Outline

EFY Orientation Day 2015

Unit study package number:	None
Mode of study:	Internal
Tuition pattern summary:	3x ½ hour seminars 1 x 1 hour Fact Find Fair Fieldwork component 2 x 2 hours- Orient Hunt and Conceive Design Implement Operate This unit does have a fieldwork component.
Credit Value:	Not For Credit
Pre-requisite units:	Letter of Offer and Current Enrolment in Engineering Foundation Year
Co-requisite units:	Nil
Anti-requisite units:	Nil
Result type:	Self-Grade/Mark
Approved incidental fees:	Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

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Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus

Team Work, Communication, Calculations Presentation, Engineering Design Process, Administration, University Policy, Engineers Australia Competencies, Reflective Practice, Portfolios

Introduction

The Orientation Day for Engineering Foundation Year introduces incoming Student Engineers to the ethos of Engineering Foundation Year and engages them in team-based engineering activities. After a brief introduction Student Engineers will participate in two Field Work activities – An Orient Hunt and Conceive Design Implement Operate (CDIO) Activity. The purpose of the Orient Hunt is to allow you to familiarize yourself with the campus, provide you with some important information about studying at university, and to start your transition to becoming a professional engineer. The items on the Orient Hunt list will provide you with some essential information about life on campus, your facilities and other key information. You will also be able to talk to current engineering students about university life. The purpose of the CDIO Activity is to provide you with important information about engineering and Engineering Foundation Year by engaging you in the engineering design process with imposed constraints. You will be able to network with professional engineers, Engineers Australia and staff about university and engineering. This is a great opportunity to meet new people, make friends and begin your Curtin Engineering Foundation Year journey.

Unit Learning Outcomes

	On successful completion of this unit students can:	Graduate Attributes addressed
1	Access information utilizing technology and effectively communicate within a diverse group to access, evaluate and share information	
2	Apply engineering knowledge, principles and concepts to the solution of a problem as part of a team	
3	Reflect upon and effectively communicate engineering principles, team members' perspectives, decision making and learning processes.	

Curtin's Graduate Attributes

	Apply discipline knowledge		Thinking skills (use analytical skills to solve problems)		Information skills (confidence to investigate new ideas)
	Communication skills		Technology skills		Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
	International perspective (value the perspectives of others)		Cultural understanding (value the perspectives of others)		Professional Skills (work independently and as a team) (plan own work)
Find out more about Curtin's Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au					

Learning Activities

The Welcoming Seminar acknowledges the traditional owners of the land and welcomes incoming Student Engineers. Students are introduced to Engineering Foundation Year and encouraged to actively engage with the Field Work learning activities to maximize the benefit of the O-Day Activities. Students are invited to participate in Research by completing online evaluation forms for the Orient Hunt and CDIO Activity. Learning activities of Orientation Day also include engagement with fellow Student Engineers, staff, engineers and other professional mentors present at the Field Work activities and Fact Find Fair.

Learning Resources

Recommended Resources

The recommended resource links for this unit are:

http://libguides.library.curtin.edu.au/content.php?pid=150373&sid=1276817

http://lgdata.s3-website-us-east-1.amazonaws.com/docs/1470/445931/Chicago_15th_COMPLETE_GUIDE_2012_April_update.pdf

https://www.engineersaustralia.org.au/sites/default/files/shado/Education/Program%20Accreditation/110318%20Stage%201%20Professional%20Engineer.pdf

http://academicintegrity.curtin.edu.au/global/studentbook.cfm

https://challenge.curtin.edu.au/

http://life.curtin.edu.au/learning-support/learning_centre.htm

http://life.curtin.edu.au/new-to-curtin.htm

http://commons.bcit.ca/civil/students/proj/handcalc.html

Assessment

Assessment schedule

	Task	Value %	Date Due	Unit Learning Outcome(s) Assessed
1	Fact Find Fair	10 percent	**Week:** O Week **Day:** Thursday **Time:** 1030	1,3
2	Orient Hunt	40 percent	**Week:** O Week **Day:** Thursday **Time:** 1230	1,2,3
3	CDIO (Conceive, Design, Implement, Operate) Activity	40 percent	**Week:** O Week **Day:** Thursday **Time:** 1600	1,2,3
3	Curtin Challenge	10 percent	**Week:** O Week **Day:** Thursday **Time:** 1600	1,3

