School of Chemical Engineering

UNSW Engineering

CEIC4952, CEIC9952

Research Thesis B

Term 2, 2023

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Peter Neal	peter.neal@unsw.edu.au	Mon, 2-3 pm via the Thesis Office Hours meeting in Teams	Room 216, Hilmer Building (E10) – across the bridge from Level 2, SEB (E8)	+61-(0)2-9 385-4814

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 4

Summary of the Course

Research Thesis is an inquiry-based learning course that provides an opportunity for students to bring together discipline knowledge and principles learned through academic study. Students apply these principles to innovatively solve problems such as the development of a specific design, process and/or the investigation of a hypothesis.

The project a student undertakes must be a complex, open-ended problem that allows room for creativity, and the acquisition, analysis and interpretation of results. There must be multiple possible solutions or conclusions at the outset and sufficient complexity to require a degree of project planning from the student.

Apart from in exceptional circumstances, you should continue with the same supervisor and project as you had in CEIC4951.

This is the second course of the three course thesis structure. Subject to making excellent progress in CEIC4951 and with the approval of your supervisor, you may be allowed to enroll in CEIC4953 at the same time as this course.

Course Aims

The aim of this course is that students to become critically conversant in the academic and professional literature on a particular topic, formulate problems in technical terms, manage an extended project and find solutions by applying engineering and/or scientific methods. Students are also expected to explain how their project fits within the discipline and broader societal context. Finally, students demonstrate their ability to autonomously work in a research and development environment.

Course Learning Outcomes

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

Learning Outcome	EA Stage 1 Competencies
1. Develop a design or a process or investigate a hypothesis following industry and professional engineering standards.	PE2.3, PE2.4, PE1.3, PE1.4, PE1.5, PE3.1, PE3.3
2. Critically reflect on a specialist body of knowledge related to their thesis topic.	PE1.4, PE3.4
3. Apply scientific and engineering methods to solve an engineering or food science problem.	PE2.1, PE2.2, PE3.4
4. Analyse data objectively using quantitative and mathematical methods.	PE1.2, PE2.1, PE2.2, PE1.1
5. Demonstrate oral and written communication in professional and lay domains.	PE3.2, PE3.5

Professional Recognition of Course

CEIC4952 is part of the UNSW Food Science specialisations approved (2021-2026) by the Institute of Food Technologists Higher Education Review Board (IFT HERB).

Relationship with the rest of your program and the discipline

Research Thesis is a capstone course which requires you to employ knowledge and skills developed throughout the rest of your studies. The degree to which you rely on the knowledge from any one course will depend on your project. For example, thesis projects may involve you using your knowledge of chemistry and thermodynamics, your design and process modelling capabilities, or your skills in lifelong learning to develop expertise outside of your regular coursework.

All projects will require you to employ the professional skills you have developed. Good oral and written communication skills will be expected, not only for your assessments but also for the day-to-day activities like meetings and lab work. Teamwork skills are also essential as you work with your supervisor, other researchers, and technical staff.

Beyond university, Thesis provides you with an opportunity to demonstrate to professional bodies and potential employers that you can research and propose solutions to a significant problem, manage a large, open ended project, and communicate your findings in a professional manner.

Teaching Strategies

This is an experiential, enquiry-based learning course structured around single long-form open-ended project. Therefore, main learning activity is self-directed study or project work, at your own speed, under the guidance of your supervisor(s). In Thesis B, you will be executing your research plan, discussing your results with your supervisor and planning next steps, plus communicating your preliminary findings.

The main source of feedback in this course is the regular meetings you have with your supervisor. These meetings are a great time to seek advice on project directions, get help with things you don't understand, brainstorm/debug issues that you're having, and have your progress evaluated. You should arrange regular weekly or fortnightly meetings with your project supervisor or co-supervisor. These meetings may be in person or online.

Finally, research is a always collaborative exercise. This is primarily found in your interactions with your supervisor(s) and the literature, but projects may also involve group discussions and collaborative work. It is important to engage with and use these activities for learning. However, as thesis is ultimately an individual project, your project deliverables should focus on your ideas and your work, and explicitly acknowledge the contributions of others.

