CHE4180
Chemical Engineering Project

Development and conduct of a specific research or other open-ended project, which may involve literature search, experimental design, equipment design, equipment commissioning, experimentation, troubleshooting, problem solving, data gathering, analysis and interpretation of data, oral and written reporting.

<table>
<thead>
<tr>
<th>Mode of Delivery</th>
<th>Onshore</th>
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</thead>
<tbody>
<tr>
<td>Contact hours</td>
<td>14 hours lectures (over 9 weeks of semester), 1 hour private consultation with supervisor</td>
</tr>
<tr>
<td>Workload</td>
<td>14 hours lectures (over 9 weeks of semester), 1 hour private consultation with supervisor and 20 hours laboratory time and private study devoted to research and report writing per week</td>
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</tbody>
</table>

### Unit Relationships

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>A minimum of 120 credit points including CHE2161, CHE2162, CHE2163 and CHE2164</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prohibitions</td>
<td>CHE4118 and CHE4164</td>
</tr>
</tbody>
</table>

#### Chief Examiner
- Associate Professor Karen Hapgood

#### Unit Coordinator:
- Professor Raman Singh
  - Clayton
  - Phone: +61 3 9905 3671
  - Email: raman.singh@monash.edu
  - Office hours: 

#### Campus Coordinator
- Associate Professor Chan Eng Seng
  - Sunway
  - Phone: +60 3 5514 5821
  - Email: chan.eng.seng@monash.edu
  - Office Hours: Monday-Friday 10am-4pm and preferably by appointment

#### Tutor(s)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Phone</th>
<th>Email</th>
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#### Consultation hours:

<table>
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<tr>
<th>Campus</th>
<th>Phone</th>
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### ACADEMIC OVERVIEW

#### Unit Learning Outcomes

On successful completion of the unit, students will be able to:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>OBE Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. demonstrate skills in tackling a research or other open-ended project which may involve several of the following elements: literature search, experimental design, equipment design, equipment commissioning, experimentation, troubleshooting and problem solving, data gathering, analysis and interpretation of data.</td>
<td>1. demonstrate in-depth technical competence in Chemical Engineering (PO2)</td>
</tr>
<tr>
<td></td>
<td>2. demonstrate the use of appropriate experimental, simulation, modelling, or statistical method in problem identification and solution. (PO3)</td>
</tr>
<tr>
<td></td>
<td>3. analyse the performance of system using research-based approach. (PO5)</td>
</tr>
<tr>
<td></td>
<td>4. assess health and safety issues related to a project (PO6)</td>
</tr>
<tr>
<td></td>
<td>5. work effectively as an individual or in a team (PO8)</td>
</tr>
<tr>
<td></td>
<td>6. demonstrate the ability to learn independently through research-based approach (PO9)</td>
</tr>
<tr>
<td></td>
<td>7. manage a project to achieve project objectives given the constraints in budget, facility and timeline. (PO10)</td>
</tr>
<tr>
<td>2. communicate their findings to a professional audience, both orally and in writing.</td>
<td>8. communicate findings to a professional audience, both orally and in writing. (PO7)</td>
</tr>
</tbody>
</table>

### Monash Graduate Attributes

Monash has defined a set of Monash Graduate Attributes, which encompass more generic aspects of knowledge, skills and attitudes.

Monash prepares its graduates to be:

1. responsible and effective global citizens who:
   a. engage in an internationalised world
   b. exhibit cross-cultural competence
   c. demonstrate ethical values
2. critical and creative scholars who:
   a. produce innovative solutions to problems
   b. apply research skills to a range of challenges
   c. communicate perceptively and effectively

### Program Education Objectives
The School of Engineering expects its graduates to produce graduates, who have (PEO1) have successful careers in Chemical Engineering discipline (PEO2) engage in multicultural and globalized engineering teams (PEO3) demonstrate career progression towards senior management and leadership positions

**Program Outcomes**
The School of Engineering has developed a set of generic Program Outcomes (POs) for all of its graduates based on the Malaysian Engineering Accreditation Council's manual.

