



UNSW Course Outline

ELEC4952 Research Thesis B - 2024

Published on the 09 Feb 2024

General Course Information

Course Code : ELEC4952

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Engineering

Academic Unit : School of Electrical Engineering & Telecommunications

Delivery Mode : Research

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 4

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

The thesis is an inquiry-based learning course that provides students with an opportunity to bring together and apply engineering principles learned over their previous years of study and professional experience to innovatively solve problems such as the development of a specific

design, process and/or the investigation of a hypothesis.

The thesis projects that students undertake are complex, open-ended problems that allow room for their creativity, and the acquisition, analysis, and interpretation of results. There are multiple possible solutions or conclusions at the outset that have sufficient complexity to require a degree of project planning from the students. The thesis requires students to formulate problems in scientific or engineering terms, manage a technical project and find solutions by applying scientific and engineering methods. It also allows them to develop the ability to work in a research and development environment.

This is the second course in the three-course research thesis sequence. Apart from exceptional circumstances, students should continue with the same supervisor and project as they had in the first course, which is ELEC4951.

Course Aims

The aim of the course is to enable students to: (a) develop critical thinking and knowledge in the academic and professional literature on a particular topic; (b) formulate problems in technical terms, manage the project, and find solutions by applying engineering and/or scientific methods; (c) explain how their projects fit within the discipline and broader societal context; (d) demonstrate their ability to work autonomously in a research and development environment; (e) communicate knowledge, skills, and ideas to professional and lay audiences.

Course Learning Outcomes

| Course Learning Outcomes |
|---|
| CLO1 : Develop a design or a process or investigate a hypothesis following industry and professional engineering standards. |
| CLO2 : Critically reflect on a specialist body of knowledge related to their thesis topic. |
| CLO3 : Apply scientific and engineering methods to solve an engineering problem. |
| CLO4 : Analyse data objectively using quantitative and mathematical methods. |
| CLO5 : Demonstrate oral and written communication in professional and lay domains. |

| Course Learning Outcomes | Assessment Item |
|---|--|
| CLO1 : Develop a design or a process or investigate a hypothesis following industry and professional engineering standards. | <ul style="list-style-type: none">• Thesis C• Progress report• Thesis A• Participation effort |
| CLO2 : Critically reflect on a specialist body of knowledge related to their thesis topic. | <ul style="list-style-type: none">• Thesis C• Progress report• Thesis A• Participation effort |
| CLO3 : Apply scientific and engineering methods to solve an engineering problem. | <ul style="list-style-type: none">• Thesis C• Progress report• Thesis A• Participation effort |
| CLO4 : Analyse data objectively using quantitative and mathematical methods. | <ul style="list-style-type: none">• Thesis C• Progress report• Thesis A• Participation effort |
| CLO5 : Demonstrate oral and written communication in professional and lay domains. | <ul style="list-style-type: none">• Thesis C• Progress report• Thesis A• Participation effort |

Learning and Teaching Technologies

Moodle - Learning Management System

Other Professional Outcomes

Engineers Australia, Professional Engineer Stage 1 Competencies

The course learning outcomes (CLOs) contribute to your development of EA competencies:

PE1: Knowledge and Skill Base

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

PE2: Engineering Application Ability

- PE2.1 Application of established engineering methods to complex problem solving: CLOs 1,3,4
- PE2.2 Fluent application of engineering techniques, tools and resources: CLOs 1,3, 4
- PE2.3 Application of systematic engineering synthesis and design processes: CLOs 1, 3
- PE2.4 Application of systematic approaches to the conduct and management of engineering projects: CLOs 1,3

PE3: Professional and Personal Attributes

- PE3.1 Ethical conduct and professional accountability: CLOs 1, 2, 5
- PE3.2 Effective oral and written communication (professional and lay domains): CLOs 2, 5
- PE3.3 Creative, innovative and pro-active demeanour: CLOs 1, 3, 5
- PE3.4 Professional use and management of information: n/a
- PE3.5 Orderly management of self, and professional conduct: n/a
- PE3.6 Effective team membership and team leadership: n/a

