in your lab class or the course coordinator.
2. Formally and specifically acknowledge how you used it in your submissions in
    - Your Acknowledgements section (in the same way as you would acknowledge the contribution of others to your project) and/or
    - The appropriate part of your work (e.g. Method or Results).
3. Cite the tool (like any other reference source) if you use ideas or text it generated (e.g., OpenAI. (2023). ChatGPT. OpenAI. https://beta.openai.com/docs/models/gpt-3).
4. Include the full response of the AI in an appendix and discuss that response in the body of the document.

Time commitment

UNSW expects students to spend approximately 150 hours to successfully complete a 6 UOC course like CEIC3007. Completing the three experimental projects will require approximately 30-40 hours in-class contact hours. This time will be spent in inductions and briefings, presenting your experimental plan and progress updates to your demonstrator, as well as actually conducting the experiment and analysing samples. This leaves a significant portion of the course (110-120 hours or at least 10 hours per week) to be completed outside of class. You will spend this time working through provided preparation materials, reviewing background material they find, preparing your experimental plan, reviewing interim results and refining the experimental plan, writing up your findings in reports, and preparing for the final seminar. Students must attend their timetabled classes (seminars, presentations, labs and brief/debrief sessions). This course is not compatible with full-time work.

Competence

Students are expected to enter CEIC3007 having developed competencies in all the material covered in the pre-requisite courses, at least. In addition, this course will draw on skills and content from other third year courses. Little time is available to remediate any deficiencies in your knowledge of those topics.

Over the course of the term, you will be developing new competencies and to illustrate the standards we expect, marking rubrics or guidelines will be provided for all assessments. The teaching staff will apply these marking guides fairly and provide you with feedback so you can continue to improve over the term and beyond.

Participation

To complete the experimental projects, you are required to work in a team. We expect all team members to agree on how they will manage the team (e.g. making and documenting decisions), to assign the project work equitably and contribute to the delivery of project outputs to the best of their ability. Your contribution to the team will be peer evaluated throughout the course - the scores from these evaluations will be used to convert your team marks to individual marks.

In the laboratory, students are expected to make productive use of their time, conducting their experiments in a way that does not injure anyone and does not damage the equipment.

For two week experiments -

- After the first session working on a given problem, teams should process their initial results and refine their experimental plan for the following week.
- Following the second session, students will finish analysing their results and prepare a report and/or presentation.

Students are expected to contribute to online discussions through the course forum on Teams. You may wish to discuss challenges faced through this course, ask questions about course content, discuss solutions to problems encountered. It is expected that students will help each other, and the lecturers will contribute as required.

Attendance and punctuality

We expect students to be punctual and attend at all experimental and ‘marking’ sessions. University commitments take precedence over regular work activities, holidays etc. Students who attend less than 80% of their possible classes may be refused final assessment. If you miss a class, we expect you to catch up in your time, lectures will be recorded and made available through Moodle.

Assessment

Successful completion of online pre-lab quizzes, risk assessment and experimental planning are required prior to each of three experimental projects. This preparation work will require you to perform a review of relevant literature to learn about the process you're investigating and the analytical techniques you will use, as well as attending the experiment briefing session in the lab. You need to think about how you will plan your work out over one or two weeks (depending on the experiment). Finally, your team should conduct a qualitative risk assessment for the experiment and apparatus.

Before starting each experiment, teams will present an experimental plan using visual aids to a demonstrator and answer their questions. These presentations will be conducted online during the scheduled Seminar time as noted in the course schedule. Upon successfully completing this oral defence, your team can commence your experiment. Slides and completed Risk Management Form (HS017) will be submitted prior to the presentation.

The first experimental project will be carried out in one 3-hour laboratory sessions, while the second and third projects will be carried out over two 3-hour laboratory sessions in consecutive weeks. Each week you will begin by meeting with your demonstrator to discuss your reflection of the previous week (of preparation, or of experimentation and analysis). Before you leave each week, you will again meet with your demonstrator to debrief and discuss your plans for the following week.