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Activities used in this unit to develop program outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO1 The ability to apply knowledge of basic science and engineering fundamentals</td>
<td>N.A.</td>
</tr>
<tr>
<td>PO2 Achieve in-depth technical competence in Chemical Engineering discipline including the ability to design complex engineering solutions</td>
<td>Students will develop in-depth technical competence through working on a project which is relevant to chemical engineering. Students are assessed based on the final report on their ability to justify the relevance of the research topic to chemical engineering and to apply the appropriate theory and approach to design and validate their solution. (FR)</td>
</tr>
<tr>
<td>PO 3 Identify, formulate and solve complex engineering problems by creating, selecting and applying appropriate techniques, resources and modern engineering and IT tools</td>
<td>Students are assessed based on the final report on their ability to identify a research problem and formulation of a solution. In addition, their ability to apply appropriate technique to solve problems and to validate solution will be assessed. (FR)</td>
</tr>
<tr>
<td>PO 4 Analyze the performance of complex engineering problems and systems using research-based knowledge and method.</td>
<td>Students are assessed based on the final report on their ability to assess the performance of an engineering solution using research-based method. (FR)</td>
</tr>
<tr>
<td>PO 5 Demonstrate knowledge of and need for sustainable development and understand the social and environmental impacts of engineering solutions.</td>
<td>N.A.</td>
</tr>
<tr>
<td>PO6 Assess public health and safety, cultural,</td>
<td>Students will demonstrate their</td>
</tr>
</tbody>
</table>
legal, ethical and global consequences of complex engineering solutions and relate them to the responsibilities of a professional engineer.

| PO 7 Communicate effectively, not only with engineers but also with the community at large | Students are assessed based on literature review interview, oral presentation and final report writing. (LRR, FR) |
| PO 8 Function effectively as an individual and in multi-disciplinary and multi-cultural teams. | Students will demonstrate their ability to function effectively as an individual or in a team (OP) |
| PO 9 Recognize the need for independent and lifelong learning, and possess the capacity to do so | Students need to show the capacity for independent and lifelong learning and this ability is assessed based on literature review report. (LRR) |
| PO 10 Manage an engineering project with an understanding of its business environment. | Students are assessed based on their ability in managing a project to achieve project objectives given the constraints in budget, facility and timeline. (OP) |

Relationship between Unit Learning Outcomes and Program Outcomes

<table>
<thead>
<tr>
<th>PO1</th>
<th>PO2</th>
<th>PO3</th>
<th>PO4</th>
<th>PO5</th>
<th>PO6</th>
<th>PO7</th>
<th>PO8</th>
<th>PO9</th>
<th>PO10</th>
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<tbody>
<tr>
<td>LO1</td>
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<td>LO2</td>
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<tr>
<td>LO3</td>
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<td>✔</td>
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<td>LO4</td>
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<tr>
<td>LO8</td>
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<td>✔</td>
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</tbody>
</table>

**Key**

- ✔ Emphasized in the unit
- No emphasis
### Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature review report (LRR)</td>
<td>10%</td>
<td>Week 3</td>
</tr>
<tr>
<td>Interview (I)</td>
<td>10%</td>
<td>Week 4</td>
</tr>
<tr>
<td>Presentation (P)</td>
<td>30%</td>
<td>Week 11</td>
</tr>
<tr>
<td>Final report (FR)</td>
<td>40%</td>
<td>Week 12</td>
</tr>
<tr>
<td>Overall application to the project (OA)</td>
<td>10%</td>
<td>Week 12</td>
</tr>
</tbody>
</table>

### Relationship between Unit Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate in-depth technical competence in Chemical Engineering</td>
<td>C3, P3</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate the use of appropriate experimental, simulation, modelling, or statistical method in problem identification and solution.</td>
<td>C3, P3</td>
</tr>
<tr>
<td>3</td>
<td>Analyse the performance of system using research-based approach.</td>
<td>C3, P3</td>
</tr>
<tr>
<td>4</td>
<td>Assess health and safety issues related to a project</td>
<td>C3, A3</td>
</tr>
<tr>
<td>5</td>
<td>Work effectively as an individual or in a team</td>
<td>A3</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrate the ability to learn independently through research-based approach</td>
<td>C3</td>
</tr>
<tr>
<td>7</td>
<td>Manage a project to achieve project objectives given the constraints in budget, facility and timeline.</td>
<td>A3</td>
</tr>
<tr>
<td>8</td>
<td>Communicate their findings to a professional audience, both orally and in writing.</td>
<td>C3, A3</td>
</tr>
</tbody>
</table>
Bloom’s Taxonomy:
A committee of colleges, led by Benjamin Bloom, identified three domains of educational activities:

- **Cognitive**: mental skills (*Head*)
- **Affective**: growth in feelings or emotional areas (*Heart*)
- **Psychomotor**: manual or physical skills (*Hand*)

The **cognitive** domain involves **knowledge** and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

The **affective** domain includes the **attitudes** with which someone deals with things emotionally, such as feelings, values, appreciation, enthusiasms and motivations.