Targeted Graduate Capabilities

Electrical Engineering and Telecommunications programs are designed to address the following targeted capabilities which were developed by the school in conjunction with the requirements of professional and industry bodies:

- The ability to apply knowledge of basic science and fundamental technologies;
- The skills to communicate effectively, not only with engineers but also with the wider community;
- The capability to undertake challenging analysis and design problems and find optimal solutions;
- Expertise in decomposing a problem into its constituent parts, and in defining the scope of each part;
- A working knowledge of how to locate required information and use information resources to their maximum advantage;
- Proficiency in developing and implementing project plans, investigating alternative solutions,

- and critically evaluating differing strategies;
- An understanding of the social, cultural, and global responsibilities of the professional engineer;
 - The ability to work effectively as an individual or in a team;
 - An understanding of professional and ethical responsibilities;
 - The ability to engage in lifelong independent and reflective learning.

UNSW Graduate Capabilities

The course delivery methods and course content directly or indirectly address a number of core UNSW graduate capabilities, as follows:

- Developing scholars who have a deep understanding of their discipline, through lectures and solutions of analytical problems in tutorials and assessed by written examinations.
- Developing rigorous analysis, critique, and reflection, and the ability to apply knowledge and skills to solving problems. These will be achieved by laboratory experiments and oral assessments during the labs.
- Developing capable independent and collaborative enquiry, through a series of tutorials spanning the duration of the course.
- Developing digital and information literacy and lifelong learning skills through written report work.
- Developing ethical practitioners who are collaborative and effective team workers, through group activities (laboratory work), and tutorials

Additional Course Information

Credits

This is a 4 UOC, level 4 course. The expected workload is 10 hours per week throughout the 10-week term. It is important to note that the weighting applied to the course is equivalent to a 1.2 UOC from the available overall 12 UOC for Thesis.

Relationship to Other Courses

This is an undergraduate core course for students following a BE or BE ME in Electrical or Telecommunications or Quantum program in the EE&T School and other combined degree programs. This course constitutes the second part (Research Thesis B) of the three-part project work (Research Thesis A, B and C). It involves completing preliminary work, producing initial results from the execution of the main task, acquiring high level of skills in using software and hardware (tools or equipment) relevant to the project, and revising research plan in the context of preliminary work. This prepares the student for the detailed project work that will be undertaken in Research Thesis C in the following subsequent term.

Pre-requisites and Assumed knowledge

The pre-requisite for this course is ELEC4951.

Following Courses

The course can be a pre-requisite or a co-requisite for ELEC4953. When it is a pre-requisite, ELEC4953 must be taken in the immediately following term. When it is also a co-requisite, ELEC4953 will be taken in the same term.

Assessments

Assessment Structure

| Assessment Item | Weight | Relevant Dates |
|---|--------|---|
| Thesis C Assessment Format: Individual | 72.5% | |
| Progress report Assessment Format: Individual | 5% | Start Date: Not Applicable Due Date: 14/03/2024 12:00 PM |
| Thesis A Assessment Format: Individual | 17.5% | |
| Participation effort Assessment Format: Individual | 5% | Start Date: Not Applicable Due Date: 18/04/2024 12:00 PM |

Assessment Details

Thesis C

Assessment Overview

This assessment is to indicate that students will be doing ELEC4953 (Thesis C) immediately following this course and the course will contribute to 72.5% of the overall thesis.

Course Learning Outcomes

- CLO1 : Develop a design or a process or investigate a hypothesis following industry and professional engineering standards.
- CLO2 : Critically reflect on a specialist body of knowledge related to their thesis topic.
- CLO3 : Apply scientific and engineering methods to solve an engineering problem.
- CLO4 : Analyse data objectively using quantitative and mathematical methods.
- CLO5 : Demonstrate oral and written communication in professional and lay domains.

Progress report

Assessment Overview

The progress report is to be submitted by week 5 of the term. For those doing Thesis B&C together, the progress report must be submitted by week 3 of the term.

