UNSW Course Outline

ELEC9773 Electrical Engineering Capstone Project - 2024

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General Course Information

Course Code : ELEC9773
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : Faculty of Engineering
Academic Unit : School of Electrical Engineering & Telecommunications
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 12

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This postgraduate engineering capstone course centres around the application of advanced knowledge and skills to address real-world challenges within the broad field of electrical engineering covering disciplinary areas such as telecommunications, power and energy, control

and automation, electronics, signals and systems, etc. Emphasising a problem-solving approach, the course integrates and extends prior learning through a series of assessments that are completed collaboratively. Students engage in authentic experiences, tackling complex engineering issues and fostering critical inquiry and creativity. The course encourages independence, teamwork, and innovation. Through a blend of lectures, tutorials, work-based activities, and supervision, the course not only equips students with a deep understanding of their chosen field but also empowers them to navigate the complexities of professional engineering practice. The active dissemination and celebration of project outcomes further highlight the collaborative and problem-solving nature of this capstone experience, where students emerge with the skills and confidence to excel in their engineering careers.

Note: This capstone project is not equivalent to an honours thesis or a master's thesis, which may be required to be eligible to apply for a PhD. Please refer to the HDR application process website for details on eligibility requirements https://www.unsw.edu.au/research/hdr/application.

Course Aims

This postgraduate capstone course serves as the culmination of students' academic journey, where they apply their advanced knowledge and skills to tackle real-world challenges in electrical engineering or related fields. This course is strategically positioned within the program to integrate and extend upon prior learning, serving as a bridge between theoretical concepts and practical application. By emphasising a problem-solving approach and fostering critical inquiry and creativity, the course not only equips students with a deep understanding of their chosen field but also instils in them the independence, teamwork, and innovation necessary for professional engineering practice. From a teacher-centric perspective, the intention of this course is to guide students through authentic experiences, providing them with the necessary support and supervision to excel in their project work. Through a blend of lectures, tutorials, and work-based activities, the course aims to empower students to navigate the complexities of engineering practice while actively disseminating and celebrating project outcomes to highlight the collaborative and problem-solving nature of the capstone experience. Ultimately, the course aims to produce graduates who are not only proficient in their technical skills but also possess the confidence and adaptability to succeed in diverse careers in electrical engineering or cognate engineering disciplines.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate the ability to integrate and synthesise diverse and advanced engineering concepts, theories, and methodologies to formulate comprehensive solutions to complex, real-world problems within the chosen field of study.
CLO2 : Critically evaluate various engineering methodologies for problem-solving, justifying the selection of specific strategies based on a thorough analysis of relevant factors.
CLO3 : Apply creativity and originality in proposing novel engineering solutions to complex challenges within the chosen domain, demonstrating the ability to think beyond conventional approaches by incorporating innovative ideas and methodologies.
CLO4 : Collaborate effectively within teams, showcasing leadership skills, effective communication, and the ability to integrate diverse perspectives, fostering an environment of collective problem-solving and knowledge exchange.
CLO5 : Demonstrate the ability to communicate complex engineering concepts clearly and professionally to diverse audiences.

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate the ability to integrate and synthesise diverse and advanced engineering concepts, theories, and methodologies to formulate comprehensive solutions to complex, real-world problems within the chosen field of study.	• Project Plan Presentation
CLO2 : Critically evaluate various engineering methodologies for problem-solving, justifying the selection of specific strategies based on a thorough analysis of relevant factors.	• Project Plan Presentation
CLO3 : Apply creativity and originality in proposing novel engineering solutions to complex challenges within the chosen domain, demonstrating the ability to think beyond conventional approaches by incorporating innovative ideas and methodologies.	• Project Progress Evaluation • Final Project Presentation • Final Project Report
CLO4 : Collaborate effectively within teams, showcasing leadership skills, effective communication, and the ability to integrate diverse perspectives, fostering an environment of collective problem-solving and knowledge exchange.	• Final Project Presentation • Final Project Report • Project Plan Presentation
CLO5 : Demonstrate the ability to communicate complex engineering concepts clearly and professionally to diverse audiences.	• Project Progress Evaluation • Final Project Presentation • Final Project Report • Project Plan Presentation

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

As a part of the teaching component, the online teaching and learning management system known as Moodle will be used to disseminate teaching materials and host forums. As the course progresses, students' marks from assessments such as reports and presentations will also be made available via Moodle: https://moodle.telt.unsw.edu.au/login/index.php.

