ENGG4001
Professional Practice
Session 1, In person-scheduled-weekday, North Ryde 2023
School of Engineering

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## General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
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</thead>
<tbody>
<tr>
<td>Convenor</td>
</tr>
<tr>
<td>Rex Di Bona</td>
</tr>
<tr>
<td><a href="mailto:rex.dibona@mq.edu.au">rex.dibona@mq.edu.au</a></td>
</tr>
<tr>
<td>Contact via Private message on iLearn</td>
</tr>
<tr>
<td>50 Waterloo Road</td>
</tr>
<tr>
<td>Friday 9-11</td>
</tr>
</tbody>
</table>

**Credit points**

10

**Prerequisites**

ENGG3000 or ENGG300

**Corequisites**

**Co-badged status**

**Unit description**

In this professional practice capstone unit students will work as teams of consulting engineers to provide an engineering solution to a real societal need or problem, and which addresses a Sustainable Development Goal (SDG). The teams may be multidisciplinary, as required by the nature of the project, and will source a valuable exposure to an in-depth understanding of the problem, the relevant industry, and the socio-technical and other contexts in which the need or problem arose, and the engineered system or solution required. The teams will be expected to organise, plan, and perform all other tasks associated with good engineering practice, including discussion and reflection around the engineering problem and the engineering process. Individual and collective technical and professional competencies will be demonstrated through the production of a substantial report and presentation for consideration. An appreciation of the various contexts and factors impacting upon engineering practice will be developed.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [https://www.mq.edu.au/study/calendar-of-dates](https://www.mq.edu.au/study/calendar-of-dates)

## Learning Outcomes

On successful completion of this unit, you will be able to:

**ULO2:** Effectively and professionally communicate engineering concepts in multiple
modes to a range of audiences.

**ULO1**: Work productively in teams of professional engineers.

**ULO3**: Develop and deliver a professional engineering report, detailing the problem to be solved, the proposed problem solution, a critique of the solution and the reasons why the solution was chosen or recommended.

**ULO4**: Examine and reflect on the socio-technical and other contexts in which engineering is practiced.

**ULO5**: Exercise professional and self reflective practice.

## General Assessment Information

### Grading and passing requirements for unit

In order to pass this unit, a student must submit a response for all assessment tasks, and obtain a mark of 50 or more the unit (i.e. obtain a passing grade P/ CR/ D/ HD).

For further details about grading, please refer to the policies and procedures section.

### Hurdle Requirements

Starting from 2nd year and onwards, all SPINE units will be applying a professional hurdle requirement widely known as “Fitness to Practice”. According to the policy, fitness to practice is deemed as exhibiting behaviours that demonstrate professional competence, acceptable professional behaviour, freedom from an impairment, and compliance with program-specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. Failure to demonstrate these qualities will result in students being at risk of not progressing in the professional engineering program regardless of their marks and grades within individual units. Please refer to the University policy for further details.

### Late Assessment Submission Penalty

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark of the task) will be applied for each day a written report or presentation assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of ‘0’ will be awarded even if the assessment is submitted. The submission time for all uploaded assessments is 11:55 pm. A 1-hour grace period will be provided to students who experience a technical concern. You should contact your convenor for any anticipated issues that might prevent you from a timely submission of work.

Re-submission for any submitted and/or graded work will **not be allowed**.

For any late submission of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, please apply for Special Consideration.

Assessments where Late Submissions will be accepted: Progress Report, Final report (Note, that as these are group reports the penalty will apply to the entire group).
**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness to Practice Hurdle</td>
<td>0%</td>
<td>Yes</td>
<td>Continuous</td>
</tr>
<tr>
<td>In session quizzes</td>
<td>30%</td>
<td>No</td>
<td>Weeks 2, 8, 10 and 12</td>
</tr>
<tr>
<td>Progress Report</td>
<td>15%</td>
<td>No</td>
<td>Week 6</td>
</tr>
<tr>
<td>Final report</td>
<td>30%</td>
<td>Yes</td>
<td>Week 13</td>
</tr>
<tr>
<td>Engineering presentation</td>
<td>15%</td>
<td>No</td>
<td>Week 13</td>
</tr>
<tr>
<td>Portfolio</td>
<td>10%</td>
<td>No</td>
<td>Week 13</td>
</tr>
</tbody>
</table>

**Fitness to Practice Hurdle**

Assessment Type ¹: Practice-based task  
Indicative Time on Task ²: 0 hours  
Due: **Continuous**  
Weighting: 0%  
**This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)**

This non-weighted hurdle requires students to demonstrate achievement and compliance with the Engineers Australia Stage 1 Competency. In particular, but not limited to Section 3: Professional and Personal Attributes. This is a "fitness to practice" demonstration task.
On successful completion you will be able to:
   • Exercise professional and self reflective practice.

In session quizzes
Assessment Type 1: Quiz/Test
Indicative Time on Task 2: 15 hours
Due: **Weeks 2, 8, 10 and 12**
Weighting: **30%**

A series of small quizzes to reflect on the foundation scaffolding learning materials supporting the design of a solution

On successful completion you will be able to:
   • Examine and reflect on the socio-technical and other contexts in which engineering is practiced.
   • Exercise professional and self reflective practice.

Progress Report
Assessment Type 1: Report
Indicative Time on Task 2: 15 hours
Due: **Week 6**
Weighting: **15%**

A preliminary progress report outlining preliminary findings, a plan for the remaining work including individual roles within the team

On successful completion you will be able to:
   • Effectively and professionally communicate engineering concepts in multiple modes to a range of audiences.
   • Work productively in teams of professional engineers.
   • Examine and reflect on the socio-technical and other contexts in which engineering is practiced.