You will receive specific feedback on your report as well as general feedback for the class. Take some time to reflect and act on that feedback before the next report/presentation is due.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Introductory Quiz	5%	9am Monday, Week 2	2, 3
2. Experiment Proposals	30%	9am Monday in Weeks 2, 4 and 8	1, 2, 3, 4, 6
3. Technical Reports	45%	9pm the day before your regular lab session (e.g. Tuesday teams submit on Monday) in Weeks 3, 7 and 10	1, 3, 4, 5, 6
4. Final Seminar	20%	During the exam period (slides are due at 9pm the night before).	1, 4, 5, 6

Assessment 1: Introductory Quiz

Submission notes: Submitted via a Moodle Quiz
Due date: 9am Monday, Week 2

Individual assessment of student's knowledge of academic and research integrity, as well as general and laboratory workplace health and safety. If not completed recently, this quiz requires the completion of standard university WHS and integrity training modules. Students will have multiple attempts and be provided with automated feedback upon closure of the quiz.

Assessment criteria

The quiz will run online in Moodle. You must demonstrate successful completion of the specified training courses by uploading a current certificate of completion or a screenshot that shows you have acheived competence in the training modules. The upload is incorporated as part of the quiz.

Additional details

Complete online modules on Laboratory Safety Awareness and Working with Academic Integrity before attempting the quiz. You will need to provide evidence of completion of each course.

Successful completion of these modules is required prior to your being permitted to enter the lab.

Start early to allow the resolution of unexpected problems.

Assessment 2: Experiment Proposals (Group)

Assessment length: 20 minutes
Submission notes: Submit your risk management form and presentation slides using the dedicated activities on Moodle.
Due date: 9am Monday in Weeks 2, 4 and 8

Students present and defend their proposed work plan to experiment demonstrator. Oral proposals and defence for three experiments at 10% each. Proposals are group assessed with the answering of questions assessed individually. Team mark is moderated by peer assessment.

Additional details

You will present your experimental proposal in person during the regular seminar timeslot (Monday 11am-1pm) in the week you commence each experiment. The session will consist of your proposal presentation (max. 10min), followed by 15-20min of Q&A with your demonstrator. Please contact your demonstrator for the experiment to arrange the exact time and location.

See the assessment guide for more details including assessment criteria.

Assessment 3: Technical Reports (Group)

Submission notes: Submit your report as a Word file through the Turnitin activity on Moodle.
Due date: 9pm the day before your regular lab session (e.g. Tuesday teams submit on Monday) in Weeks 3, 7 and 10

Students will write a technical report documenting the results of their experimental investigations and interpreting their meaning (15% each). At least one report will be written as a team and at least one individually - details will be provided in class. The team report marks will be moderated by peer assessment. Students will receive written feedback and marks against a rubric.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Report 1 will be written as a team while Reports 2 and 3 will be written individually. See the assessment guide for more details including assessment criteria.

There will also be Team Evaluation activity due in Weeks 3, 7 and 10 on your regular lab day.

Assessment 4: Final Seminar (Group)

Assessment length: 15-20 minute presentation, plus 10 minutes for questions
Submission notes: Submit your slides in activity on Moodle.
Due date: During the exam period (slides are due at 9pm the night before).

Students will give a team-based presentation reflecting on their learning against the course learning outcomes using evidence from their particular experiments and the course in general. The presentation will be followed by Q&A with the audience. Students will receive feedback during the session and against a rubric.

Additional details

Teams will give the presentation in person to the rest of their lab class and their demonstrators.

See the assessment guide for more details including assessment criteria.

Attendance Requirements

You are expected to attend all proposal presentations, demonstrator meetings, experiment briefings and lab classes in person. A few experiments will require some of your team to attend the outside of your regular lab time for sample analysis. If you are unable to attend for reasons beyond your control (e.g. sickness, misadventure), please apply for special consideration. Alternative arrangements may be occassionaly made by prior arrangement with the teaching staff.

