



Mechanical and Manufacturing Engineering

Course Outline

Semester 1 2018

MMAN9002

**MASTER OF ENGINEERING SCIENCE
PROJECT B**

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1. Staff contact details

Contact details and consultation times for course convenor

Name: Dr Ronald Chan
Office location: J17, room 507
Tel: (02) 9385 1535
Email: r.chan@unsw.edu.au

It is recommended you email to make a specific appointment if you need to discuss any important issues, particularly if you want to discuss extensions, supervisor issues, etc. Always consult the course Moodle first in case your questions have already been answered, or in the event that others may benefit from reading what you are asking and the response.

Please see the course [Moodle](#).

2. Important links

- [Moodle](#)
- [UNSW Mechanical and Manufacturing Engineering](#)
- [Course Outlines](#)
- [Student intranet](#)
- [UNSW Mechanical and Manufacturing Engineering Facebook](#)
- [UNSW Handbook](#)

3. Course details

Credit Points

This is a 6 unit-of-credit (UoC) course, and involves 0 hours per week (h/w) of face-to-face contact. However, you are expected to meet your project supervisor every fortnight.

The UNSW website states “The normal workload expectations of a student are approximately 25 hours per semester for each UoC, including class contact hours, other learning activities, preparation and time spent on all assessable work. Thus, for a full-time enrolled student, the normal workload, averaged across the 16 weeks of teaching, study and examination periods, is about 37.5 hours per week.”

Contact hours

This is no face-to-face contact for this course. Online workshops will be provided via Moodle.

Summary and Aims of the course

The group project is to be completed in two consecutive semesters during the last academic year before graduation. This is the only course where the students have complete freedom

to work on their chosen projects from the initiation to the end – the project should contain a good amount of original research and/or novel design work or analysis. It is not the responsibility of the supervisor and course coordinator to tell the student what to do, nor should it be assumed that the supervisor is an expert in all areas of engineering. They are there to offer guidance and advice, as are laboratory staff, workshop staff, and others in the school that may have expertise in the area of your project. The successful execution of the project is solely the responsibility of the student.

Project B is to be taken in the last semester required for the completion of all requirements for the award of the degree. This course – together with MMAN9001 Master of Engineering Project A, which is to be taken in the previous semester– requires each student to demonstrate managerial, technical and professional skills in planning and executing an approved engineering project within a stipulated time limit. Each student is guided by a supervisor, but successfully planning, executing and reporting on the project are the sole responsibility of each student.

Laboratory Staff

The laboratories are the responsibility of the staff-in-charge and you must operate within the accepted practices of the laboratory concerned. You should not expect laboratory staff to take responsibility for your thesis or carry out work for you. The laboratory staffs are highly skilled and helpful; take full advantage of their experience.

If your project involves laboratory work, contact the officer-in-charge (OIC) of the laboratory in which you will be working as soon as possible to discuss your requirements. They will issue you with a Laboratory Access Approval (LAA) form which you must complete and return to the OIC.

Before you start work in a laboratory or undertake any activity which might be considered hazardous in any way, you must read and understand the practices and procedures described in the OHS section of the School's intranet.

Machine Workshop

All student activities requiring manufacture in the Machine Workshop should be discussed with the Workshop personnel at the inception of the work. The Workshop personnel must have the opportunity to advise and influence the design to help minimise assembly, manufacture or functional problems.

Student learning outcomes

This course is designed to address the learning outcomes below and the corresponding Engineers Australia Stage 1 Competency Standards for Professional Engineers as shown. The full list of Stage 1 Competency Standards may be found in Appendix A.

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 hypoproject following industry and professional engineering standards.	PE2.1, 2.2, 2.3, 2.4
2.	Critically reflect on a specialist body of knowledge related to their project topic.	PE1.3
3.	Apply scientific and engineering methods to solve an engineering problem.	PE2.1
4.	Analyse data objectively using quantitative and mathematical methods.	PE1.2, 2.1, 2.2

4. Teaching strategies

Online workshops will be provided via Moodle. The purpose of the workshop is to provide general guidance and support to student teams in completing their project. In addition, student teams are expected to meet their project supervisor once every fortnight to provide progress update on their project.

