



Introduction

Welcome

Welcome to the course **Sustainable Engineering Practice**.

This course will introduce you to the engineering profession and how it is practised within a 'sustainable' context. You will learn about possible future roles, the current work environment, professional attributes of engineers, engineering ethics and sustainability. This is vital information for you to start managing your future career.

We will also help you to develop some core skills and personal attributes you will need as a 21st century professional engineer, such as locating and using information, critical analysis and reflective practice, effective teamwork, cross-cultural sensitivity, engineering report writing and effective presentation. You will develop these skills and understandings as you work with your peers and advisers on real engineering problems in Australian and international contexts.

Course Teaching Staff

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* Please refer to your Course homepage for the most up to date list of course teaching staff.

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Course Overview

Prerequisite(s)

There are no prerequisite courses to be completed before this course can be undertaken.

Corequisite(s)

There are no corequisite courses to be completed in conjunction with this course.

Course Objectives

On completion of this course, students should be able to:

CO1. Develop a broad awareness and understanding of the various discipline areas of engineering and the role of the engineer in modern society

CO2. Locate, evaluate, use and present information from a range of sources to develop a coherent argument which is correctly referenced.

CO3. Appreciate the socio-cultural, political, environmental and economic contexts in which engineering is practised

CO4. Identify important attributes of engineering graduates and use them to evaluate their own personal strengths and weaknesses

CO5. Identify the characteristics of effective interdisciplinary teams; develop their ability to successfully contribute to a diverse team and to evaluate their own and other team member contributions.

CO6. Apply ethical standards and sustainability principles in solving engineering problems.

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

	Graduate Qualities being assessed through the course						
	GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1	•	•					
CO2	•	•	•			•	
CO3					•		•
CO4		•					
CO5		•		•	•		•
CO6			•		•		

Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content

Lectures and tutorials will introduce you to a variety of areas in sustainable and professional engineering, including: the role of the professional engineer, characteristics of modern engineering disciplines, historical and modern trends in engineering practice, graduate attributes of engineering professionals, career management skills, critical analysis and reflective practice, principles of sustainable engineering, professional ethics, principles of sustainable development, effective teamwork, culture and diversity issues including Indigenous protocols, team roles, evaluation of team performance, engineering report writing, effective presentations, locating and using information and referencing.

Teaching and Learning Arrangements

Lecture	1 hour x 13 weeks
Tutorial	2 hours x 12 weeks

Unit Value

4.5 units

Additional assessment requirements

There are no additional assessment requirements identified for this course.

Learning Resources

Textbook(s)

There are no textbooks listed for this course.

Materials to be accessed online

learnonline course site

All other course material can be accessed through your learn**online** course site which you will be able to access from the my Courses section in myUniSA.

myUniSA

All study related materials can be accessed through: <https://my.unisa.edu.au>

Assessment

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the [learnonline student help](#) and in myUniSA.

Assessment Summary

#	Form of assessment	Length	Duration	Weighting	Due date (Adelaide Time)	Submit via	Objectives being assessed
1	Report	1000-1500 words	N/A	15%	4 Apr 2014, 11:00 PM	learnonline	CO2, CO3, CO5
2	Group project	1500 words each & 15 mins group presentation	N/A	50%	Presentation held in tutorials in Week 12 and Project Report due 11pm Tuesday 10th June	learnonline	CO2, CO3, CO5, CO6
3	Individual Development Portfolio	1500 words equivalent	N/A	35%	Continuous Assessment - refer to course calendar and LearnOnline	learnonline	CO1, CO4

Feedback proformas

The feedback proforma is available on your course site.

Assessments

Individual Report (1500-2000 words) (Graded)

(Please note there is an error in the Assessment Summary and word count for this task should be 1500-2000 words)

Individual Written Report focussing on cultural diversity, teamwork and engineering (15%)

Report Length: 1500 words (no more than 2000).