Course Schedule

Student teams

Many of the activities in this course are team-based (Experiment Proposals, laboratory sessions, the first Technical Report, and the Final Seminar). You should aim to select a team as soon as possible - look for the Team Selection section on the course Moodle page.

It is important that you engage constructively and consistently with the rest of your team, as team-based assessments will be moderated by team evaluation surveys. Effective team membership includes

- listening respectfuly and communicating constructively,
- being proactive and responsible in acheiving team purposes,
- being adaptable and building team cohesion,
- earning trust by completing assigned tasks on time and at or above the agreed quality, and
- being able to give and receive feedback in a constructive and non-protective manner.

Activities and resources to assist you in your teamwork will be provided in class and via Moodle.

Classes

The Monday Seminar will be used for the course launch lecture, proposal presentations and occasional office hours sessions. Times for proposal presentations should be arranged with your experiment demonstrator (see Moodle for details) within this period.

You should plan to attend campus on your lab day every week of term (except Week 6 and 10). In non-experiment weeks, you will have inductions, debriefs with your demonstrator, and briefings on upcoming experiments. Some experiments will also require one or two team members to attend the lab the following day to analyse your calibration and experimental samples. The only exceptions to this are (1) students who have received permission to study remotely and are enrolled in the dedicated online class, and (2) those who have been excused from attending through special consideration or equitable learning plans.

Teaching arrangements

Your learning in your lab class will be guided by one or more academic staff and two demonstrators, plus the lab manager. Please see the Course Overview section for contact details.

Class	Teaching staff
Tuesday, 2-5pm	Dr Graeme Bushell (lead), Mr Jun Wen Tang, Mr Jiancheng Lin
Wednesday, 2-5pm	Dr Sarah Grundy (lead), Mr Jun Wen Tang, Mr James Morel
Thursday, 2-5pm	Dr Peter Neal (lead), Mr James Morel with Prof. Guangzhao Mao, Mr Jiancheng Lin

[View class timetable]

Timetable

Date	**Type**	**Content**
O-Week: 22 May - 26 May	Online Activity	• Read the course outline and put all the assessment deadlines in your calendar. • Complete the Lab Safety Awareness (HSELSO) and Working with Academic Integrity (WWAI) training modules. See Moodle for details. • Join a team (maximum 5 students per team).
Week 1: 29 May - 2 June	Seminar	• Introduction to the course (including how you'll learn and how the course is organised) • Overview of assessments • Opportunity to ask questions
	Tut-Lab	• Meet in SEB 102 for your team's laboratory induction. This will be followed by a briefing on your Rotation 1 experiment and the rig you will be using.
	Assessment	• If not already done so, complete the Lab Safety Awareness (HSELSO) and Working with Academic Integrity (WWAI) training modules. • Complete the Introductory Quiz
	Homework	• Organise a time and location for your Rotation 1 Experiment Proposal presentation with your demonstrator. • Read through the Assesment Guide for Experiments • Complete the online lesson for your Rotation 1 experiment and any

		recommended reading or literature reviews • As a team, develop your experimental plan for acheiving the provided experimental objectives. • Conduct a qualitative risk analysis of your experiment and complete the standard Risk Management Form (HS017) • Prepare for your Experiment Proposal presentation.
Week 2: 5 June - 9 June	Seminar	• Meet your Rotation 1 demonstrator at the prearranged time and location. • Present your Rotation 1 Experiment Proposal to your demonstrator (maximum 10 minutes). • Answer your demonstrator's questions on your Experiment Proposal. • Discuss whether your Risk Management Form is satisfactory.

	Laboratory	Rotation 1 / Experiment A
		
		• Before the Lab
		    ◦ Carry out any changes or additional work recommended by your demonstrator
		    ◦ Prepare tables for collecting data
		• During the Lab
		    ◦ Execute your plan for Experiment A
		    ◦ Record notes and observations about the conduct of your experiment in your notebook.
		    ◦ Collect your experiment data in a spreadsheet and post it in your private channel on Teams
		    ◦ If required, arrange a time (with Andrew Chau) for a few team members to analyse your calibration and experimental samples.

