



# Source Outline

Term 1 2020

**MMAN9451**

**Masters Project A**

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## 3.6 Summary

### **Credit points**

This is a 4 unit-of-credit (UoC) course and involves an unprescribed number of contact hours per week (h/w) with your supervisor. This varies on a case-by-case basis, as agreed with your supervisor.

Various factors, such as your own ability, your target grade, etc., will influence the time needed in your case.

This means that you should aim to spend not less than about 10 h/w on this course,

solely the responsibility of the student.

### *Organisation and prerequisites*

The postgraduate Research Thesis is organised in three courses: Project A (MMAN9451), B (MMAN9452) and C (MMAN9453). By default, students must ordinarily take Project A, Project B and Project C in consecutive terms. Project A is therefore the first course you have to undertake for the completion of the Research Thesis and can be started in any of the three terms. Project A is a prerequisite for Project B, and Project B is a prerequisite for Project C. If you need to complete your thesis in two terms only and your program allows it, then you should choose the Practice thesis stream (MMAN9001-MMAN9002).

### *B+C in one Term*

With School permission and only in exceptional circumstances, students may apply to take Research Project A in one term, then Research Project B and C together in the subsequent term. This option is limited to students who have exceptional circumstances, have a compelling reason not choose the Practice thesis stream (i.e. enrolled in 8621 PG Program) and can demonstrate an outstanding ability to progress. Moreover, it requires a prerequisite waiver to waive the Project B requirement for Project C.

### **Laboratory Activities and Staff**

You must seek guidance and approval from your



4. [REDACTED]

There is no formal teaching, but students learn from both internal and external sources. The supervisor, other academics and laboratory/workshop staff are the internal sources, whereas the Library, internet and industry mentors are the external sources.

5.

There are no set lectures for this course.

6.





## Marking criteria and rubrics for Interim Report and Project Plan

Note: The points in the marking criteria will be scaled by the associated weighting in the Marking Criteria Summary below on Moodle.

### Marking Criteria Summary

Criterion	Tasks	Weighting	Pages
Literature Review	<i>(What is the problem to be solved, and its significance?)</i>  Brief background to project Summary of literature relevant to relevant c		

Criterion 1: Literature Review

Grade	Mark	Brief description	Longer explanation / examples
Fail	0-49%	Deficient	Deficient work may be characterised by a number of features, including inappropriate reliance on sources not peer reviewed (such as the internet), not reviewing what should be the core of the literature in a particular area, or not reviewing any recent work (within, for example, the last 5 years although this will depend somewhat on the field).
Pass	50-64%	Adequate	The literature reviewed is sufficient (and includes recent work) to inform the proposed research, although it is likely that further review will be required as the work progresses. What distinguishes work at this level from work at the next level up is quantity: an adequate review of the literature sketches enough that the reader can see what the picture is about but neglects significant aspects. i.e., are there significant holes in this review?
Credit	65-74%	Solid	The most significant areas of literature relevant to the proposed work have been reviewed (including recent work). There are no major "holes". What is generally missing in this band, but present in higher quality work, is the student showing that they understand the conceptual relationships between the different reviewed works.
Distinction	75-84%	Solid, and linked	The most significant areas of literature relevant to the proposed work have been reviewed (including recent work) and the student has clearly identified one or more knowledge gaps. The student will have shown that they understand the conceptual relationships between reviewed works and between reviewed works and the student's research project, i.e., the student makes intellectual connections between the different parts of the review and puts their work in context.
High distinction	85-100%	Of review paper quality	In addition to meeting the quality at the previous band, the student has made a critical assessment of the literature in the context of their research project to a depth and breadth that is of the quality that could be anticipated to be seen in a journal review paper.

*Criterion 2: Research Question and Project Plan*

<b>Grade</b>	<b>Mark</b>	<b>Brief description</b>	<b>Longer explanation / examples</b>
Fail	0-49%	Broad context missing	The research question is not explained and there is no clear demonstration of student understanding. The research plan is not present or does not have sufficient detail to demonstrate that the student can successfully complete a thesis project. No thesis outline is presented (i.e., thesis chapter headings).

Broad context

Pass 50-64%









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*



# Competencies

## Stage 1 Competencies for Professional Engineers

	<b>Program Intended Learning Outcomes</b>
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PE1.1 Comprehensive, theory

**PE1: Knowledge  
and Skill Base**