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. Ensure your supervisor is aware that you are using these tools for thesis work.
2. Formally and specifically acknowledge how you used it in your thesis 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.

Further, as research course students, you are also expected to comply with the UNSW Research Code of Conduct, particulary the Principles of the Responsible Conduct of Research and Responsibilities of UNSW Researchers outlined in the code, as well as the University's Human Research Ethics and/or Animal Research Ethics Procedures. For more information visit the UNSW Research Integrity Policies and Procedures page.

Time commitment

CEIC4952 is a 4 UOC course and has no final exam, therefore you are expected to spend a minimum of 100 hours (or 10 hours per week during term) to complete the requirements of this course. While CEIC9952 is a 6 UOC course and so the demands on your time are correspondingly higher – 150 hours over the term or 15 hours per week.

Competence

Thesis is a capstone course and you are expected to be competent in all the material covered in the previous courses. Little time is available to remediate deficiencies in your knowledge.

Over the course of the term, you will be developing new competencies. The standards we expect, are explained by the marking rubrics provided. Your supervisor will apply these marking guides fairly and provide you with feedback so you can continue to improve over the three thesis courses.

Participation

You are expected to contact your project supervisor early and maintain contact regularly to carry out a suitable project. This would typically involve face-to-face meetings, but also includes email and other electronic means. Allow at least an hour per week for these activities.

You are expected to be proactive in identifying and completing any project dependent preparations including workplace health and safety requirements, and any training or access requirements. You should also be proactive in seeking feedback on your progress from your supervisor. The degree to which you take initiative and engage with your project work will be assessed in each thesis course.

You are encouraged to use the course forum to discuss challenges faced through this course, ask questions about course content, discuss solutions to tutorial and practice questions. It is expected that students will help each other, and the coordinator will contribute as required.

Further, as senior students you are expected to be able to work effectively on your own. This includes seeking our help with your project from your supervisor, lab manager or other people involved in the supervision of your project or the course.

Attendance and punctuality

We expect students to be punctual and attend at all scheduled meetings with the coordinator, your supervisor, or their team. If you are unable to attend a pre-arranged meeting, observe normal professional courtesies and inform the parties involved ASAP.

Assessment

Your final grade for Thesis A, B & C will be the weighted average of all assessments across all three courses:

- Thesis A
    1. Project Supervision (SY/FL) – Friday, Week 1
    2. Project Specification (SY/FL) – Friday, Week 3
    3. Draft Literature Review (SY/FL) – Monday, Week 7
    4. Literature Review (10%) – Monday, Week 9
    5. Project Plan (5%) – Monday, Week 11
- Thesis B
    1. Thesis progress check-in (SY/FL) – Friday, Week 3*
    2. Progress Seminar (5%) – By arrangement with supervisor.
    3. Progress Reflection (5%) – Monday, Week 11 (Thesis B only), or Friday, Week 3 (Thesis B and C together)
    4. Supervisor's Report B (5%) – No submission required
- Thesis C
    1. Thesis progress check-in (SY/FL) – Friday, Week 3*
    2. Presentation and Q&A (5%) – Thursday, Week 10 and Monday, Week 11 (respectively)
    3. Final Report and supporting files (60%) – Friday, Week 11
    4. Supervisor's Report C (5%) – No submission required

* Students taking Thesis B and C together do not complete this task.

Course grades and progression

If you satisfactorily complete the requirements of Thesis A, you will receive an EC grade (enrollment continuing) and will be allowed to continue to Thesis B. In the same way, satisfactory completion of Thesis B (EC grade) will enable progression to Thesis C. Students who make excellent progress in Thesis A, may be allowed to enrol in Thesis B and C at the same time (accelerated study mode).

If you do not complete any assessment tasks (beyond securing a supervisor), you will receive an AF grade and must repeat this course. If you complete one or more assessment items and still fail to satisfy the course requirements, you will receive an FL and must repeat this course. Students that fail a thesis course (AF or FL) may be asked by their supervisor to change projects or find another supervisor, this may require the student to begin again at Thesis A.