Due Date: Submit Report via LearnOnline by 11pm Friday 4th April 2014

The Individual Report is a research and writing task designed to help you:

- **Build** skills, knowledge and resources to help you **prepare and write** your **Major Project**, including awareness of the Engineers Australia Code of Ethics. (GQ5)
- **Develop and extend** your writing and research skills [eg Literature Review section]. (GQ1)
- **Develop** your understanding of the needs, interests, protocols and perspectives of Indigenous groups. (GQ 1)
- **Demonstrate** a knowledge and understanding of Indigenous community protocols and communication styles. (GQ 6)

Task:

In 1500 words, discuss why appropriate technology is important and how gaining an understanding of any community's culture will help you as an engineer develop better solutions for and with them.

To help you prepare and structure your report, we suggest that you consider and reflect on the following focus questions and issues:

- What you have learnt about culture in general, and Indigenous community protocols and communication styles in particular (from your research, lectures and the **Cultural Awareness Forum**). We encourage all students to draw on your own cultural understandings and knowledge, where appropriate.
- How could culture and diversity affect any solution you develop **for/with** the Gorkha District in Nepal, the focus of your major project? *How might this change if the project were based in an Indigenous community in remote South Australia?*
- You will be developing an appropriate solution as part of a diverse team (different disciplines, cultures, gender, age, ability/disability). *What are some strengths and challenges in working in diverse teams? How could cultural awareness/knowledge and being inclusive influence the way you communicate and work effectively within a team and with communities?*
- Read the Institute of **Engineers Australia Code of Ethics**. *Why is it important that the decisions and recommendations you make **clearly uphold** the Institute of Engineers Australia **Code of Ethics**?*

Report Format & Structure:

For this report you must **write in the third person** ie. You **cannot** use first person, "I", "we" etc. Use a clear, concise, professional style. You can **download a report template to guide you** (available via the course LearnOnline Site). Titles for each section in your report should be descriptive. For example:

- Abstract
- Disclaimer
- Contents
- Introduction
- Culture and Communication
- Teams That Work
- Importance of Appropriate Engineering Solutions
- Engineering Ethics
- Conclusion (*Wrap up with key points, could include recommendations*).
- References (*Please format your references using the Harvard (author, date) referencing system. Your reference list at the end of the paper should only include the references you cite (refer to directly.)*)

(These headings are only a guide and we encourage you to use your own headings. You will find more advice on what to include in each section in the report template).

Assessment & Feedback:

For information on how we will assess your Individual Report, refer to the FEEDBACK sheet available via the course LearnOnline site (third page in the downloaded document). Your tutor can provide general formative feedback on the Individual Report. This is optional. If you want feedback, email your draft report to your tutor before 11 pm, Friday 28th March or ask for advice in a tutorial.

Further information regarding this assessment task is available via the course LearnOnline site.

Group Project (Graded)

Group Project (Total Weighting 50%): Engineers Without Borders (EWB) Challenge (Group Report (35%) and Group Presentation (15%))

Your challenge: Making a real difference to real lives

The Engineers Without Borders (EWB) Challenge provides you with opportunities to learn about appropriate design, teamwork and communication through real, inspiring, sustainable and cross-cultural development projects. By participating in the EWB Challenge you are presented with a fantastic opportunity to develop solutions to problems identified by real EWB projects.

Each year, the EWB Challenge is based on a set of sustainable development projects identified by EWB with its community-based partner organisations. In past years the EWB Challenge has included developing innovative and sustainable project ideas and solutions to support communities in Timor Leste, Vietnam, India, Cambodia and rural Australia. This year students will be working on projects developed by Nepal Water for Health (NEWAH) for remote hilltop communities in the Gorkha district in the Western Region of Nepal using the village of Sadhikhola as a case study of a typical community in this region. The design solutions you develop, however, should be transferable to all hill top communities in the region.

This year's challenge is separated into seven overarching design areas including; housing and construction, water and sanitation systems, energy, waste management, transportation, information communications technology and climate change. More information regarding these design areas can be found on the course LearnOnline site and also on the EWB Challenge website at: <http://www.ewbchallenge.org/nepal-water-health-newah>.