	Homework	• If required, analyse your calibration and experimental samples. • As a team, analyse your data, reflect on how the experiment went, and consider how your results relate to theory, literature and industrial practice. • As a team, write your Rotation 1 Technical Report.

Week 3: 12 June - 16 June	Assessment	• Complete and submit your Rotation 1 Technical Report (due 6 days after your Lab).
	Seminar	• No class - Queen's Birthday
	Tut-Lab	• Attend the lab to be briefed on your Rotation 2 experiment and the rig you will be using.
	Homework	• Organise a time and location for your Rotation 2 Experiment Proposal presentation with your demonstrator. • Complete the online lesson for your Rotation 2 experiment and any recommended reading or literature reviews • As a team, develop your experimental plan for acheiving the provided experimental objectives. • Conduct a qualitative risk analysis of your experiment and complete the standard Risk Management Form (HS017) • Prepare for your Experiment Proposal presentation.
Week 4: 19 June - 23 June	Seminar	• Meet your Rotation 2 demonstrator at the prearranged time and location. • Present your Rotation 2 Experiment Proposal to your demonstrator (maximum 10 minutes). • Answer your demonstrator's questions on your Experiment Proposal. • Discuss whether your Risk Management Form is satisfactory.

	Laboratory	Rotation 2 / Experiment B - Week 1
		
		• Before the Lab
		  ◦ Carry out any changes or additional work recommended by your demonstrator
		  ◦ Prepare tables for collecting data
		• During the Lab
		  ◦ Execute your plan for Experiment B
		  ◦ Record notes and observations about the conduct of your experiment in your notebook.
		  ◦ Collect your experiment data in a spreadsheet and post it in your private channel on Teams

		◦ If required, arrange a time (with Andrew Chau) for a few team members to analyse your calibration and experimental samples.
	Homework	• If required, analyse your calibration and experimental samples. • As a team and individually, analyse your data, reflect on how the experiment went, and consider how your results relate to theory, literature and industrial practice. • Try using process modelling/simulation to replicate or extend your results. • Review your experimental plan for next week and decide any changes with your team.
Week 5: 26 June - 30 June	Seminar	• Office Hours - TBC (11 am): Live online consultation time with no fixed agenda - join if you want help with anything.

	Laboratory	Rotation 2 / Experiment B - Week 2
		
		• Before the Lab
		  ◦ Finalise your plan for Week 2
		  ◦ Prepare tables for collecting data
		• During the Lab
		  ◦ Continue executing your plan for Experiment B
		  ◦ Record notes and observations about the conduct of your experiment in your notebook.
		  ◦ Collect your experiment data in a spreadsheet and post it in your private channel on Teams
		  ◦ If required, arrange a time (with Andrew Chau) for a few team members to analyse your calibration and experimental samples.

	Homework	• If required, analyse your calibration and experimental samples. • Individually, analyse your data, reflect on how the experiment went, and consider how your results relate to theory, literature and industrial practice. • Employ process modelling/simulation to replicate or extend your results. • Write your individual Technical Report for Rotation 2.

Week 6: 3 July - 7 July	Seminar	• Office Hours (11 am): Live online consultation time with no fixed agenda - join if you want help with anything.
	Assessment	• Continue working on your Rotation 2 Technical Report.
Week 7: 10 July - 14 July	Assessment	• Complete and submit your Rotation 2 Technical Report (due 13 days after your Lab).
	Seminar	• Office Hours (11 am): Live online consultation time with no fixed agenda - join if you want help with anything.
	Tut-Lab	• Attend the lab to be briefed on your Rotation 3 experiment and the rig you will be using.
	Homework	• Organise a time and location for your Rotation 3 Experiment Proposal presentation with your demonstrator. • Complete the online lesson for your Rotation 3 experiment and any recommended reading or literature reviews • As a team, develop your experimental plan for acheiving the provided experimental objectives. • Conduct a qualitative risk analysis of your experiment and complete the standard Risk Management Form (HS017) • Prepare for your Experiment Proposal presentation.
Week 8: 17 July - 21 July	Seminar	• Meet your Rotation 3 demonstrator at the prearranged time and location. • Present your Rotation 3 Experiment Proposal to your demonstrator (maximum 10 minutes). • Answer your demonstrator's questions on your Experiment Proposal. • Discuss whether your Risk Management Form is satisfactory.