The **psychomotor** domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

**Key for the table above:** *Psychomotor*: P1 (Low), P2 (Medium), P3 (High), *Affective*: A1 (Low), A2 (Medium), A3 (High), *Cognitive*: C1 (Low), C2 (Medium), C3 (High)

**Teaching Approach**
This unit consists of project work, skill workshops and seminars. Learning in this unit is mainly through the self-guided project which has a number of components which build to form the final report.

**Project Selection and Registration**
Students should contact potential supervisors and submit Project Preference Sheet by the end of Week 11, Semester 2 of the previous year, to the unit coordinator. Prior to selecting a project which requires 2 or more students, the student is required to find partner(s). Completed project preference sheet is required to be submitted to mail box of the coordinator. Project allocation is announced by Week 12, Semester 2 of the previous year. This mechanism gives students opportunity to discuss their projects with their respective supervisors, and MOST IMPORTANTLY, received advice on literature review / project planning, by the end of Semester 2, of the previous year.

**Seminars and Workshops**
Seminars and workshops as stated in the unit schedule are compulsory. These seminars and workshops provide opportunity to understand the unit and learn on special skills such as information retrieval skills, technical writing, data error analysis, presentation skills and report formatting for completing deliverables. Besides that, seminars on risk assessment and lab safety are important for students who have experimental works and industrial visits to reduce risks at their workplace.

**Reports and Presentations**
Students are required to submit a literature review report, attend an interview, present project outcomes and submit a final report in order to complete the unit. Details on each deliverables are stated as below.

(1) Literature review report and interview which marked and conducted by supervisors.
   a. Report (Individual, 2 copies), deadline: 12 noon, Friday, Week 3
   b. Interview (individual) to be completed by 5pm, Friday, Week 4 (by mutual arrangement with Supervisor)

(2) Presentation (Individual) to an independent examiner and supervisors in Week 11. Venue and schedules of the presentations are to be advised.

(3) Final report which marked by an independent examiner and supervisors. Two Copies of the same Report) to be submitted by 12 noon, Friday, Week 12.

Communication, participation and feedback

Monash aims to provide a learning environment in which students receive a range of ongoing feedback throughout their studies. In this unit it will take the form of group feedback via practice classes, individual feedback, peer feedback, self-comparison, verbal and written feedback, discussions in class, as well as more formal feedback related to assignment marks and grades. Students are encouraged to draw on a variety of feedback to enhance their/your learning.

Feedback
Our Feedback to You
Monash aims to provide a learning environment in which students receive a range of ongoing feedback throughout their studies. In this unit it will take the form of feedback via seminars, individual feedback, self-comparison, verbal and written feedback, discussions, as well as more formal feedback related to marks and grades. Students are encouraged to draw on a variety of feedback to enhance their learning.

Your Feedback to Us
Monash is committed to excellence in education and regularly seeks feedback from students, employers and staff. One of the key formal ways students have to provide feedback is through SETU, Student Evaluation of Teacher and Unit. The University’s student evaluation policy requires that every unit is evaluated each year. Students are strongly encouraged to complete the surveys. The feedback is anonymous and provides the Faculty with evidence of aspects that students are satisfied and areas for improvement.

For more information on Monash’s educational strategy, and on student evaluations, see:
http://www.policy.monash.edu/policy-bank/academic/education/quality/student-evaluation-policy.html

Previous Student Evaluations of this unit
The mean unit evaluation score of this unit was 3.86 (Q8) in 2011 and student feedback has highlighted the following strength(s) in this unit:
• learn to be independent
• able to experience the way a research is conducted

Student feedback has also informed improvements to this unit, including:
• bigger laboratory to accommodate all students
• lack of equipments, frequent break down.

The discipline has taken the student comments into consideration by expanding the laboratory space and taking the necessary steps to purchase more auxiliary equipment and to maintain the equipment.

By submitting written comments you are assisting your Faculty to implement best teaching practices. The Faculty is committed to continually improving the student learning experience. For your part, you have a responsibility to ensure that your comments are constructive and respectful and that you recognize the important professional responsibility that Student Evaluation offers.

If you wish to view how previous students rated this unit, please go to https://emuapps.monash.edu.au/unitevaluations/index.jsp

Recommended Resources

Prescribed text(s) and readings

Besides, the scientific journals and recommended reading suggested by supervisors, all students are provided handouts on safety, data error-analyses and final report writing guideline.