5. Course schedule

Workshop	Content
Workshop 1	<ul style="list-style-type: none"> Structure of the project report
Workshop 2	<ul style="list-style-type: none"> Writing an appealing introductory chapter
Workshop 3	<ul style="list-style-type: none"> Compiling a high value-added project and documentation skill
Workshop 4	<ul style="list-style-type: none"> Preparing a professional presentation video

6. Assessment

Assessment overview

Assessment	Length	Weight	Learning outcomes assessed	Assessment criteria	Due date and submission requirements	Deadline for absolute fail	Marks returned
Milestone Evaluation I	2 A4 pages	10%	1, 2, 3, and 4	Progress and Presentation Skills	During Week 4 Thursday and Friday (22/03) and (23/03) Morning/Afternoon	N/A	Graded on the spot
Milestone Evaluation II	2 A4 pages	10%	1, 2, 3, and 4	Progress and Presentation Skills	5pm, Friday Week 9 (04/05) via Moodle	One week after due date	2 weeks after submission
Project Presentation	20 minutes per team	10%	1, 2, 3, and 4	See marking rubrics	5pm, Friday, Week 13 (02/06/17)	One week after due date	Upon release of final results
Final Report	Max. 50 pages, single sided, min. font size 11	70%	1, 2, 3, and 4	See marking rubrics	5pm, Friday, Week 12 (26/05/17) via Moodle	One week after due date	Upon release of final results

Assignments

Presentation

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 due respect. Presenting results clearly gives the marker the best chance of understanding your method; even if the numerical results are incorrect.

Submission

Late submissions will be penalised 5 marks per calendar day (including weekends). An extension may only be granted in exceptional circumstances. Special consideration for assessment tasks must be processed through student.unsw.edu.au/special-consideration.

It is always worth submitting late assessment tasks when possible. Completion of the work, even late, may be taken into account in cases of special consideration.

Where there is no special consideration granted, the 'deadline for absolute fail' in the table above indicates the time after which a submitted assignment will not be marked, and will achieve a score of zero for the purpose of determining overall grade in the course.

Marking

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.

Peer Assessment

By the end of each Milestone Evaluation, Week 4 and Week 9, each student is to complete an anonymous peer assessment via Moodle. The purpose of the peer assessment is to ensure fair workload distribution among the team. Each team member will receive a mean rating for each marking criteria, which will then be converted to a corresponding grade.

Milestone Evaluation Marking Rubrics

Criteria 1: Individual Job Performance

Grade	Rating	Explanation/Examples
Excellent	4	Progress is beyond expectation with a clear project scope
Good	3	Progress met all expectations
Satisfactory	2	Reasonable amount of progress is delivered
Marginal	1	Insufficient progress
Unsatisfactory	0	Complete lack of progress

Criteria 2: Team Performance

Grade	Rating	Explanation/Examples
Excellent	4	Highly effectively team, team members are sharing resources effectively and show strong evidence of peer support
Good	3	Performing team, team members are sharing resources and show some evidence of peer support
Satisfactory	2	Evidence of team collaboration, but the minority of the team members appears disconnected.
Marginal	1	Some evidence of team collaboration, but the majority of the team members appears disconnected.
Unsatisfactory	0	Dysfunctional team, no evidence of any team collaboration effort.

Progress Presentation

By **Friday Week 13**, each team must produce a 20 minute video (marked by the project supervisor) to address the rubrics below.

Progress Presentation Marking Rubrics

Aspect 1: Presentation skills (/25)

Criteria	Grade
Did the presenter speak with clarity (volume, speed, enunciation)?	/5
Did the presenter speak in an engaging way (tone, passion)?	/5
Did the presenter engage the audience (eye contact, body language)?	/5
Did the presenter deliver in a relaxed, confident manner?	/5
Did the speaker make good use of well-designed visual aids?	/5

Aspect 2: Knowledge base (/25)

Criteria	Grade
Was proper background information on the topic given?	/5
Was the material selected for presentation appropriate to the topic?	/5
Was enough essential information given to allow the audience to effectively evaluate the work done in context?	/5
Was the talk free of irrelevant or filler information?	/5
Did the presenter demonstrate a clear understanding of the material presented?	/5

Aspect 3: Critical thinking & planning (/30)

Criteria	Grade
Did the approach to the work so far demonstrate thought and planning?	/5
Were the strengths and weaknesses of the work, and the methods used to gather evidence/data, clearly explained?	/5
Did the presenter demonstrate they had completed progress on their topic?	/5
Did the presenter have a solid plan in place for completing their project?	/5
Has the presenter thought about possible delays/problems that may arise?	/5
Did answers to questions show an understanding of the project and background?	/5

Aspect 4: Overall impression (/20)

Criteria	Grade
Overall impression of the presentation	/20

Project Report Submission

Project Report (INDIVIDUAL SUBMISSION) is due Monday week 13, 5pm. Only SOFTCOPY will be accepted via Moodle submission.