If you receive an LE grade, it means that marks are missing for one or more of your assessments. You can check which marks are missing in the Moodle gradebook. When all the missing marks are received, we will forward your grade (either EC or FL) to Student Services for processing.

Upon completion of Thesis C, your marks from all three courses will be aggregated into a single thesis mark and retrospectively applied to all three courses (replacing the EC grades).

The Student Gateway provides more details on the UNSW grading system and assessment.

List of assessment tasks in CEIC4952 and CEIC9952

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Progress Seminar	5%	TBD with supervisor (during term is recommended)	1, 2, 3, 4, 5
2. Progress Report	5%	9pm Fri, Week 3 (Thesis B & C together) OR 9pm Mon, Week 11 (Thesis B only)	1, 2, 3, 4, 5
3. Supervisor's Report B	5%	Not Applicable	1, 2, 3, 4, 5
4. Thesis A	15%	Not Applicable	
5. Thesis C	70%	Not Applicable	

Assessment 1: Progress Seminar

Assessment length: 10-15mins plus Q&A
Due date: TBD with supervisor (during term is recommended)

Students will communicate their research and its results in a seminar for members of their supervisor's research group (or industry team). This presentation is intended primarily for a specialist audience.

The seminar will be marked by members of the audience with comments returned to the student.

Assessment criteria

This task will be assessed using the following rubric.

Level	Poor	Deficient	Adequate	Adept	Outstanding
Mark band	0-2	3-4	5-6	7-8	9-10
Content (40%)	This is completely unsatisfactory work. It is substantially incomplete &/or incoherent. It is unclear that the student understands what they are doing or what their results	This is deficient work. There are obvious and substantial problems with what was presented and cast the conclusions into doubt. The student will probably be able to	This is marginal or competent work. While it contains some errors, but they are unlikely to undermine the main conclusions. The student looks to be developing a reasonable	This is proficient or good work. Though it may contain a few errors they are unlikely to undermine their eventual findings. The student clearly on their way to	This is excellent or exceptional work. It appears to have been completed without errors. The student is clearly on track to demonstrate a sophisticated understanding

Level	Poor	Deficient	Adequate	Adept	Outstanding
Mark band	0-2	3-4	5-6	7-8	9-10
	mean.	eventually demonstrate some understanding of the meaning of their results.	understanding of the meaning of their research findings.	demonstrating a good understanding of the meaning and implications of their research findings.	of the meaning and implications of their research.
Q&A (40%)	The student is effectively unable to answer questions about the project.	The student attempts to answer questions about the project but clearly doesn't really understand substantial parts of the work properly.	The student can answer some questions about the project and does not understand others. They make some use of evidence in their answers.	The student understands all the questions and can answer most of them. They make good use evidence to support their answers.	The student listens carefully and answers questions easily and directly - they make excellent use of evidence to support their responses.
Commuication (20%)	The presentation is incoherent or incomplete. The visual aids diminish understanding. There are multiple deficiencies with the visual aids. The student is unable to communicate their ideas or in comprehensibl e.	The presentation is structured in a confusing manner &/or does not keep to time. The visual aids are not adequate. The student is hard to understand and struggles to communicate their ideas.	The presentation is structured logically, keeps close to time. Visual aids are adequate. The student is comprehensibl e and can communicate their ideas to the audience.	The presentation is structured logically, keeps to time and generally flows well. Visual aids support understanding. The student communicates their ideas to the audience clearly.	The presentation is structured logically, keeps to time and flows smoothly. Visual aids enhance understanding. The student communicates their ideas to the audience in a clear and engaging manner.

Assessment 2: Progress Report

Assessment length: 5-10 pages
Submission notes: This task will be submitted on Moodle via the dedicated Workshop tool.
Due date: 9pm Fri, Week 3 (Thesis B & C together) OR 9pm Mon, Week 11 (Thesis B only)

Students will report progress against their milestones – including a summary of completed work, initial results and discussion. Students will also provide a written reflection on their progress and an updated plan for the rest of their project.

The report will be marked by the student's supervisor using a standard rubric with comments returned to the student.

Assessment criteria

This task will be assessed using the following rubric.