Final report
Assessment Type 1: Report
Indicative Time on Task 2: 30 hours
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Groups will produce a professional engineering report on the engineering solution to the chosen problem

On successful completion you will be able to:

- Effectively and professionally communicate engineering concepts in multiple modes to a range of audiences.
- Work productively in teams of professional engineers.
- Develop and deliver a professional engineering report, detailing the problem to be solved, the proposed problem solution, a critique of the solution and the reasons why the solution was chosen or recommended.
- Examine and reflect on the socio-technical and other contexts in which engineering is practiced.

Engineering presentation

Assessment Type: Presentation
Indicative Time on Task: 15 hours
Due: Week 13
Weighting: 15%

Each group will provide a presentation of their engineering solution

On successful completion you will be able to:

- Effectively and professionally communicate engineering concepts in multiple modes to a range of audiences.
- Work productively in teams of professional engineers.
- Develop and deliver a professional engineering report, detailing the problem to be solved, the proposed problem solution, a critique of the solution and the reasons why the solution was chosen or recommended.
- Examine and reflect on the socio-technical and other contexts in which engineering is practiced.
Portfolio
Assessment Type 1: Portfolio
Indicative Time on Task 2: 12 hours
Due: Week 13
Weighting: 10%

Students will contribute regularly to an individual portfolio, recording a summary of professional practice engagement activities. (Note: the portfolio should be updated regularly, as appropriate depending on the variety of tasks).

On successful completion you will be able to:
• Exercise professional and self reflective practice.

1 If you need help with your assignment, please contact:
• the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
• the Writing Centre for academic skills support.

2 Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources
Practical Session start in Week 1.

COMMUNICATIONS Students are reminded the University will communicate all official notices to you by email to your university email account. Please read your @student.mq.edu.au email regularly, or forward it to an account you do read regularly. All announcements and other communications regarding this unit will be via the unit iLearn website, https://iLearn.mq.edu.au/
Please do not email unit convenors and other staff directly, but instead use the "Important Private Messages to Unit Contacts" forum on the unit website in iLearn.

TEXTBOOK

It is required that every student have access to this textbook. A limited number of copies are available through the library.

OTHER RESOURCES
All unit resources and communications relating to this unit, including a week-by-week schedule of learning and assessment activities, will be provided via the iLearn unit website.

COVID-19 Information

For the latest information on the University’s response to COVID-19, please refer to the Coronavirus infection page on the Macquarie website: https://www.mq.edu.au/about/coronavirus-faqs. Remember to check this page regularly in case the information and requirements change during the session. If there are any changes to this unit in relation to COVID, these will be communicated via iLearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and
courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Student Support
Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre
The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support
Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues
- Student Advocacy provides independent advice on MQ policies, procedures, and processes

Student Enquiries
Got a question? Ask us via AskMQ, or contact Service Connect.

IT Help
For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/
When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

**Changes from Previous Offering**

In 2023 the unit will utilise the United Nations' Sustainable Development Goals as the basis for the project. Students will be able to devise their own goal, or will be allocated into a group as chosen by the teaching staff.

Students must write a document that outlines how they are using their specialisation specific knowledge in the project.

**Engineers Australia Competency Mapping**

<table>
<thead>
<tr>
<th>EA Competency Standard</th>
<th>Unit Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Skill Base</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Comprehensive, theory-based understanding of the underpinning fundamentals applicable to the engineering discipline.</td>
<td></td>
</tr>
<tr>
<td>1.2 Conceptual understanding of underpinning maths, analysis, statistics, computing.</td>
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<tr>
<td>1.3 In-depth understanding of specialist bodies of knowledge</td>
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<tr>
<td>1.4 Discernment of knowledge development and research directions</td>
<td></td>
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<tr>
<td>1.5 Knowledge of engineering design practice</td>
<td></td>
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<tr>
<td>1.6 Understanding of scope, principles, norms, accountabilities of sustainable engineering practice.</td>
<td>ULO3, ULO4</td>
</tr>
<tr>
<td><strong>Engineering Application Ability</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 Application of established engineering methods to complex problem solving</td>
<td>ULO3</td>
</tr>
<tr>
<td>2.2 Fluent application of engineering techniques, tools and resources.</td>
<td>ULO3</td>
</tr>
<tr>
<td>2.3 Application of systematic engineering synthesis and design processes.</td>
<td>ULO3</td>
</tr>
<tr>
<td>2.4 Application of systematic approaches to the conduct and management of engineering projects.</td>
<td>ULO3</td>
</tr>
<tr>
<td><strong>Professional and Personal Attributes</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Ethical conduct and professional accountability.</td>
<td>ULO4, ULO5</td>
</tr>
<tr>
<td>3.2 Effective oral and written communication in professional and lay domains.</td>
<td>ULO2, ULO4</td>
</tr>
<tr>
<td>3.3 Creative, innovative and pro-active demeanour.</td>
<td>ULO4, ULO5</td>
</tr>
<tr>
<td>3.4 Professional use and management of information.</td>
<td></td>
</tr>
<tr>
<td>3.5 Orderly management of self, and professional conduct.</td>
<td>ULO1</td>
</tr>
<tr>
<td>3.6 Effective team membership and team leadership</td>
<td>ULO1</td>
</tr>
</tbody>
</table>