The Major EWB Project, is designed to help you:

- Apply theory to practice in real situations (GQ 1)
- Gather, evaluate and use relevant information to assist problem solving (GQ 3)
- Collaborate as an effective team member (GQ 4)
- Demonstrate responsibility to the community, integrating sustainable development and cultural awareness into your work (GQ 5, 7)
- Communicate appropriately with professional colleagues and the public using written and oral communication methods (GQ 6)

EWB personnel will introduce you to the EWB Challenge through a presentation in the Week 4 lecture. Your student design teams, of 4 to 6 members, may address a single issue within a design area or provide an integrated design solution for one or more issues/design areas. Alternative ideas will also be considered. Design teams will be allocated by your tutor in the tutorial in week 3.

Select from following design areas to develop an appropriate design solution:

1. Housing and Construction
2. Water and Sanitation, Hygiene(WASH)
3. Energy
4. Waste Management
5. Transport
6. Information Communications Technology
7. Climate Change

Your design should consider the following:

- Alignment with cultural responsibilities
- Setting an example of sustainable land management.
- Creating economic and social opportunities for locals so they can improve their livelihood in the region.
- Creating centres of environmental education and training in rural and hilltop areas.
- Proposed solutions must consider the capacity of the community to maintain the equipment and build on their existing community strengths.
- To protect and preserve the existing natural environment, and encourage traditional practices.

You will find additional information and resources on these design areas in the EWB Challenge Design Brief (available via the course LearnOnline site) and via the 2014 EWB Challenge homepage: <http://www.ewbchallenge.org/nepal-water-health-newah>

GROUP PRESENTATION

EWB Group Progress 'Practice' Presentation (formative assessment), held in tutorial in week 6 (week starting Monday 7th April)

- You can practice your presentation skills here. This is 'formative' (not for marks), but gives you an invaluable opportunity to demonstrate your contribution so far and to receive general feedback on your presentation skills and individual and group direction and progress.
- In groups, present to your tutorial class on the progress of your project. Each student is expected to present for at least 1 minute. There is a strict group time limit of 10 minutes.
- Your audience will include the tutorial class and tutor.

EWB Final Group Presentation (15%), held in tutorial in week 12 (week starting Monday 2nd June)

- In groups present your proposed design solution to your tutorial class.
- Each student is expected to present for at least 1.5 minutes. There is a strict time limit of 15 minutes.
- Your audience will include the tutorial class, tutor, Indigenous advisors and possibly other community members.

GROUP REPORT

EWB Group Progress Report, due 11pm Monday 5th May via LearnOnline

- You can develop and practice your group writing skills here. This is formative but gives you an invaluable opportunity to receive general feedback on your group's writing and progress.
- For many of you this will be the first time you have written a group report. It is important to allocate the role of 'compiler' to one group member, whose role is to compile the contributions from each team member so that a cohesive report is produced. It is also important that each group member checks this compiled report to ensure technical and reference information is correct and to avoid formatting, grammar and spelling mistakes.
- As a guide, each group member must contribute at least one page of text to the Progress Report.

EWB Final Group Report (35%), due 11pm Monday 9th June via LearnOnline

- Each group will write a report on its final design solution, with each group member contributing approximately 1,500 words or word equivalents (charts, tables etc).
- Your group report should follow the format outlined in the Report Writing Style Guide for Engineers (Link available via course LearnOnline site).
- Please format your references using the Harvard referencing system. Your reference list at the end of the report should only include the references you cite directly (refer to the Harvard Referencing guide available via the course LearnOnline site).

PEER MODERATION of Project Group Work

In order to reflect and evaluate your individual contribution and your teamwork attributes, your group mark for the presentation and report is peer moderated. We do this by using a peer assessment, accessible via the course LearnOnline site. You will all need to submit a peer assessment for each group member, including

yourself.

You will be required to do this twice, firstly in Week 8 during the tutorial. You will receive your preliminary peer assessment score in week 9. This gives you time (if you need it) to improve your contribution and teamwork attributes before the second peer assessment. You must submit this by Monday 9th June, Week 13. Your tutor will monitor your teamwork attributes and contribution, during the mentor meetings indicated in the course calendar. This feedback is designed to help you identify your strengths and weaknesses early in teamwork and to support you to do your best.