The quality of the presented work is very important and great care must be taken with the typing and presentation of graphs and diagrams; drawings should be to standard engineering practice. Drawings submitted to the Workshop must be approved by the officer-in-charge of the relevant laboratory. The English should be clear and grammatically correct with a high standard of spelling and punctuation.

There is no strict minimum length for a project, nor is there a maximum length. We impose a HARD LIMIT of 50 pages (including title page, table of content, appendices, etc.). Appendices must be brief and should contain only material which is indispensable but at the same time cannot be included in the text.

Confidential Projects

If your project contains confidential information, to restrict it from viewing for two years you must complete a Confidentiality Form – available from the Moodle Site – and submit this statement with your project. Confidential Projects should not be uploaded to the database but should be submitted in all other required formats. Discuss submission with the Project Coordinator.

Production and Submission Specifications

All project students are required to submit copies of their project in the formats shown below. Students who do not submit as required will be denied graduation until the requirements have been met.

One PDF copy through Moodle

You MUST submit a PDF copy through the Project B Moodle page. Name this file 'z1234567_Project', with '1234567' being your student ID number.

The submitted file should be less than 20mb – if you feel that your work would benefit from a larger, higher-res version, please submit this directly to your supervisor. The electronic version must have the copyright declaration included in it, as a scanned version of the signed original, though by your submission you will also agree that the work is all your own.

Data

Your project mark will not be released until you have organised to pass on your project data to your supervisor. This can be Dropbox, USB stick, hard drive – discuss with your supervisor. However, it is now a legal requirement of research conducted at UNSW that the original data be archived, and so you must collate all the work that went into your project (drawings, excel files, CAD files, CFD/FEA result files, etc. – everything that went into

creating your project, but not early work or dead-ends that did not make the cut). Your supervisor will mark this task complete on Moodle.

Specifications for Project

Paper must be ISO size A4 (210 x 297mm). All text should be size 11 or 12 font Times New Roman or close equivalent serif font, apart from titles and figures. Margins must be not less than 30 mm at the left and right edge, 30 mm at the upper edge, and 20 mm at the lower edge.

The project must include a title sheet headed:

UNSW SYDNEY

SCHOOL OF MECHANICAL AND MANUFACTURING ENGINEERING

Title of Project

Name of Author

Student ID

Masters of Engineering (or other degree for which the project is submitted)

Date of submission (Month and Year)

Supervisor's name

(The above are not to be abbreviated. Do not insert the UNSW crest — this is not an official UNSW publication, and so is not entitled to use the crest.)

All sheets must be numbered. The main body of the project must be numbered consecutively from beginning to end in Arabic numerals (i.e. 1, 2, 3, etc.). The preliminary pages (Abstract, List of Contents, List of Figures, List of Symbols) should be numbered using lower-case Roman numerals (i.e. i, ii, iii, etc.), commencing with the title page (but not shown on the title page). Pages in appendices may be numbered consecutively from the main text, or may have their own numbering system.

Graphs, diagrams and photographs should be inserted as close as possible to their first reference in the text. Graphs and tables which are printed in landscape format should be readable from the right-hand side.

Supplementary data (e.g. CFD animations) can also be uploaded within the size limit and can be referenced within the text. These are considered as extra material. The project must stand alone without them.

All quoted sources must be clearly referenced either at the end of the project with a key or on the page quoted using a single referencing system (e.g. <https://student.unsw.edu.au/apa>).

Please submit your PDF copy through the Moodle submission portal.