Students will include their progress against their milestones set in ELEC4951 (Thesis A) including a summary of work completed, preliminary results, and discussion since the end of Thesis A in the progress report. They will also provide a written reflection on their progress and an updated plan for the rest of the thesis. They upload the report via Moodle as a pdf formatted file. The progress report must be individually written even in cases where a group of students works on the same topic. The report must be submitted to Turnitin so the students can see Turnitin similarity reports. If the Turnitin similarity is less than 15%, they then upload the report on Moodle using the workshop tool set up for submitting the progress report. The assessment will be marked by the supervisor using a standard rubric, and feedback given either verbally or through comments posted on Moodle.

Course Learning Outcomes

- CLO1 : Develop a design or a process or investigate a hypothesis following industry and professional engineering standards.
- CLO2 : Critically reflect on a specialist body of knowledge related to their thesis topic.
- CLO3 : Apply scientific and engineering methods to solve an engineering problem.
- CLO4 : Analyse data objectively using quantitative and mathematical methods.
- CLO5 : Demonstrate oral and written communication in professional and lay domains.

Detailed Assessment Description

The report will consist of 5-6 pages on the progress made since the end of thesis A, 1-2 pages of reflection on thesis A and part of thesis B, and 1- 2pages of updated project planning.

Assessment Length

7-10 pages

Submission notes

Students first submit their report for the Turnitin check. Once the similarity is below 15%, they then submit their report using the "PART B REPORT ASSESSMENT" workshop tool.

Assessment information

Assessment criteria

The progress report assessment criteria are: (i) report on progress (5-6 pages); (ii) reflection (1-2

pages); (iii) revised project planning (1-2 pages); (iv) document presentation

Report on Progress (50%):

Achievement with respect of plan; Discussion on completed work; Understanding of meaning and implication of findings

Marking guide:

0-49: 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.

50-64: 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.

65-74: 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 research findings.

75-84: 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 and implications of their research findings.

85-100: 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 implications of their research findings.

Reflection on Progress (20%):

Compares and contrasts the thesis with industrial and other academic experience; 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 that build on the research experience.

Marking guide:

0-49: 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.

50-64: 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.

65-74: 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).

75-84: 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 future self / developing plans that build on the research experience.

85-100: 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 that build on the research experience.

Revised Project Plan (20%):

Discussion on future plan and expected results

Marking guide:

0-49: Little or no discussion of future project plan or outcomes. No reasonable strategy to ensure progress is stated.

50-64: Superficial discussion of future project plan &/or outcomes. A reasonable strategy to ensure progress is stated.

65-74: Some discussions of future project plan and outcomes. A reasonable strategy to ensure progress is stated and briefly explained.

75-84: Quality discussion of the future project plan and expected results. A reasonable strategy to ensure progress is stated and explained in detail. 85-100: 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%):

Physical presentation (report structure, legibility, layout); quality of writing (grammar, spelling, wording, style, clarity, adequately proofread); referencing (fully documented reference list, using correct citation conventions); report self-contained, (provide all information needed).

Marking guide:

0-49: Impedes document reading

50-64: Poor formatting/document structure

65-74: Poor judgment with respect to layout, possible padding

75-84: Professional, may have some issues with data presentation

85-100: Professional, concise and readable

Assignment submission Turnitin type

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

Thesis A

Assessment Overview

This assessment is to indicate that students would have done ELEC4951 (Thesis A) in the immediately preceding term and they would have already collected the marks for it, which

contributes to 17.5% of the overall thesis.

Course Learning Outcomes

- CLO1 : Develop a design or a process or investigate a hypothesis following industry and professional engineering standards.
- CLO2 : Critically reflect on a specialist body of knowledge related to their thesis topic.
- CLO3 : Apply scientific and engineering methods to solve an engineering problem.
- CLO4 : Analyse data objectively using quantitative and mathematical methods.
- CLO5 : Demonstrate oral and written communication in professional and lay domains.

Participation effort

Assessment Overview

The participation effort is based on: (i) student's attendance at lab and meetings throughout the term, levels of intellectual contribution (e.g., did the student come up with ideas), examination of relevant documentation (project diary, student's lab book detailing experiment activities or measurement records), etc; (ii) submission of a three-page executive summary and meeting log sheet in week 10. This is done by uploading the report summary and log sheet via Moodle as a pdf formatted file.