1st Peer Assessment due 11pm Monday 5th May
2nd Peer Assessment due 11pm Tuesday 10th June

The teamwork attributes you will be evaluating include:

1. Attend and arrive on time for most team meetings
2. Generally complete individual assignments on time with acceptable quality
3. Do a fair share of the work
4. Generally try to listen to other team members
5. Behave respectfully and did not discriminate based on gender, culture, disability etc.
6. Work with the team rather than take over the team
7. Communicate and share ideas and opinions with other team members
8. Seem committed to team goals
9. Ever help someone on the team (because this indicates awareness and willingness to share)
10. Ask for help from someone on the team (because being able to ask for advice when you need it is also a skill).

Further information regarding this assessment task is available via the course LearnOnline site.

Individual Development Portfolio (Graded)

Individual Development Portfolio (Total Weighting 35%): Includes Learning Journal Reflections (25%), Resume Activity (4%) & Postings to the Cultural Awareness Forum (6%)

Aims:

The three Individual Development Portfolio activities prepare you for lifelong learning (GQ2, GQ3); develop your writing confidence and styles (GQ6); and enable you to begin reviewing and documenting your progress through Engineering (GQ4), which will be useful for your self-development and as evidence for employment. We suggest that you save your Learning Journals and Resume in a separate folder called a Professional Resource Portfolio (PReP). You can keep this throughout your engineering degree program.

We know that some of you have concerns about writing learning journals. We list the four most common questions below. The answers may help you to stop worrying and start writing.

1. Why is reflecting on learning useful? Research shows us that reflecting on your project and how you are learning helps you to learn. The more you think about the concepts and issues in your subject area or projects and connect them to what you know and see around you, the more you remember. It helps you to develop foresight, considering the next step in your project work. It also helps you to develop one of an engineer's most important communication skills, clear writing.

2. Where do I write the journals? You record your reflections in a Learning Journal, which you will create via the course LearnOnline site. Click on the link at the bottom of this webpage, a textbox will open and this is where you will start writing your learning journal. The Learning Journal is a steadily growing document and you will be assessed on how regularly you contribute. Do not delete your entries. Just add each new entry after your previous one until you have completed all journals. These are personal and only you and authorised staff can read them. We also suggest that you ask a trusted friend to comment on your journals, but this is your choice.

Each entry should be at least **250 words and no more than 300 words**. You are required to submit **5 Reflections** at regular intervals:

Task	Due Date	Submission method
Reflection # 1	11pm Friday 21st March	Submit using a textbox via LearnOnline

Reflection # 2 Please note: This Journal includes Postings to the Cultural Awareness forum and these must be made by 11pm Friday 28th March. This represents 6% of your grade. Link to the Cultural Awareness forum is available via the course LearnOnline site.	11pm Friday 11th April	Submit using a textbox via LearnOnline. Write the next reflection after your previous DO NOT delete any previous journal entries.
Reflection # 3 Please note: this reflection includes updating your Resume and represents 4% of your grade. Submit your resume in word format via the course LearnOnline site.	11pm Friday 16th May	Submit using a textbox via LearnOnline.
Reflection # 4	11pm Friday 30th May	Submit using a textbox via LearnOnline.
Reflection # 5 & Completed Learning Journal	11pm Monday 16th June	Submit using a textbox via LearnOnline.

3. How do I begin? We know that some of you find it hard to begin writing, so we have provided some open-ended statements, focusing questions and resources to guide and inform your reflection process in the course LearnOnline Site.

Your tutor will read your reflections and provide formative feedback to help you develop these skills. Informal feedback on your Learning Journal will be provided by 28th March (then at various times during the study period).

IMPORTANT: Keep a back-up of your Learning Journals as a separate Word document. Documents can be lost.

4. How do you mark the journals? What are you looking for?

Assessment Criteria: We do not want to stifle your creativity by being too directive, however, generally, the marker/s are looking for journal reflections which:

- Show **evidence** that you have engaged with the work and learning challenges. (including contributing to the Cultural Awareness Forum and updating your resume)
- Show **evidence** of your own values and attitudes as part of reflective writing
- Show **attention** to presentation, spelling and grammar
- Show **evidence** of regular and timely entries

Further information regarding this assessment task is available via the course LearnOnline site.