	Laboratory	Rotation 2 / Experiment C - Week 1
		
		• Before the Lab
		    ◦ Carry out any changes or additional work recommended by your demonstrator
		    ◦ Prepare tables for collecting data
		• During the Lab

		◦ Execute your plan for Experiment C ◦ Record notes and observations about the conduct of your experiment in your notebook. ◦ Collect your experiment data in a spreadsheet and post it in your private channel on Teams.
	Homework	• Analyse your data, reflect on how the experiment went, and consider how your results relate to theory, literature and industrial practice. • Calculate the PID parameters you will test during next week's lab class. • Review your experimental plan for next week and decide any changes with your team.
Week 9: 24 July - 28 July	Seminar	• Office Hours (11am): Online consultation time (no fixed agenda) - join if you want help with anything.
	Laboratory	Rotation 3 / Experiment C - Week 2 • Before the Lab ◦ Finalise your plan for Week 2 ◦ Prepare tables for collecting data • During the Lab ◦ Continue executing your plan for Experiment C ◦ Record notes and observations about the conduct of your experiment in your notebook. ◦ Collect your experiment data in a spreadsheet and post it in your private channel on Teams
	Homework	• Individually analyse your data, reflect on how the experiment went, and consider how your results relate to theory, literature and industrial practice. • Write your individual Technical Report for Rotation 3.
Week 10: 31 July - 4 August	Assessment	• Complete and submit your Rotation 3 Technical Report (due 6 days after your Lab).
	Seminar	• Office Hours (11 am): Live online consultation time with no fixed agenda - join if you want help with anything.

	Homework	• Read through the Assesment Guide for the Final Seminar. • As a team, develop your seminar presentation.

Resources

Prescribed Resources

Online lessons, videos and suggested readings, plus links to other online resources will be provided on the course Moodle page (http://moodle.telt.unsw.edu.au/). These will be progressively released as the course progresses.

You are expected to provide the required PPE yourself. See " Laboratory Workshop Information" for what PPE is required.

Recommended Resources

There is no set textbook for this course. However, you may find it useful to refer to the recommended texts for the courses mentioned in the following sections:

- Pre-requisite courses and assumed knowledge
- Relationship with the discipline and the rest of your program

Study space for project courses

Students enrolled in selected project- and laboratory-based courses (such as CEIC3007) are granted access to Room 102 on Level 1 of the Science and Engineering Building (Map Ref. E8). Access to this space is subject to the following conditions:

- Students must follow any directions from teaching and technical staff.
- This space is provided for private study and/or small group project meetings related to courses taught by the School of Chemical Engineering.
- Some classes have booked this space and students should vacate the space during these classes.
- Students using the space are expected to leave the space in the same or better condition than they found it. Keeping this in mind, limited consumption of food and drink is permitted.

Failure to observe any of these conditions may result in your access being revoked.

Course Evaluation and Development

Based on student feedback we have:

- Simplified the assessment and reporting
- Increased demonstrator training on experiments and assessment practices
- Shifted the weighting of assessments for proposals and reports, and extended report deadlines.
- Rearranged how marking responsibilities are distributed to reduce variability in final marks
- Switched the format of reports so that the first report is now a group one - this allows more time for in depth feedback on the first report, and provides students with more time to complete their first individual report.
- Shifted the final seminar into the exam period to distance it from the Rotation 3 Technical Report due date.