The executive summary must be individually written even in cases where a group of students works on the same topic. The executive summary is a condensation of the progress made to date including Thesis A and B. It will include: (a) the justification for the thesis (state why the thesis is worth doing and where it fits in a bigger picture); (b) objective (clear statement stating 2-3 goals and 1-2 tasks in each goal); (c) Literature review (cite pertinent literature and analyse what has been done and indicate where this thesis fits in); (d) Preliminary results (discuss significant experimental or computational results obtained and summarize new skills acquired) and (e) Plan (discuss progress in relation to the existing plan and spell out a clear view of what will be done in Thesis C).

The assessment will be marked by the supervisor using a standard rubric, and feedback given either verbally or through comments posted on Moodle.

Course Learning Outcomes

- CLO1 : Develop a design or a process or investigate a hypothesis following industry and professional engineering standards.
- CLO2 : Critically reflect on a specialist body of knowledge related to their thesis topic.
- CLO3 : Apply scientific and engineering methods to solve an engineering problem.
- CLO4 : Analyse data objectively using quantitative and mathematical methods.
- CLO5 : Demonstrate oral and written communication in professional and lay domains.

Assessment information

Assessment criteria

The assessment criteria are: (i) Initiative and engagement; (ii) sustained activity; (ii) Deligence and competence in performing the task. They are equally weighted.

Initiative and engagement:

Did the student actively engage in the thesis work, take ownership of the task with enthusiasm, initiate own ideas to overcome various roadblocks along the journey?

Marking guide:

0-49: Deficient – none or minimal effort across all areas, need a lot of pushing from supervisor to make things happen.

50-64: Satisfactory – some evidence of student driving the project; student put in some effort but considerable need for improvement.

65-74: Good – above satisfactory effort, clear evidence of student driving the project.

75-84: Very good – student showed genuine interest and enthusiasm in the work, initiated many own ideas during the process

85-100: Excellent – superior evidence of effort; student intellectually and practically led the project all the way, went beyond what was expected of a student

Sustained activity:

For example, based on student's attendance in lab, regular meetings/contacts with supervisor throughout the semester, etc.

Marking guide:

0-49: Deficient – irregular, sporadic engagement in the project

50-64: Satisfactory – regular engagement but only just adequate

65-74: Good – regular engagement; project progressing smoothly as planned

75-84: Very good – high level of sustained effort throughout the whole project

85-100: Excellent – superior evidence of effort, student attended all meetings or had regular weekly contact with the supervisor

Diligence and competence in performing the task:

For example, based on examination of relevant documentation (project diary, student's lab book detailing experiment activities or measurement records). Did the student put in serious effort? Was it meticulous, professional?

Marking guide:

0-49: Deficient – careless or technically incompetent in doing the work

50-64: Satisfactory – you are fairly sure results from project are useable and trustworthy

65-74: Good – you closely monitored the work and are confident with student's results

75-84: Very good – work is professionally, meticulously performed and recorded

85-100: Excellent – very persistent and unrelenting in performing the task, demonstrate superior level of knowledge and applied thinking to solving an engineering problem

Assignment submission Turnitin type

This is not a Turnitin assignment

General Assessment Information

Assessment is based on evaluating the student's work through the progress report (5%) and participation effort (5%). The assessments will be carried out by the thesis supervisor only.

It is intended that Research Thesis B covers: (i) completing preliminary work that was started in Research Thesis A to acquire and demonstrate the required skills for carrying out the project; (ii) detailed and revised planning; (iii) refining solution (methodology) and; (iv) initial work into executing the main task. To measure these achievements through the progress report, the marking breakdowns are: (i) 60% for completing preliminary work, refining solution (methodology) and producing initial results from project execution; (ii) 15% for detailed and revised project planning; (iii) 15% for reflection on progress including the research tasks and experience in Research Thesis A; (iv) 10% on the presentation.