Supplementary Assessment

Supplementary assessment will be granted to students under any of the following conditions, only if, in the opinion of the course coordinator, there is a reasonable expectation that the student could achieve a supplementary pass in the course:

1. To be considered for supplementary assessment, students undertaking a full-time load of 13.5 units or more per study period will require a Grade Point Average (GPA) of 2.80 or greater for studies undertaken in the six months immediately preceding and relevant to the academic review period.
2. UniSA may use discretion in applying the GPA requirement to students who have undertaken less than 13.5 units per study period in the six months immediately preceding and relevant to the academic review period. Supplementary assessment will not be awarded to a student who has failed greater than 50% of the course load attempted in the six months immediately preceding and relevant to the academic review period.
3. For the purposes of 1 and 2 above, the six months immediately preceding and relevant to the academic review period include study periods 6 and 7 from the previous academic year and study periods 1 and 2 from the current academic year when the academic review is undertaken mid-

year. Study periods 3, 4 and 5 of the current academic year are included when the academic review is undertaken at the end-of-year.

4. The student must have received a final grade of F1 (Fail Level 1) in the course.
5. The student may be awarded supplementary assessment in a maximum of two courses in a given study period where a final grade of F1 is obtained, provided the student has passed at least one course in the six months immediately preceding and relevant to the academic review period.
6. Supplementary assessment will not be awarded for a final grade of Fail Level 2 (F2), except under the conditions described in the point below.
7. Special arrangements regarding supplementary assessment (including examination) may be made for a student who is undertaking the final courses of their program. A student is defined to be undertaking the final courses of their program if they have nine or less units remaining to complete their program.

More information about supplementary assessment may be found by consulting the relevant policy: <http://www.unisa.edu.au/policies/manual/default.asp> (section 7)

Important information about all assessment

All students must adhere to the University of South Australia's policies about assessment: <http://www.unisa.edu.au/policies/manual/default.asp>.

Students with disabilities or medical conditions

Students with disabilities may be entitled to a variation or modification to standard assessment arrangements.

Information for students with disabilities is available at: <http://www.unisa.edu.au/disabilityservices/support/default.asp>.

Variations to assessment tasks

Variation to assessment methods, tasks and timelines can be provided in:

Unexpected or exceptional circumstances, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation can be considered are discussed in clauses 7.5 & 7.6 of the Assessment Policy and Procedures Manual). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

Special circumstances, for example religious observance grounds, or community services (details of special circumstances for which variation can be considered are discussed in clause 7.8 of the Assessment Policy and Procedures Manual). Variations to assessment in expected circumstances must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching).

More information about variation to assessment may be found by consulting the relevant policy: <http://www.unisa.edu.au/policies/manual/default.asp> (sections 3 and 7).

Academic Integrity

The university aims to foster and preserve the scholarly values of curiosity, experimentation, critical appraisal and integrity, and to foster these values in its students.

Academic integrity is a term used at university to describe honest behaviour as it relates to all academic work (for example papers written by staff, student assignments, conduct in exams, etc) and is the foundation of university life. One of the main principles is respecting other people's ideas and not claiming them as your own. Anyone found to have used another person's ideas without proper acknowledgement is deemed guilty of Academic Misconduct and the University considers this to be a serious matter.

The University of South Australia wants its students to display academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens and that students adhere to high standards of academic integrity and honesty at all times, the University has policies and procedures in place to promote academic integrity and manage academic misconduct for all students. Work submitted electronically by students for assessment will be tested using the text comparison software **Turnitin**.

More information about academic integrity and what constitutes academic misconduct can be found in Section 9 of the Assessment Policies and Procedures Manual (APPM) at: <http://www.unisa.edu.au/policies/manual/> or on

the Learning and Teaching Unit website at: <http://www.unisa.edu.au/ltu/integrity/default.asp>

Submission and return of assessment tasks

See above under Assessment details.

Action from previous evaluations

Questionnaires will become available towards the end of the study period so that you may provide feedback on your learning experience in the course. The questionnaires can be found via learnonline.

Conceded and Terminating Passes

Conceded and Terminating passes are available in this course.