Feedback is sought through in-term course surveys and the myExperience survey at the end of term.

However we appreciate feedback at any time! Let us know if there are things we can improve during term and we will do our best to assist.

Laboratory Workshop Information

Laboratory access is during your timetabled hours only, except as explicitly pre-arranged with the Lab Manager. Lab classes finish strictly at the indicated end time so make sure you plan your work with this in mind. The indicated PPE is mandatory during labs.

The following personal protective equipment is mandatory in laboratory classes:

- safety glasses
- lab coat
- legs covered
- enclosed shoes

Submission of Assessment Tasks

In the School of Chemical Engineering, all written work will be submitted for assessment via Moodle unless otherwise specified. Attaching cover sheets to uploaded work is not required unless specifically requested for an individual assessment task; when you submit work through Moodle for assessment you are agreeing to uphold the Student Code.

Some assessments will require you to complete the work online and it may be difficult for the course coordinator to intervene in the system after the due date. You should ensure that you are familiar with assessment systems well before the due date. If you do this, you will have time to get assistance before the assessment closes.

All submissions are expected to be neat and clearly set out. Your results are the pinnacle of all your hard work and should be treated with respect. Presenting results clearly gives the marker the best chance of understanding your method; even if the numerical results are incorrect. Please make it easy for the markers who are looking at your work to see your achievement and give you due credit.

Marking guidelines for assignment submissions will be provided at the same time as assignment details to assist with meeting assessable requirements. Submissions will be marked according to the marking guidelines provided.

Late penalties

Unless otherwise specified, submissions received after the due date and time will be penalised at a rate of 5% per day or part thereof (including weekends) and will not be accepted more than 5 days late. For some activities including Exams, Quizzes, Peer Feedback, and Team Evaluation surveys, extensions and late submissions are not possible.

Special consideration

If you have experienced an illness or misadventure beyond your control that will interfere with your assessment performance, you are eligible to apply for Special Consideration prior to submitting an assessment or sitting an exam.

UNSW has a Fit to Sit / Submit rule, which means that if you attempt an exam or submit a piece of assessment, you are declaring yourself fit enough to do so and cannot later apply for Special Consideration.

For details of applying for Special Consideration and conditions for the award of supplementary assessment, please see the information on UNSW's Special Consideration page.

Please note that for **all** special consideration requests (including COVID-19-related requests), students will need documentary evidence to support absences from any classes or assessments.

Academic Honesty and Plagiarism

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage (International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013). At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and plagiarism can be located at:

- The [Current Students site]
- The [ELISE training site]

The Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

To help describe what we are looking for, here are some things that we consider to be quite acceptable (even desirable!) actions for many assessments, and some that we consider to be unacceptable in most circumstances. Please check with the instructions for your assessments and your course coordinator if you're unsure. As a rule of thumb, if you don't think you could look the lecturer in the eye and say "this is my own work", then it's not acceptable.

Acceptable actions	Unacceptable actions
✓ reading/searching through material we have given you, including lecture slides, course notes, sample problems, workshop problem solutions ✓ reading/searching lecture transcripts ✓ reading/searching resources that we have pointed you to as part of this course, including textbooks, journal articles, websites ✓ reading/searching through your own notes for this course ✓ all of the above, for any previous courses ✓ using spell checkers, grammar checkers etc to improve the quality of your writing ✓ studying course material with other students	✗ asking for help with an assessment from other students, friends, family ✗ asking for help on Q&A or homework help websites ✗ searching for answers to the specific assessment questions online or in shared documents ✗ copying material from any source into your answers ✗ using generative AI tools to complete or substantially complete an assessment for you ✗ paying someone else to do the assessment for you

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism. Further information about referencing styles can be located at https://student.unsw.edu.au/referencing.