Level	Deficient	Adequate	Proficient	Good	Outstanding
Mark band	0-9	10-13	13-15	15-17	17-20
Reporting progress (60%)	Achievement is not satisfactory with respect to the plan. Little work has been done to address any complexities or challenges encountered. Little or no discussion of the work completed. It is unclear that the student understands what their results mean.	Marginal achievement compared to the plan. If complexities have been encountered a plan for equivalent work has been developed but with little progress. Only superficial discussions of the work completed. The student will probably be able to demonstrate some understanding of the meaning of their results.	Mostly satisfactory achievement against the plan. If complexities have been encountered a plan for equivalent work has been developed and a good start has been made. Some discussion of the work completed. The student looks to be developing a reasonable understanding of the meaning of their	Highly satisfactory achievement against the plan. If complexities or challenges have been encountered, a plan for equivalent work has been developed with satisfactory progress made. Detailed discussions on the work completed. The student clearly on their way to demonstrating a good understanding of the meaning	Achievement is beyond expectations with respect to plan. If any complexities or challenges have been encountered, a plan for equivalent work has been developed with significant progress made. Highly detailed discussions on work completed. The student is clearly on track to demonstrate a sophisticated understanding of the meaning and

Level	Deficient	Adequate	Proficient	Good	Outstanding
Mark band	0-9	10-13	13-15	15-17	17-20
			research findings.	and implications of their research findings.	implications of their research findings.
Reflecting on progress (15%)	Identifies superficial connections between the thesis, and industrial or other academic experiences. Describes own performances during the thesis with general descriptors of success and failure at a superficial level.	Compares and contrasts the thesis, with industrial or other academic experiences, inferring differences and similarities between them. Articulates strengths and challenges during the thesis, with contexts.	Compares and contrasts the thesis, with industrial and/or other academic experiences, illuminating the differences and similarities between them. Evaluates changes in learning through the thesis, recognizing complex contextual factors (e.g. works with ambiguity and risk, deals with frustration).	Compares and contrasts the thesis, with industrial and other academic experiences, illuminating the differences and similarities between them. The student also demonstrates a growing understanding of their field(s) of study and developing perspective through the research experience. Evaluates changes in learning through the thesis, through either recognizing complex contextual factors (e.g. works with ambiguity and risk, deals with frustration), demonstrating self-awareness, and/or envisioning a	Compares and contrasts the thesis, with industrial and other academic experiences, illuminating the differences and similarities between them. The student also demonstrates deep understanding of their field(s) of study and broadening perspective through the research experience. Evaluates changes in learning through the thesis, recognizing complex contextual factors (e.g. works with ambiguity and risk, deals with frustration), demonstrating self-awareness, and envisions a future self or develops plans

Level	Deficient	Adequate	Proficient	Good	Outstanding
Mark band	0-9	10-13	13-15	15-17	17-20
				future self / developing plans that build on the research experience.	that build on the research experience.
Updated plan for the remainder of Thesis (15%)	Little or no discussion of future project plan or outcomes. No reasonable strategy to ensure progress in stated.	Superficial discussion of future project plan &/or outcomes. A reasonable strategy to ensure progress is stated.	Some discussions of future project plan and outcomes. A reasonable strategy to ensure progress is stated and briefly explained.	Quality discussion of the future project plan and expected results. A reasonable strategy to ensure progress is stated and explained in detail.	Highly thoughtful and incisive discussions on future project plan and expected results. A reasonable strategy to ensure progress is stated, explained in detail and innovative.
Document Presentation (10%)	The document is poorly structured, does not cohere or shows a lack of understanding of the purpose of its sections. Much effort is required to read and understand the report: writing is poor, many mistakes with spelling and grammar, and possibly inappropriate langue style	Document is not at a professional level but does make use of headings and sub-headings to indicate document structure. The report is may be difficult to read: writing is just ok, broad idea comes across; spelling and grammar have some flaws, not quite appropriate language style.	The document makes some use headings and other stylistic conventions to indicate document structure. The report is reasonably easy to read: there may be some issues with spelling, grammar or style but it doesn't affect comprehension .	The document makes good use headings, sub-headings and other stylistic conventions to indicate document structure. The report is easy to read: writing is clear enough, with good spelling and grammar, and reasonable choice of language style. Graphical	The document follows a clear and logical structure indicated using headings and other conventions. The report is very easy to read: well-written, with good spelling and grammar, and appropriate language style. Text spacing aids readability. All aspects of