Project B report marking rubrics

Criteria 1: Lit review/background and putting the results in context (20%)

Grade	Mark	Brief description	Explanation/Examples
Fail	0 – 9	Aims not clear	The student hasn't done a good job explaining the research aims to the reader - I'm not really sure what this is about.
Pass	10 – 12	Reason for research not clear	I understand the project aims but the student has not made it clear to the reader how it is connected to the background - why is this aim being pursued? What is the hypo-project being tested? What is the broader significance?
Credit	13 – 15	Background clear - results not contextualised	The student makes the project background clear to the reader, and the significance of the research aim within a broader context. The student has not been able to take a step back and make an assessment of the significance of their results.
Distinction	16 – 18	Background and aims are clear, context is incomplete	The student makes the project background clear to the reader, and the significance of the research aim within a broader context. The literature review is comprehensive but may be lacking depth of insight. The student has made a reasonable attempt to assess the significance of their results but it is either not realistic, or does not follow logically from the arguments presented.
High Distinction	19 – 20	Background to research and significance of conclusions reached are clear	The student makes the project background clear to the reader, and the significance of the research aim within a broader context. The student also makes a realistic assessment of the significance of their results in this context. The literature review is comprehensive and insightful.

Criteria 2: Execution of the research project, quality of analysis, discussion of results (50%)

Grade	Mark	Brief description	Explanation/Examples
Fail	0 – 24	Clearly deficient	Work at this level is clearly deficient - in not addressing the stated project aims or in containing major problems that the student should reasonably have been aware of but did not address in the project.
Pass	25 – 30	"Thin" results, lacking intellectual engagement	The student has completed a body of work and presented some results but not succeeded in interpreting meaning from them (=intellectual input is largely absent from the discussion, which is essentially equivalent to observation of the results). Performance at this level may also indicate a lack of engagement with the project, sometimes evidenced as a "thin" or "one-dimensional" investigation characterised by attempted padding.
Credit	31 – 37	Several components to the research work, not coherently linked.	The student probably has a number of components to their research, such as literature, experiments, designs, simulations etc. They have interpreted meaning from the results but have overall not succeeded in linking the components of their research together as a coherent scientific story. There's no clear "big picture".

Grade	Mark	Brief description	Explanation/Examples
Distinction	38 – 44	Solid, coherent work, linking all the research components together into a consistent story.	At this level the student has assembled the pieces of their research project (which could include literature, different sets of experiments or measurements, simulations or analyses) into a coherent scientific story. Overall, you are left with a clear and convincing picture of what the research question was and what the answer is (along with its caveats). A student is generally not going to be able to achieve this if there are conceptual or methodological problems with their work, or if their review of literature is inadequate.
High Distinction	45 – 50	Solid, coherent and consistent story PLUS something unexpected.	Student would have to have achieved as at the previous level but additionally has achieved something unexpected, thoughtful and original, such as a novel perspective or theory. This requires deep thinking of the student.

Criteria 3: Conclusion, and value added (20%)

Grade	Mark	Brief description	Explanation/Examples
Fail	0 – 9	No value	There are obvious and substantial problems with what was presented – the work as it stands has no value because it doesn't "hold water".
Pass	10 – 12	No interesting results	The presented work is not at all challenging and yields entirely expected results – the student does not appear to appreciate this. The work doesn't really add any significant value.
Credit	13 – 15	Minimal value	The presented work adds some value in some way – improvement of "local knowledge" such as techniques, additional data points in a larger design or hypoproject etc. The student worked well but did not push themselves harder to make any real new discoveries or interpretations, therefore the conclusions are limited and discussions of future work are predictable extensions of the work completed.
Distinction	16 – 18	Will have wider impact when further work is done.	You are fairly sure that the results and discussion can eventually form the core of a research publication or change in industry practice (It may have already been included in a conference publication during the course of the project). However, further work will first be required – such as repeated experiments – before the work is truly sufficient. The student has included good, thoughtful discussion of limitations and provided insight into future work on this project or new avenues of research which could be followed.
High Distinction	19 – 20	Will have wider impact now..	This is valuable work. This work can easily form the basis of a peer-reviewed journal publication, or other form of professional dissemination/presentation appropriate to the field (i.e. patent application, best practice document at a company, trade publication, workshop, etc.).

Criteria 4: Document presentation (10%)

Grade	Mark	Brief description	Explanation/Examples
Fail	0 – 4	Impedes document reading	Presentation is poor to the extent that it impedes reading of the document. Examples include multiple inconsistent citation styles or incomplete citations, unintelligible grammar, figures or tables not labelled or badly inconsistent document formatting.