Other Professional Outcomes

Relationship to Engineers Australia Stage 1 competencies:

The Course Learning Outcomes (LOs) contribute to the Engineers Australia (National Accreditation Body) Stage I competencies as outlined below

Engineers Australia (EA), Professional Engineer Stage 1 Competencies

PE1: Knowledge and Skill Base:

PE1.1 Comprehensive, theory-based **understanding of underpinning fundamentals**: NA

PE1.2 Conceptual understanding of underpinning maths, **analysis**, statistics, **computing**: LO 2, 3

PE1.3 In-depth understanding of specialist bodies of **knowledge**: LO 1, 2, 3

PE1.4 Discernment of knowledge development and research directions: LO 1, 3

PE1.5 Knowledge of **engineering design** practice: LO 1

PE1.6 Understanding of scope, principles, norms, accountabilities of sustainable engineering practice: NA

PE2: Engineering Application Ability:

PE2.1 Application of established engineering methods to **complex problem solving**: LO 1, 3

PE2.2 Fluent **application of engineering techniques**, tools and resources: LO 3, 5

PE2.3 Application of systematic engineering synthesis and design processes: LO 1, 2, 3

PE2.4 Application of systematic approaches to the conduct and management of engineering projects: LO4, 5

PE3: Professional and Personal Attributes:

PE3.1 Ethical conduct and professional accountability: NA

PE3.2 Effective **oral and written communication** (professional and lay domains): LO 4, 5

PE3.3 **Creative, innovative** and pro-active demeanour: LO 3, 4

PE3.4 Professional use and management of information: LO 4

PE3.5 Orderly management of **self, and professional conduct**: LO 4

PE3.6 Effective team membership and team leadership: LO 4

This course is also designed to provide the course learning outcomes which arise from targeted graduate capabilities. The targeted graduate capabilities broadly support the UNSW and Faculty of Engineering graduate capabilities (also listed below).

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 addresses a number of core UNSW graduate capabilities, as follows:

- Developing rigorous analysis, critique, and reflection, and ability to apply knowledge and skills to solving problems, through laboratory experiments and tutorial exercises.
- Developing capable independent and collaborative enquiry, through tutorials exercises.
- Developing digital and information literacy and lifelong learning skills, through lectures, class preparations and report writing.

- Developing the capability of effective communication, through report writing.
- Developing independent, self-directed professionals who are enterprising, innovative, creative and responsive to change, through the design task.

https://www.unsw.edu.au/engineering/student-life/student-resources/program-design

Additional Course Information

The teaching in this course aims at establishing a good fundamental understanding of the areas covered using:

- Formal seminars/lectures, which provide you with an overarching view of the project and sessions for general questions regarding assessment items.
- Workshops, which allow for you to have meetings with a dedicated mentor (1 hour) and group meetings with your peers (1.5 hours) to aid with technical understanding of the project.

You are expected to attend seminars and workshops to maximise progress. You must prepare well for your mentor meetings to make the best use of the session.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Project Progress Evaluation Assessment Format: Individual	25%	Start Date: Not Applicable Due Date: 18/10/2024 11:59 PM
Project Plan Presentation Assessment Format: Group	25%	Start Date: Not Applicable Due Date: Week 3: 23 September - 29 September
Final Project Presentation Assessment Format: Group	25%	Start Date: Not Applicable Due Date: Week 10: 11 November - 17 November
Final Project Report Assessment Format: Group	25%	Start Date: Not Applicable Due Date: 15/11/2024 11:59 PM

Assessment Details
Project Progress Evaluation

Assessment Overview

Students submit a mid-term interim project update as an individually written report not exceeding 10 pages. This involves summarizing the project's status, key findings, and presenting the solution developed. The assessment evaluates demonstrated progress in terms of functionality of the solution, effectiveness of the chosen approach, preliminary testing, and validity of results.

Course Learning Outcomes

- CLO3 : Apply creativity and originality in proposing novel engineering solutions to complex challenges within the chosen domain, demonstrating the ability to think beyond conventional approaches by incorporating innovative ideas and methodologies.
- CLO5 : Demonstrate the ability to communicate complex engineering concepts clearly and professionally to diverse audiences.

Submission notes

Submit via Moodle

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see here.

Project Plan Presentation

Assessment Overview

Students will choose a topic and work collaboratively in a small group to develop and present the project plan. The plan outlines the investigative approach for the project including the background context, problem statement, objectives, scope, and the tasks to be done. This includes a literature review to identify relevant theories, methodologies, and existing solutions.

This assessment comprises a 15-minute oral presentation followed by a 5-minute Q&A. This task

assesses their ability to plan and set the groundwork for project execution (clarity in articulating the project objectives, resource management plan, and initial project timeline). The assessment will have a peer review component (moderated team evaluation). Feedback to students will be provided prior to census date.

<u>Course Learning Outcomes</u>

- CLO1 : Demonstrate the ability to integrate and synthesise diverse and advanced engineering concepts, theories, and methodologies to formulate comprehensive solutions to complex, real-world problems within the chosen field of study.
- CLO2 : Critically evaluate various engineering methodologies for problem-solving, justifying the selection of specific strategies based on a thorough analysis of relevant factors.
- CLO4 : Collaborate effectively within teams, showcasing leadership skills, effective communication, and the ability to integrate diverse perspectives, fostering an environment of collective problem-solving and knowledge exchange.
- CLO5 : Demonstrate the ability to communicate complex engineering concepts clearly and professionally to diverse audiences.