Level	Deficient	Adequate	Proficient	Good	Outstanding
Mark band	0-9	10-13	13-15	15-17	17-20
	(e.g. too informal) Presentation is poor to the extent that it impedes reading of the document. Examples include inconsistent formatting, and unlabelled figures or tables. References are either not cited or cited inconsistently.	Although figures and tables are labelled, the formatting is unclear and/or inconsistent to the extent that the reader can lose track of the context when reading. References in text match reference list (and vice versa) and are mostly cited correctly.	Figures and diagrams are generally fine, although there may be some issues with the graphical presentation of data - poor choice of axes, overcrowding, poor use of chart space, etc. References in text match reference list (and vice versa) and are cited properly.	elements (figures, tables, etc.) are labelled, largely formatted consistently and cited correctly. References in text match reference list (and vice versa) and are cited properly.	formatting are consistent throughout the document. Graphical and tabular presentation of data is appropriate, clear, consistent and economical. Discernment is shown in the placement of graphical elements (figures, tables, etc.), whether in the body of the work or in the appendices. References in text match reference list (and vice versa) and are cited properly.

Assessment 3: Supervisor's Report B

Submission notes: No submission is required.

In addition to a written comment on the student's progress, the supervisor will indicate the degree to which the student has shown initiative, sustained engagement, and diligence in their project work during Thesis B using a standard rubric.

Assessment criteria

This task will be assessed using the following rubric.

Level	Negligible	Poor	Marginal	Proficient	Good	Outstanding
Mark	0	4	5	7	8	10
Initiative and engagement (33%)	No engagement shown.	Irregular, sporadic engagement in the project. The student needed a lot of pushing from supervisor to make things happen	Regular engagement but only just adequate. The student showed some evidence of driving the project but considerable need for improvement.	Consistent engagement. Clear evidence of student driving the project (e.g. prepared qu estions/agen das for meetings, proactive approach to developing research proposal).	High level of sustained engagement throughout the whole term. Student initiated many own ideas during the process.	Superior evidence of engagement. The student is intellectually and practically driving the project, going beyond what is generally expected of a coursework student.
Sustained activity (33%)	No or minimal activity across all areas of the project.	No or minimal activity across most areas of the project. It is unlikely a satisfactory thesis project will be completed without a significant change in attitude.	The student is doing enough to progress the project but needs to increase the work harder to ensure they satisfactorily complete their thesis project.	The student is consistently applying themselves and working at a level that will see their project progress to a satisfactory conclusion.	High level of sustained effort throughout the whole term. The student is working at a level that will ensure smooth progress of their thesis project.	Superior evidence of effort. The student is working at a level where there is now opportunity for extending the scope or depth of the project.
Diligence and competence in performing the task (33%)	No care or competence demonstrate d.	The student appears to be careless or technically incompetent in doing the work	The student's work is satisfactory – you are fairly sure results from project are useable	The student's work is good – you are confident with student's results	The student's work is professionall y performed and meticulously recorded.	The student is very persistent and unrelenting in performing the task, demonstrate

Level	Negligible	Poor	Marginal	Proficient	Good	Outstanding
Mark	0	4	5	7	8	10
			and trustworthy			superior level of knowledge and applied thinking to solving an engineering problem

Assessment 4: Thesis A

Please refer to the course outline for the term you successfully completed Thesis A for details of the assessment tasks.

Assessment 5: Thesis C

Details of the current Thesis C assessments (listed above) are provided in this term's course outline. The assessments may be different in the term you take Thesis C.

Attendance Requirements

Students are expected to attend all scheduled meetings with supervisors, and if applicable, co-supervisors and research groups. Students in Thesis B should also be regularly attending the lab (or equivalent workspace) to complete their planned project work.