For assessments in the School of Chemical Engineering, we recommend the use of referencing software such as Mendeley or EndNote for managing references and citations. Unless required otherwise specified (i.e. in the assignment instructions) students in the School of Chemical Engineering should use either the APA 7th edition, or the American Chemical Society (ACS) referencing style as canonical author-date and numbered styles respectively.

Artificial intelligence tools such as ChatGPT, CodePilot, and built-in tools within Word are modern tools that are useful in some circumstances. In your degree at UNSW, we're teaching you skills that are needed for your professional life, which will include how to use AI tools responsibly plus lots of things that AI tools cannot do for you. AI tools already are (or will soon be) part of professional practice for all of us. However, if we were only teaching you things that AI could do, your degree would be worthless, and you wouldn't have a job in 5 years.

Whether the use of AI tools in an assessment is appropriate will depend on the goals of that assessment. As ever, you should discuss this with your lecturers – there will certainly be assessments where the use of AI tools is encouraged, as well as others where it would interfere with your learning and place you at a disadvantage later. Our goal is to help you learn how to ethically and professionally use the tools available to you. To learn more about the use of AI, see this discussion we have written where we analyse the strengths and weaknesses of generative AI tools and discuss when it is professionally and ethically appropriate to use them.

While AI may might provide useful tools to help with some assessments, UNSW's policy is quite clear that taking the output of generative AI and submitting it as your own work will never be appropriate, just as paying someone else to complete an assessment for you is serious misconduct.

Academic Information

To help you plan your degree, assistance is available from academic advisors in The Nucleus and also in the School of Chemical Engineering.

Additional support for students

- Current Student Gateway for information about key dates, access to services, and lots more information
- Engineering Student Life - Current Student Resources for information about everything from getting to campus to our first year guide
- Student Support and Success for our UNSW team dedicated to helping with university life, visas, wellbeing, and academic performance
- Academic Skills to brush up on some study skills, time management skills, get one-on-one support in developing good learning habits, or join workshops on skills development
- Student Wellbeing, Health and Safety for information on the UNSW health services, mental health support, and lots of other useful wellbeing resources
- Equitable Learning Services for assistance with long term conditions that impact on your studies
- IT Service Centre for everything to do with computing, including installing UNSW licensed software, access to computing systems, on-campus WIFI and off-campus VPNs

Course workload

Course workload is calculated using the Units-Of-Credit (UOC). The normal workload expectation for one UOC is approximately 25 hours per term. This includes class contact hours, private study, other learning activities, preparation and time spent on all assessable work.

Most coursework courses at UNSW are 6 UOC and involve an estimated 150 hours to complete, for both regular and intensive terms. Each course includes a prescribed number of hours per week (h/w) of scheduled face-to-face and/or online contact. Any additional time beyond the prescribed contact hours should be spent in making sure that you understand the lecture material, completing the set assignments, further reading, and revising for any examinations. Most 6 UoC courses will involve approximately 10-12 hours per week of work on your part. If you're not sure what to do in these hours of independent study, the resources on the UNSW Academic Skills pages offer some suggestions including: making summaries of lectures, read/summarise sections from the textbook, attempt workshop problems, reattempting workshop problems with some hints from the solutions, looking for additional problems in the textbook.

Full-time enrolment at university means that it is a *full-time* occupation for you and so you would typically need to devote 35 hours per week to your studies to suceed. Full-time enrolment at university is definitely incompatible with full-time employment. Part-time/casual employment can certainly fit into your study schedule but you will have to carefully balance your study obligations with that work and decide how much time for leisure, family, and sleep you want left after fullfilling your commitments to study and work. Everyone only gets 168 hours per week; overloading yourself with both study commitments and work commitments leads to poor outcomes and dissatisfaction with both, overtiredness, mental health issues, and general poor quality of life.

On-campus class attendance

In 2023, most classes at UNSW are running in a face-to-face mode only. Attendance is expected as is participation in the classes. As an evidence-driven engineer or scientist, you'll be interested to know that education research has shown students learn more effectively when they come to class, and less effectively from lecture catch-up recordings. If you have to miss a class due to illness, for example, we expect you to catch up in your time, and within the coming couple of days.