Required software

Specific to the allocated project

Equipment and consumables required or provided (optional)

Specific to the allocated project

UNIT SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td>1 4th Mac</td>
<td>Meeting your respective supervisor(s)</td>
<td>To be determined by respective supervisor(s)</td>
</tr>
<tr>
<td></td>
<td>Introductory Lectures</td>
<td>4th Mac: 2-5 pm 6003</td>
</tr>
<tr>
<td>2 11th Mac</td>
<td>Seminar - Information Retrieval</td>
<td>13th Mac, 2-3pm, Batch 1 3-4 pm, Batch 2</td>
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<tr>
<td></td>
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<td>Library training room, 7103</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Time/Location</td>
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<tr>
<td>18th Mac</td>
<td>Seminar - Risk Assessment</td>
<td>20th Mac, 3.30 – 5 pm, 6003</td>
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<td></td>
<td>Submission of literature review report</td>
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<tr>
<td>25th Mac</td>
<td>Seminar – Literature Review Interviewed by respective supervisor(s)</td>
<td>27th Mac, 1-2 pm, 6003 To be determined by respective supervisor(s)</td>
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</tbody>
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**Mid Sem break (1st April)**

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<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Time/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th April</td>
<td>Seminar – Technical Writing Conducting experiment</td>
<td>10th April, 1-2 pm, 6003 CHE Laboratory</td>
</tr>
<tr>
<td>15th April</td>
<td>Conducting experiment</td>
<td>CHE Laboratory</td>
</tr>
<tr>
<td>22nd April</td>
<td>Seminar - Presentation skills Seminar – Structuring the Report Conducting experiment</td>
<td>24th April, 1-2 pm, 6003 24th April, 2-3 pm, 6003 CHE Laboratory</td>
</tr>
<tr>
<td>29th April</td>
<td>Conducting experiment</td>
<td>CHE Lab</td>
</tr>
<tr>
<td>6th May</td>
<td>Seminar – MS Report Formatting Conducting experiment</td>
<td>8th May, 2.30 - 4 pm, 9503, Batch 1 8th May, 4 to 5.30 pm, 9503, Batch 2 CHE Lab</td>
</tr>
<tr>
<td>13th May</td>
<td>Conducting experiment</td>
<td>Chemical Engineering Laboratory</td>
</tr>
<tr>
<td>20th May</td>
<td>Final oral presentation</td>
<td>Lecture Theaters, Tutorial rooms</td>
</tr>
<tr>
<td>27th May</td>
<td>Submission of final report (2 copies)</td>
<td>31st May, 3 pm, Submit directly to unit coordinator, Room 5431</td>
</tr>
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**ASSESSMENT REQUIREMENTS**

**Assessment Tasks**

Assessment is 90% based on the literature review report, the interview, the presentation and the final report. The unit coordinator and supervisors reserve their rights in the marking of overall application to the project (10%). Details of assessment and criteria are stated as below.

**Assessment details and criteria**

1. Non-attendance of each of seminars and workshops as stated in unit schedule will attract 1 penalty mark for each activity (Total -4 marks).

2. Literature Review Report (week 3) (10 marks by supervisors) and Interview (week 4) (10 marks by supervisors)
The points to be assessed (both in the Report and at the Interview)

a. Evidence of literature review leading to identification of the problem to be investigated (6 marks),

b. Realistic research plan and timetable (2 marks),

c. Clarity of presentation (Report) or Q+A (Interview) (1 mark)

d. Safety (1 mark),

(3) Presentation (week 11) (15 marks by an independent examiner and 15 marks by supervisors)

The points to be assessed (both by Supervisor and Independent Examiner)

a. Clear identification of the problem and research plan: 3 marks

b. Actual Project work (Experimental/Non-Experimental): Quality of work and data, analysis of results, discussion of results, conclusions, application of results: 8 marks

c. Presentation: Clarity of Presentation, Quality of presentation material (slides etc), Response to questions: 4 marks

(4) Final Report (20 marks by an independent examiner and 20 marks by supervisors)

The points to be assessed (both by Supervisor and Independent Examiner)

a. Evidence of literature review leading to identification of the problem to be investigated: 4 marks

b. Research plan: 3 marks

c. Project work (quality of experimental work and data, analysis of results, discussion of results, application of results, conclusions, references): 12 marks

d. Safety aspects of the work: 1 mark

(5) Overall application to the project (marked by the Supervisor): 10 marks

The points to be assessed: originality (creativity), initiative (independence), diligence (attentiveness)

General Grading criteria

High Distinction

Student has done something which is clearly thoughtful and original and shows clear evidence of independent work that had not previously been seen as relevant or synthesized a novel perspective or theory. The experimental work and result analysis are carried out meticulously with high level of confidence. Quality professional reading is evident and this is used to enrich the discussion and critique of the reviewed work. All assignment-writing requirements are met to the highest standard (eg presentation, coherency, spelling, referencing, grammar).