It is most important to note that Research Thesis B is not just about completing preliminary work but also producing initial results from the execution of the main task. Students must demonstrate real progress in the project with tangible project deliverables. It is also expected that students have already undertaken and completed the literature review in Research Thesis A, and the literature review should not be the focus of Research Thesis B.

Grading Basis

Standard

Course Schedule

| Teaching Week/Module | Activity Type | Content |
|------------------------------------|-----------------|---|
| Week 1 : 12 February - 18 February | Other | <ul style="list-style-type: none"> Meeting with supervisor to discuss plan and update progress |
| Week 2 : 19 February - 25 February | Online Activity | <ul style="list-style-type: none"> Provide Project details for each assessment via Moodle course page "ELEC4952/9452 Research Thesis B/Masters Project B - T1 2024" For start, provide general Project topic, your name and supervisor's name. Project topic has already been finalised in Project A. The details should be provided for each assessment. In this course, the assessments are PART B REPORT ASSESSMENT and PART B PARTICIPATION EFFORT To provide the details for PART B REPORT ASSESSMENT, follow the steps below Go to Thesis B REPORT (click to expand the section) Click on PART B REPORT ASSESSMENT To provide the details for PART B PARTICIPATION EFFORT, follow the steps below Go to Thesis B Report (click to expand the section) Click on PART B PARTICIPATION EFFORT |
| Week 5 : 11 March - 17 March | Assessment | <ul style="list-style-type: none"> Submit progress report by week 5, Thursday 12pm (For those students doing B&C, week 3 Thursday 12pm) * |
| Week 7 : 25 March - 31 March | Other | <ul style="list-style-type: none"> Meet with supervisor and keep attendance log sheet |
| Week 8 : 1 April - 7 April | Other | <ul style="list-style-type: none"> Meet with supervisor and keep attendance log sheet |
| Week 9 : 8 April - 14 April | Other | <ul style="list-style-type: none"> Meet with supervisor and keep attendance log sheet |
| Week 10 : 15 April - 21 April | Assessment | <ul style="list-style-type: none"> Submit a 3-page executive summary and attendance log sheet by week 10 Thursday 12pm. The executive summary is a condensation of the whole thesis to date (part A and B). To submit, follow the steps below Go to Project B Report (click to expand the section) Click on PART B PARTICIPATION EFFORT and follow the prompt |

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

- Student will continue working on the same topic as in Thesis A with the same supervisor.
- Weekly online meetings during the term with supervisor for technical guidance on thesis work.
- Laboratory work during the term subject to arrangement with technical staff.

Course Resources

Prescribed Resources

Recommended texts(s)

Reading materials are specified by the supervisor (related to particular Project topic).

Online Resources

Moodle

As a part of the teaching component, Moodle will be used to disseminate materials, host forums: <https://moodle.telt.unsw.edu.au/login/index.php>. All information about this course is available from this link which is regularly updated.

Mailing list

Announcements concerning course information will be given on Moodle and/or via email (which will be sent to your student email address).

Additional information about the project

Progress report

A written progress report is to be submitted in week 5 (Thursday 12pm), by uploading the report as one single pdf formatted file. For those who are doing Research Thesis B and C together, the due date for submitting the report will be in week 3 (Thursday 12pm). The report will have three key aspects: (i) 5-6 pages of progress – progress made on the project since Thesis A; (ii) 1-2 pages of reflection; (iii) 1-2 pages of updated planning.

The progress report must be individually written even for cases where a group of students work on the same topic. Submission is via Moodle.

Three-page executive summary

A three-page executive summary should be submitted on Thursday 12pm in week 10 by uploading a pdf formatted file. The file should also include a meeting log sheet as an additional attachment. This applies to those who are doing Research Thesis B and C together.

There are no any particular formats for the three-page executive summary and meeting log sheet. The report should be able to summarize the progress that has been made since the beginning of the term. The executive summary must be submitted individually even for a group project. Submission is via Moodle.

Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|----------|--------------|-------|----------|-------------|---------------------------|-------------------------------------|-----------------|
| Convenor | Aron Michael | | G17, 124 | 02 93855663 | Friday 12:00pm-12:30pm | No | Yes |

Other Useful Information

Academic Information

I. Special consideration and supplementary assessment

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, or within 3 working days of, submitting an assessment or sitting an exam.