Course Schedule

Individual project schedule

There are no set lectures, workshops or lab classes for this course. In Thesis A you developed a project plan and you should use that to determine what you do each week. Review your proposed plan from Thesis A with your supervisor and make any adjustments they recommend and then get to work. Your immediate task is to finalise any outstanding safety, ethics and distance study approvals.

Remember to set aside some time each week for project management work - review and update your Gantt chart, project risk analysis and resource requirements. You should also include project management as a standing item in your regular meetings with your (co-)supervisor.

Thesis Office Hours

The one regular meeting for the whole class are the weekly Thesis Office Hours session at 4-5pm on Tuesdays with the Course Coordinator. This is an optional online consultation time with no fixed agenda. Join if you want help with anything about this course and its assessments - questions may also be posted anonymously via the Anonymous Questions tab in the Course Forum.

Project specific questions should be directed to your supervisor.

Resources

Prescribed Resources

The Moodle page for this course is very important. As well as being a venue for the assessment information, submission and feedback, there are links to resources, advice, and guidance. While, the Research Thesis Projects page (enrollment code co3shyh) provides information about supervision, answers to FAQs and advice on enrolment options.

Microsoft Teams will be used as the main discussion platform. You can ask questions there at any time, or during the weekly office hours session.

You also have access to 3 hours of Smarthinking tutor time. Please see the course Moodle page for instructions on how to use this service.

Recommended Resources

Your supervisor will advise you of books, journal articles and websites where you may find information as a starting point for your research project. After that, it is your responsibility to search out and evaluate information. Students are strongly encouraged to make use of a reference management system like EndNote, Mendeley or BibTeX. The Student Gateway also provides guidance on the particular forms of written communication found in thesis courses:

- Literature Reviews
- Research Proposals
- Honours Theses

Study space for project courses

Students enrolled in selected project- and laboratory-based courses 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

We want your feedback on this course whether positive or negative. You can provide verbal or written feedback directly to the course coordinator, through our course's discussion forum or through the University's myExperience survey.

Feedback we received from previous offerings of this class have resulted in us

- Introducing a “Getting Started with Thesis” session.
- Introducing lessons on research skills, e.g. working with academic literature, writing critical reviews and researching safely.
- Providing more assistance in written communication via the Smarthinking service.
- Introducing a formative assessment in Week 3, so that you get sense of how you’re going.
- Creating online Office Hours sessions.
- Adding short topic talks to the Office Hours.
- Revising marking rubrics for clarity.
- Preparing guides for most assessments.

Laboratory Workshop Information

The requirements for risk management and lab access will differ between projects. If you have any questions about risk management policies and procedures, please contact the Faculty’s Health, Safety & Environment Team (eng.gen.hse@unsw.edu.au).

UNSW Supervised Projects

If your project being directly supervised by UNSW staff, you should consult with your supervisor about risk management for your project.

1. The School's General Safety page provides an introduction to the University safety system and School-specific arrangements, as well as safety induction information for the SEB (E8), Hilmer (E10), Tyree (H6) and Chemical Sciences (F10) Buildings. All students should at least complete Module 1 which introduces general safety procedures in the School of Chemical Engineering.
2. All projects will involve some desk or office-based activities (e.g. preparing reports, writing code, running simulations). There are risks associated with these activities that are not necessarily low. You should visit the UNSW Office Safety Toolkit page (https://safety.unsw.edu.au/office-safety-toolkit) to learn about safety in an office or desktop practice. The pages on Office Hazards and Risks and Workstation Setup will be particularly useful.
3. If your project involves laboratory or field work, you will need to complete the School of Chemical Engineering approval process. The steps involved are outlined on this webpage. To complete this process, you will have to fulfill various training and documentary requirements. Therefore you should allow several weeks to complete this process.

Industry Supervised/Hosted Projects

If your project is being hosted/supervised by an external organisation (e.g. a company or research organisation), then you need to comply with that organisation’s risk management policies and procedures.