<u>Submission notes</u>

In person during workshop session

<u>Assignment submission Turnitin type</u>

Not Applicable

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Final Project Presentation

<u>Assessment Overview</u>

At the end of the term, the group will deliver an oral presentation and demonstrate the solution to their peers. The duration is 15 minutes followed by a 10-minute interactive Q&A. This assessment will have a peer review component (moderated team evaluation). This assessment evaluates their communication skills and their ability to articulate project objectives and demonstrate the efficacy of their solution professionally. Marks are awarded based on how students respond to questions regarding the project, elaborate on their problem-solving to reveal the level of workmanship or clever trait in the approach, and discuss their applying complex engineering concepts in the solution.

<u>Course Learning Outcomes</u>

- CLO3 : Apply creativity and originality in proposing novel engineering solutions to complex challenges within the chosen domain, demonstrating the ability to think beyond conventional approaches by incorporating innovative ideas and methodologies.
- CLO4 : Collaborate effectively within teams, showcasing leadership skills, effective communication, and the ability to integrate diverse perspectives, fostering an environment of collective problem-solving and knowledge exchange.
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<u>Submission notes</u>

In person during workshop session

<u>Assignment submission Turnitin type</u>

Not Applicable

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submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

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Final Project Report

<u>Assessment Overview</u>

Students submit a comprehensive final project report where they document their methodology, solution, analysis and interpretation of results, and conclusions - showcasing their proficiency in applying scientific and engineering methods to real-world challenges. This is a group report, to be submitted before their final project presentation at the end of the term. Students must work together as a group to write every section of the report. The compiled report shall not exceed the sum of 15 pages per student (excluding appendices). Among documentation in the appendices includes the team's weekly reporting and participation which accounts for 5% of the total 25%. The assessment will have a peer review component (moderated team evaluation). Marks are awarded based on the technical quality of the content, depth of understanding, effectiveness of the presentation, and evidence of effective teamwork (governance, collaboration).

<u>Course Learning Outcomes</u>

- CLO3 : Apply creativity and originality in proposing novel engineering solutions to complex challenges within the chosen domain, demonstrating the ability to think beyond conventional approaches by incorporating innovative ideas and methodologies.
- CLO4 : Collaborate effectively within teams, showcasing leadership skills, effective communication, and the ability to integrate diverse perspectives, fostering an environment of collective problem-solving and knowledge exchange.
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<u>Submission notes</u>

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General Assessment Information

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 2 September - 8 September	Activity	Complete 'Project Group Builder' on Moodle.
Week 1 : 9 September - 15 September	Seminar	Welcome and introduction to the project. General Q&A.
	Workshop	Group meeting with mentor.
Week 2 : 16 September - 22 September	Seminar	Review of Assessments #1 and #2. General Q&A.
	Workshop	Group meeting with mentor
Week 3 : 23 September - 29 September	Seminar	General Q&A by appointment.
	Workshop	Group meeting with mentor.
	Presentation	Group presentation - project plan.
	Activity	Peer review - moderated team evaluation via 'Project Plan Presentation' on Moodle.
Week 4 : 30 September - 6 October	Seminar	General Q&A by appointment.
	Workshop	Group meeting with mentor.
Week 5 : 7 October - 13 October	Seminar	General Q&A by appointment.
	Workshop	Group meeting with mentor.
Week 6 : 14 October - 20 October	Seminar	General Q&A by appointment.
	Workshop	Group meeting with mentor.
	Assessment	Project progress individual report - submit via 'Project Progress Evaluation' on Moodle.
Week 7 : 21 October - 27 October	Seminar	Review of Assessments #3 and #4. General Q&A.
	Workshop	Group meeting with mentor.
Week 8 : 28 October - 3 November	Seminar	General Q&A by appointment.
	Workshop	Group meeting with mentor.
Week 9 : 4 November - 10 November	Seminar	General Q&A by appointment.
	Workshop	Group meeting with mentor.
Week 10 : 11 November - 17 November	Seminar	General Q&A by appointment.
	Workshop	Group meeting with mentor.
	Presentation	Group presentation - final project.
	Activity	Peer review - moderated team evaluation via 'Final Project Presentation' on Moodle.
Week 11 : 18 November - 24 November	Assessment	Final porject group report - submit via 'Final Project Report' on Moodle.

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

Course Resources

Course Evaluation and Development

This course is under constant revision in order to improve the learning outcomes for all students. Please forward any feedback (positive or negative) on the course to the course convener or via

the online student survey MyExperience. As a result of previous feedback obtained for this course and in our efforts to provide a rich and meaningful learning experience, we have continued to evaluate and modify our delivery and assessment methods.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Lecturer	Siyuan Chen					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 Plagarism

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