Please note that UNSW has a Fit to Sit rule, which means that if you sit an exam, 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](#).

II. Administrative matters and links

All students are expected to read and be familiar with UNSW guidelines and polices. In particular, students should be familiar with the following:

- [Attendance](#)
- [UNSW Email Address](#)
- [Special Consideration](#)
- [Exams](#)
- [Approved Calculators](#)
- [Academic Honesty and Plagiarism](#)
- [Equitable Learning Services](#)

III. Equity and diversity

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equitable Learning Services. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

IV. Professional Outcomes and Program Design

Students are able to review the relevant professional outcomes and program designs for their streams by going to the following link: <https://www.unsw.edu.au/engineering/student-life/student-resources/program-design>.

Note: This course outline sets out the 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 or your primary learning management system (LMS) 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/Moodle/LMS, the description in the Course Outline/Moodle/LMS applies.

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, visit: <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.

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 or contract cheating) even suspension from the university. The Student Misconduct Procedures are available here:

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

Submission of Assessment Tasks

Work submitted late without an approved extension by the course coordinator or delegated authority is subject to a late penalty of five percent (5%) of the maximum mark possible for that assessment item, per calendar day.

The late penalty is applied per calendar day (including weekends and public holidays) that the assessment is overdue. There is no pro-rata of the late penalty for submissions made part way through a day. This is for all assessments where a penalty applies.

Work submitted after five days (120 hours) will not be accepted and a mark of zero will be awarded for that assessment item.

For some assessment items, a late penalty may not be appropriate. These will be clearly indicated in the course outline, and such assessments will receive a mark of zero if not completed by the specified date. Examples include:

- Weekly online tests or laboratory work worth a small proportion of the subject mark;
- Exams, peer feedback and team evaluation surveys;
- Online quizzes where answers are released to students on completion;
- Professional assessment tasks, where the intention is to create an authentic assessment that has an absolute submission date; and,
- Pass/Fail assessment tasks.

Faculty-specific Information

[Engineering Student Support Services](#) – The Nucleus - enrolment, progression checks, clash requests, course issues or program-related queries

[Engineering Industrial Training](#) – Industrial training questions

[UNSW Study Abroad](#) – study abroad student enquiries (for inbound students)

[UNSW Exchange](#) – student exchange enquiries (for inbound students)

[UNSW Future Students](#) – potential student enquiries e.g. admissions, fees, programs, credit transfer

Phone

(+61 2) 9385 8500 – Nucleus Student Hub

(+61 2) 9385 7661 – Engineering Industrial Training

(+61 2) 9385 3179 – UNSW Study Abroad and UNSW Exchange (for inbound students)

School-specific Information

General Conduct and Behaviour

Consideration and respect for the needs of your fellow students and teaching staff is an expectation. Conduct which unduly disrupts or interferes with a class is not acceptable and students may be asked to leave the class.

Use of AI for assessments

Your work must be your own. If you use AI in the writing of your assessment, you must acknowledge this and your submission must be substantially your own work. More information can be found on this [website](#).

Workplace Health & Safety (WHS)

WHS for students and staff is of utmost priority. Most courses involve laboratory work. You must follow the [rules about conduct in the laboratory](#). About COVID-19, advice can be found on this [website](#).

School Contact Information

Consultations: Lecturer consultation times will be advised during the first lecture. You are

welcome to email the tutor or laboratory demonstrator, who can answer your questions on this course and can also provide you with consultation times. ALL email enquiries should be made from your student email address with ELEC/TELExxxx in the subject line; otherwise they will not be answered.

Keeping Informed: Announcements may be made during classes, via email (to your student email address) and/or via online learning and teaching platforms – in this course, we will use Moodle <https://moodle.telt.unsw.edu.au/login/index.php>. Please note that you will be deemed to have received this information, so you should take careful note of all announcements.

Student Support Enquiries

For enrolment and progression enquiries please contact Student Services

Web

[Electrical Engineering Homepage](#)