1. You still need a UNSW supervisor – please consult with them about how they will be involved with your project – at the very least, they will be responsible for the academic administration of your project. They may wish to meet with you periodically to discuss your progress.
2. For the purposes of workplace health and safety legislation, you are considered a worker of that company and they are responsible for your safety.
    - If you are not being paid by the organisation for your thesis work, you are covered by the University’s personal accident and public liability insurance policies. A certificate of currency can be supplied.
    - If you are being paid by the organisation to conduct your thesis work, then you should be

covered by their insurance policies. Please check with your industry supervisor.

3. Finally, you **must** formally ask permission to do your project in industry. Do this by completing and submitting the “Application for distance thesis study” form on Moodle. Seeking formal permission ensures there is no confusion about why you are working onsite with an external organisation.

For more information, please read the guides on moving from Industrial Training to Honours, and for Thesis in Industry on the Research Thesis Projects page.

Project ethics approval

Does your thesis involve other people doing something for you? If so, it may require ethics approval.

The basic principle is that if you want people to provide you with something, even if just 5 min of their time to answer questions, then you should (i) treat them with suitable dignity and (ii) ensure any possibility that they may be badly affected is absolutely minimised.

When research at UNSW involves people, then it come under the oversight of the UNSW Ethics Committee which must give approval before it proceeds.

You will need to get approval, if your project involves any of the following (more than one may apply):

- a survey, even if done on-line
- an interview, focus group, or other such “qualitative” method
- data mining when individual identities might be revealed
- behavioural observation, e.g. people using something, choices people make, on-line activities
- recording or photography of people, even if in public spaces
- experiments on human reactions (or other abilities)
- human performance, e.g. running, falling, playing music
- testing a device (on people)
- tasting or smelling, e.g. foods
- and, of course, drug trials, body tissues and other medical activities.

Also, projects involving animals will need ethics approval. If your project does require approval, in the first instance, discuss this with your Supervisor.

Project confidentiality and intellectual property

Thesis project sometimes have information restrictions imposed upon them, typically a confidentiality agreement for industrially linked projects. If you are unsure whether this applies in your case, consult your supervisor.

If your project is subject to this kind of restriction you will need to ensure that any files you submit to Moodle are encrypted prior to upload and that the parties who have signed the relevant agreement are given copies of the password. Please seek advice from your supervisor in relation to hardcopy hand-in.

Further, students and academic supervisors may be asked to enter into a confidentiality or non-disclosure agreement. Students are entitled to seek independent legal advice before signing such an agreement. University staff should seek advice from the Research Contracts Office &/or UNSW Legal.

Distance study (remote or industry projects)

Subject to visa or enrolment conditions, it may be possible to complete your entire project by distance (or remote study) mode. The most common form this takes is conducting a project with a company or research organisation (e.g., ANSTO, CSIRO) - often an industrial training sponsor.

If you receive approval to take thesis in this manner, you will still be required to complete all the requirements of your UNSW thesis course. This may involve only working with your UNSW supervisor, or by co-supervision between a UNSW supervisor and an external supervisor (in industry or academia). Your first task should be discuss the particulars of your project with your supervisor well ahead of commencing your project. Students applying for distance thesis will need to provide satisfactory details of

- The supervision available at the external location, including any external supervisor's contact details and documentation of their willingness to supervise you.
- Why is working away form the University a necessary part of your research (i.e., the nature of your project and work you will be performing).
- Having adequate access to resources for conducting research, including literature and software,
- The frequency and means of communication with your supervisor(s), including how often you will meet them live (e.g. weekly by Teams or fortnightly over Zoom)

You should also observe the requirements for WHS and IP management discussed above.

Finally, you must complete the “Application for distance thesis study” form available on Moodle. Finally, upload your application using the Upload form via the link on Moodle. You will receive notification in your email if your application is approved or rejected. The notification on Moodle may not change immediately, as it is a manual process.

Note:

1. It is probably best to apply for permission for distance study for all your remaining thesis courses. If you do that, your permission status will be rolled over into future courses and you won't have to apply again next term.
2. In extraordinary circumstances, students may be permitted to take a remote project for reasons other than working with research or industry organisations. The same conditions apply to these projects as the more common form of external projects.

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

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	