Distinction

Student shows evidence of originality and independence in the project. Student manages to provide good critique of the literature review and to interpret research results in a meaningful way. The research aims, literature review, results and discussion form a coherent whole. All assignment-writing requirements are of a good standard (presentation, coherency, spelling, referencing, and grammar).
Credit
The project is focused on description although there is some attempt to critically analyse the texts which were reviewed. Professional reading on the topic is evident but limited in scope and quality. While the discussion shows that there is a good understanding of the chosen topic, there is a lack of originality of thinking. Guidelines for assignment writing have been met at a satisfactory standard.

Pass
Overall, the project is focused on description with scant evidence of critical analysis or reflection. The discussion reveals a limited understanding of the topic and there is a lack of originality of thinking. Guidelines for assignment writing have been met at the satisfactory level.

Examination(s)
There is no formal examination in this unit.

Assignment submission
Hard Copy Submission: Assignments must include a cover sheet. The coversheet is accessible via the Monash portal page located at http://my.monash.edu.au under the heading ‘Learning and teaching tools.’ Please keep a copy of tasks completed for your records. Submit ALL reports (literature review reports and final reports) at Room 5431.

Assignment coversheet
All assignments need to be submitted with a coversheet.

The faculty assessment coversheet is accessible on the faculty website under Current Students, Undergraduate and Graduate Coursework Students, Assessment, exams and results at:


Extensions and penalties

University and faculty policy on assessment

Due dates and extensions

The due dates for the submission of assignments are given in the previous section. Please make every effort to submit work by the due dates. Students are advised to NOT assume that granting of an extension is a matter of course.

If you need an extension for any of the assignments, you must submit a written request 48-hours before the due time and date, and attach supportive evidence such as medical certificate.
The form should preferably be forwarded as an email attachment, sent to the unit co-ordinator. The email should be sent from your university email address with your name typed in lieu of signature.

Note that other lecturers cannot grant extensions. Lecturer-in-charge (unit co-ordinator) will indicate at the time of granting the extension whether any penalty in marks will apply to the submitted work.

If an extension is granted, the approval must be attached to the assignment.

The conditions under which you may legitimately miss tests/ quizzes/ mid term exams /field trips /labs etc. are the same as those for which special consideration is awarded for exam periods. These are clearly indicted here:


In addition, days of religious observance will be respected – only those listed on the Monash web site will be used (http://www.adm.monash.edu.au/sss/equity-diversity/calendar/strict-observance-09.html). Students who qualify for special consideration should submit the completed form together with required evidence to the lecturer responsible for the unit. You lecturer will attempt to schedule tests to avoid timetable clashes.

If you qualify for special consideration for the assessment activity then the activity will not count towards your class mark. There will be no make-up tests/quizzes/labs etc. Instead, the contribution of the final exam will increase to accommodate the marks lost by not attending the activity.

Late assignment

Your unit coordinator/supervisors may give you an extension to submit your assignment/report etc. based on the same conditions listed above. Submission of your work after the due date will attract a penalty of 10% per day for a maximum of 5 days after which the work will no longer be considered and you will receive a zero mark for that submission.

Returning assignments

Students can expect assignments to be returned within two weeks of the submission date or after receipt, whichever is later.

Assessment for the unit as a whole is in accordance with the provisions of the Monash University Education Policy at:


Plagiarism, cheating and collusion

The University regards most seriously any acts of dishonesty in assessment such as plagiarism, collusion, resubmission of previously marked work in different units, examination misconduct and theft of other students’ work.

Plagiarism  While some people incorrectly assume that plagiarism occurs only where someone copies verbatim, it really involves taking and using another person’s
ideas or work and passing these off as one’s own by failing to give appropriate acknowledgement; that is, not indicating by referencing that the ideas expressed are not your own. Good scholarship is marked by an acknowledgement of the origin of ideas you use, develop or synthesise.

Collusion (or unauthorised collaboration) Means joint effort in preparing material submitted for assessment, between students or others, except where this has been approved by the lecturer-in-charge of the unit.