Further Assessment Information

Assignments submitted late will lose 10% per day for each day after the due date, unless an extension to the due date has been applied for individually and approved by your tutor. Applications for extensions, stating the grounds for the request, must be submitted via LearnOnline 3 working days before the due date. Extensions are not granted until you have received confirmation your request has been accepted and advising of the revised due date.

Course Calendar

Study Period 2 - 2014

	Weeks	Topic	Tutorial	Assessment
1	03 - 9 March	Mon 9-10am : Introduction to Course, Journal Writing and Teamwork (Liz Smith, DrPatricia Kelly & Diana Collett)	No Tutorial in Week 1	
2	10 - 16 March	Public Holiday Monday - Adelaide Cup Day	Introduction: Get to know your tutor and tutorial class; Belbin Analysis; Indicate EWB topic of interest and people you wish to work with; Complete the Individual Learning Agreement (Due to public holiday, Monday tutorial students will complete some tasks outside of class and forward to tutor).	
3	17 - 23 March	Mon 9-10am: Engineers working collaboratively with Indigenous Communities & importance of appropriate technology (Industry Representative)	Teamwork Foundations: Tutors allocate groups; Develop Team Agreement.	Learning Journal Reflection #1 (Focus: Introduction, Teamwork Foundations, Sustainability & Ethics) due <u>11pm Friday 21st March</u>
4	24 - 30 March	Mon 9-10am: Library Resources & Introduction to Major Project - EWB Challenge (EWB Representative)	Report Writing & Referencing Workshop	<i>Informal feedback on your Learning Journal will be provided by 28th March (then at various times during the study period by request).</i> Cultural Awareness Forum Posts (6%) due <u>11pm Friday 28th March</u>
5	31 March - 6 April	Mon 9-10am: Preparing you for industry - Resume Writing & Networking (Gail Jackman)	Mentor Meeting: Each group to meet with tutor (mentor) to discuss selection of project topic, go through project plan, and preparation for the practice presentation.	Individual Report (15%) due <u>11pm Friday 4th April</u>
6	07 - 13 April	Mon 8:30-10am: Industry Panel (Industry Representatives) (<i>Networking and light refreshments provided in foyer of GP1-09 from 8:30am</i>)	Practice Presentation: In teams, practice giving and receiving feedback on presentation style, content and your team's project progress	EWB Group Progress Presentation (formative) held during <u>tutorial week 6</u> Learning Journal Reflection #2 (Focus: Culture) due <u>11pm Friday 11th April</u>
	14 - 20 April	Mid-break		
	21 - 27 April	Mid-break		
7	28 April - 4 May	Mon 9-10am: The Elephant in the Room - Population Growth (Dr James Ward)	Team Meeting and work on Progress Report	

8	05 - 11 May	Mon 9-10am: World Energy Resources (Dr James Ward)	Preparing you for Industry Workshop - Skills audit and plan resume Team Meeting	EWB Group Progress Report due <u>11pm Monday 5th May</u> 1st Peer Assessment due <u>11pm Monday 5th May</u>
9	12 - 18 May	Mon 9-10am: Beyond Growth (Dr James Ward)	Mentor Meeting: Mentor to provide feedback on Report & Peer Assessment; Check on project progress; discuss team characteristics - identify and discuss issues based on peer feedback	Learning Journal Reflection #3 (Focus: Industry Engagement) & Resume (4%) due <u>11pm Friday 16th May</u>
10	19 - 25 May	No Lecture	Project Meeting	
11	26 May - 1 June	No Lecture	Mentor Meeting: Discuss Draft Final Report and Presentation preparation with tutor for feedback	Learning Journal Reflection #4 (Focus: Collaboration) due <u>11pm Friday 30th May</u>
12	02 - 8 June	No Lecture	Group Presentation	EWB Final Group Presentation (15%) held during <u>tutorial in week 12</u>
13	09 - 15 June	Public Holiday - Queen's Birthday and Volunteers' Day	No Tutorial	EWB Final Group Report (35%) and 2nd Peer Assessment due <u>11pm Tuesday 10th June</u>
	16 - 22 June	Swot-vac		Completed Learning Journal (25%) due <u>11pm Monday 16th June</u>
	23 - 29 June	Exam Week		
	30 June - 6 July	Exam Week		