Grade	Mark	Brief description	Explanation/Examples
Pass	5	Poor formatting / document structure	Document is not at a professional level. Although figures and diagrams are labelled and references in text match reference list (and vice versa), formatting is unclear and inconsistent to the extent that the reader can lose track of the context when reading. The structure of the document is poor or illogical, with little discernible flow.
Credit	6 – 7	Poor judgement with respect to layout, possible padding	Document is not at a professional level. Figures and diagrams are labelled, formatting is consistent, references in text match reference list (and vice versa), pictures are clear and attributed, sections clearly labelled. Poor judgement has been exercised in placing data, tables or figures in the body of the work, and/or excessive figures/tables – some of which would have been better placed in an appendix or discarded. An attempt might have been made to "pad" the work or increase the page count using unnecessary, repetitive, or large figures, unnecessarily lengthy text, wide margins, etc. The language is not sophisticated or sufficient for describing the technical aspects clearly and rigorously, and there are disjointed aspects to the structure.
Distinction	8 – 9	Professional, may have issues with data presentation	Document is at a professional level. Figures and diagrams are correctly and clearly labelled, text spacing aids readability, consistent formatting, references in text match reference list (and vice versa), pictures are clear and attributed, sections clearly labelled, and good use made of appendices. Some of the graphical presentation of data is inappropriate - poor choice of axes, overcrowding, poor use of chart space etc. Padding is not a feature of work at this level. The structure is well thought out and logical, and there is a good command of descriptive and technical language – descriptions and explanations have depth but clarity, and are concisely worded.
High Distinction	10	Professional, concise and readable	Document is at a professional level. Figures and diagrams are correctly and clearly labelled, text spacing aids readability, consistent formatting, references in text match reference list (and vice versa), pictures are clear and attributed, sections clearly

Consequences of you fail in Project B

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

- re-enrol for Project A & B again with a new project and supervisor.
- re-enrol for Project B again with the same project (needs consent of an appropriate supervisor & student).

Special consideration and supplementary assessment

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

7. Expected resources for students

No prescribed textbook.

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

UNSW Library website: <https://www.library.unsw.edu.au/>

Moodle: <https://moodle.telt.unsw.edu.au/login/index.php>

8. Course evaluation and development

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

In this course, recent improvements resulting from student feedback include more demonstrator support to the student major group project. The School has also purchased a 4-axis milling router for learning and teaching. Students will be able to see CAD/CAM

9. Academic honesty and plagiarism

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

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

You are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and the proper referencing of sources in preparing all assessment tasks.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work

or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

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

www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

Further information on School policy and procedures in the event of plagiarism is available on the [intranet](#).

10. Administrative matters and links

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

- [Attendance, Participation and Class Etiquette](#)
- [UNSW Email Address](#)
- [Computing Facilities](#)
- [Assessment Matters](#) (including guidelines for assignments, exams and special consideration)
- [Academic Honesty and Plagiarism](#)
- [Student Equity and Disabilities Unit](#)
- [Health and Safety](#)
- [Student Support Services](#)

Appendix A: Engineers Australia (EA) Competencies

Stage 1 Competencies for Professional Engineers

	Program Intended Learning Outcomes
PE1: Knowledge and Skill Base	PE1.1 Comprehensive, theory-based understanding of underpinning fundamentals
	PE1.2 Conceptual understanding of underpinning maths, analysis, statistics, computing
	PE1.3 In-depth understanding of specialist bodies of knowledge
	PE1.4 Discernment of knowledge development and research directions
	PE1.5 Knowledge of engineering design practice
	PE1.6 Understanding of scope, principles, norms, accountabilities of sustainable engineering practice
PE2: Engineering Application Ability	PE2.1 Application of established engineering methods to complex problem solving
	PE2.2 Fluent application of engineering techniques, tools and resources
	PE2.3 Application of systematic engineering synthesis and design processes
	PE2.4 Application of systematic approaches to the conduct and management of engineering projects
PE3: Professional and Personal Attributes	PE3.1 Ethical conduct and professional accountability
	PE3.2 Effective oral and written communication (professional and lay domains)
	PE3.3 Creative, innovative and pro-active demeanour
	PE3.4 Professional use and management of information
	PE3.5 Orderly management of self, and professional conduct
	PE3.6 Effective team membership and team leadership