Cheating Means seeking to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed by a student for assessment. Hence, if the passing off was done intentionally you have cheated, if it was not intentional, the offence you have committed is the academic misdemeanor of failing to reference a source correctly.

Acts of dishonesty in assessment could result in penalties, including failure in the unit and possible exclusion from the University. For further details please refer to the University’s Discipline Statute (Statute 4.1).


Register of counselling about plagiarism

The University requires faculties to keep a simple and confidential register to record counselling to students about plagiarism (eg warnings). The register is accessible to Associate Dean Teaching (or nominee) and, where requested, students concerned have access to their own details in the register.

Non-discriminatory language

The Faculty of Engineering is committed to the use of non-discriminatory language in all forms of communication. Discriminatory language is that which refers in abusive terms to gender, race, age, sexual orientation, citizenship or nationality, ethnic or language background, physical or mental ability, or political or religious views, or which stereotypes groups in an adverse manner. This is not meant to preclude or inhibit legitimate academic debate on any issue; however, the language used in such debate should be non-discriminatory and sensitive to these matters. It is important to avoid the use of discriminatory language in your written work. The most common form of discriminatory language in academic work tends to be in the area of gender inclusiveness. You are, therefore, requested to check your work for this and to ensure it is non-discriminatory in all respects.

Students with disabilities
Students with disabilities that may disadvantage them in assessment should seek advice from Faculty of Engineering Student Service staff and/or their Unit Coordinator before completing assessment tasks and examinations.

**Special consideration – including deferred assessment**

Special consideration in form of an extension etc may be awarded in cases of extenuating personal circumstances such as serious personal illness or bereavement. Deferred assessment (not to be confused with an extension for submission of an assignment) may also be granted in such circumstances. Refer to the Special Consideration webpage for eligibility criteria, forms etc:


Special Consideration policy
Special Consideration procedures.

**Referencing requirements**

All reports are required to have a consistent referencing style or format and it is suggested to adopt the APA author-date style.


**OTHER INFORMATION**

**Policies**

Monash has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and to provide advice on how they might uphold them. You can find Monash’s Education Policies at: http://policy.monash.edu.au/policy-bank/academic/education/index.html

Key educational policies include:

- Plagiarism (http://www.policy.monash.edu/policy-bank/academic/education/conduct/plagiarism-policy.html)
- Special Consideration (http://www.policy.monash.edu/policy-bank/academic/education/assessment/special-consideration-policy.html)
- Grading Scale (http://www.policy.monash.edu/policy-bank/academic/education/assessment/grading-scale-policy.html)
- Discipline: Student Policy (http://www.policy.monash.edu/policy-bank/academic/education/conduct/student-discipline-policy.html)
- Academic Calendar and Semesters (http://wwwadm.monash.edu/execserv/about/principal-dates/prdsemda.html)
All Monash Occupational Health & Safety Policies, procedures and Guidelines are available on the OHS website (http://www.monash.edu.my/ohse/)


If you see something dangerous or hazardous on campus or if you are hurt during working hours, please report this to your lecturer / supervisor or call the emergency number 46333.

For all emergencies on Sunway Campuses, please dial +603 5514 46333.

Student Services
The University provides many different kinds of services to help you gain the most from your studies. Contact your lecturer or tutor if you need advice and see the range of services available at http://www.monash.edu.my/Student-services/.

The Library and Learning Commons, Monash University Sunway Campus, provides a range of services and resources that enable you to save time and be more effective in your learning and research. Go to http://www.lib.monash.edu.my or the library tab in my.monash portal for more information.

Academic support services may be available for students who have a disability or medical condition. Registration with the Disability Liaison Unit is required. Further information is available as follows.

- Website: http://monash.edu/equity-diversity/disability/index.html;
- For information and referral, telephone: Student Adviser, Student Community Services at 03 55146018; or drop In: Student Community Services Department, Level 2 Building 2, Monash University, Sunway Campus.
- Email: dlu@monash.edu (Disability Liaison Unit, Monash University Australia)

MUSO (Monash University Studies Online)

Monash University Studies Online is a suite of online teaching and learning tools. MUSO includes Blackboard and Moodle.

Moodle is a web-based course management system that allows students to access information and assessment tasks related to units. Information such as lecture notes, important announcements, useful links, assignments, grades and unit guides can all be made available on Moodle.

MUSO Support contact details:
Website: http://monash.edu.au/muso/support/students/
Email: muso.support@monash.edu (Please use your Monash University Email Account while contacting via email)