For most courses that are running in an "in person" mode:

- Lectures are normally recorded to provide an opportunity to review material after the lecture; lecture recordings are not a substitute for attending and engaging with the live class.
- Workshops/tutorials are not normally recorded as the activities that are run within those sessions normally cannot be captured by a recording. These activities may also include assessable activities in some or all weeks of the term.
- Laboratories are not recorded and require in-person attendance. Missing laboratory sessions may require you to do a make-up session later in the term; if you miss too many laboratory sessions, it may be necessary to seek a Permitted Withdrawal from the course and reattempt it next year, or end up with an Unsatisfactory Fail for the course.
- Assessments will often require in-person attendance in a timetabled class or a scheduled examination.

This course outline will have further details in the Course Schedule and Assessment sections.

Class numbers are capped in each class to ensure appropriate facilities are available, to maintain student:staff ratios, and to help maintain adequate ventilation in the spaces. Only students enrolled in each specific classes will be allowed in the room. Class rosters will be attached to corresponding rooms and circulated among lab demonstrators and tutors. No over-enrolment is allowed in face-to-face classes.

In certain classroom and laboratory situations where physical distancing cannot be maintained or the staff running the session believe that it will not be maintained, face masks will be designated by the course coordinator as **mandatory PPE** for students and staff. Students are required to bring and use their own face mask. Mask can be purchased from IGA Supermarket (Map B8, Lower Campus), campus pharmacy (Map F14, Middle Campus), the post office (Map F22, Upper Campus) and a vending machine in the foyer of the Biological Sciences Building (Map E26, Upper Campus).

Your health and the health of those in your class is critically important. You must stay at home if you have COVID-19 or have been advised to self-isolate by NSW health or government authorities.

Asking Questions

Asking questions is an important part of learning. Learning to ask good questions and building the confidence to do so in front of others is an important professional skill that you need to develop. The best place to ask questions is during the scheduled classes for this course, with the obvious exception being questions that are private in nature such as special consideration or equitable learning plans. Between classes, you might also think of questions — some of those you might save up for the next class (write them down!), and some of them you might ask in a Q&A channel on Teams or a Q&A forum on Moodle. Please understand that staff won't be able to answer questions on Teams/Moodle immediately but will endeavour to do so during their regular working hours (i.e. probably not at midnight!) and when they are next working on this particular course (i.e. it might be a day or two). Please respect that staff are juggling multiple work responsibilities (teaching more than one course, supervising research students, doing experiments, writing grants, …) and also need to have balance between work and the rest of their life.

Note: This course outline sets out description of classes at the date the Course Outline is published. The nature of classes may change during the Term after the Course Outline is published. Moodle should be consulted for the up to date class descriptions. If there is any inconsistency in the description of activities between the University timetable and the Course Outline (as updated in Moodle), the description in the Course Outline/Moodle applies.

Image Credit

Pilot Hall with experiment rigs // UNSW Chemical Engineering

CRICOS

CRICOS Provider Code: 00098G

Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.

Appendix: Engineers Australia (EA) Professional Engineer Competency Standard

Program Intended Learning Outcomes	
Knowledge and skill base	
PE1.1 Comprehensive, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the engineering discipline	
PE1.2 Conceptual understanding of the mathematics, numerical analysis, statistics, and computer and information sciences which underpin the engineering discipline	✓
PE1.3 In-depth understanding of specialist bodies of knowledge within the engineering discipline	✓
PE1.4 Discernment of knowledge development and research directions within the engineering discipline	✓
PE1.5 Knowledge of engineering design practice and contextual factors impacting the engineering discipline	✓
PE1.6 Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the specific discipline	✓
Engineering application ability	
PE2.1 Application of established engineering methods to complex engineering 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	✓
Professional and personal attributes	
PE3.1 Ethical conduct and professional accountability	✓
PE3.2 Effective oral and written communication in 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	✓