Detailed information on assessment tasks

1. Fact Find Fair. Student engineers are to meet campus, student and industry representatives over morning tea. Find information about a group, activity, support mechanism, mentoring, wellness opportunity or leadership challenge that you did not know about before Orientation Day and post using #EFYOday.
2. Orient Hunt. The purpose of the Orient Hunt is to allow you to familiarize yourself with the campus, provide you with important information about studying at university, help you find essential campus-life information and to start your transition to professional engineer. You will be able to talk to other engineering students about university life. This is a great opportunity to meet new people and make friends. The task involves finding information and reflecting upon your teams' conduct.
3. CDIO (Conceive, Design, Implement, Operate) Activity. The purpose of the CDIO Activity is to provide you with important information about engineering and Engineering Foundation Year by engaging you in the engineering design process with imposed constraints. You will be able to network with professional engineers, Engineers Australia and staff about university and engineering, in particular, the engineering design process and professional expectations. The task involves conceiving, designing, implementing and operating an engineering solution to meet design constraints. The task will involve recording, calculations, reflection and evaluation of the team process.
4. Curtin Challenge. Curtin Challenge gives you the opportunity to develop your leadership and career management skills online, in a way that suits you. Its fun interactive learning that is accessible anytime, anywhere. Select modules that help you reach your goals and build practical professional skills. Track your progress and earn rewards through your personal dashboard and use your achievements to receive official recognition via the Curtin Extra Certificate. The task is to read the information at http://life.curtin.edu.au/leadership-and-community/leadership-challenge.htm and register if you want to participate.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments which students are required to submit will have a due date and time specified on the Unit Outline.
2. Accepting late submission of assignments or other work will be determined by the unit coordinator or Head of School and will be specified on the Unit Outline.

3. If late submission of assignments or other work is not accepted, students will receive a penalty of 100% after the due date and time ie a zero mark for the late assessment.

4. If late submission of assignments or other work is accepted, students will be penalised by ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assignment worth 20 will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and marked as 12/20, the student would receive 6/20. An assessment **more than seven calendar days overdue will not be marked**. Work submitted after this time (due date plus seven days) may result in a Fail - Incomplete (F-IN) grade being awarded for the unit.

Assessment extension

A student wishing to delay the completion or submission of an assessment task after the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at http://students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevented them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners' meeting.

Additional assessment information

Engineers Australia competencies assessed and level of thinking

Assessment Task	EA Professional competencies assessed [1]	Level of thinking [2]
Fact Find Fair	3.2. Professionalism 3.3. Communication 3.4. Creativity 3.5. Information use 3.6. Self-Conduct	*Comprehension*
Orient Hunt	1.4 Development and Research 2.1. Problem Solving 3.1. Professionalism 3.2. Communication 3.3. Creativity 3.4. Information use 3.5. Self-Conduct 3.6. Team work	*Application*
CDIO Activity	1.1 Science/Engineering fundamentals 1.5 Context 1.6 Engineering Practice 2.1. Problem solving 2.4 .Project management 3.2. Communication 3.3. Creativity 3.6. Team Work	*Application*
Curtin Challenge	3.4. Information use 3.5. Self-Conduct	*Knowledge*

ENGINEERS AUSTRALIA Stage 1 competencies and elements of competency assessed in this unit [1]

https://www.engineersaustralia.org.au/sites/default/files/shado/Education/Program%20Accreditation/110318%20Stage%201%20Professional%20Engineer.pdf

1. KNOWLEDGE AND SKILL BASE

1.1. Science/Engineering fundamentals: Comprehensive, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the engineering discipline.

1.2. Conceptual understanding: Conceptual understanding of the, mathematics, numerical analysis, statistics, and computer and information sciences which underpin the engineering discipline.

1.3. Specialist knowledge: In-depth understanding of specialist bodies of knowledge within the engineering discipline.

1.4. Development & Research: Discernment of knowledge development and research directions within the engineering discipline.

1.5. Context: Knowledge of contextual factors impacting the engineering discipline.

1.6. Engineering. Practice: Understanding of the scope, principles, norms, accountabilities and bounds of contemporary engineering practice in the specific discipline.

2. ENGINEERING APPLICATION ABILITY

2.1. Problem solving: Application of established engineering methods to complex engineering problem solving.

2.2. Use of techniques: Fluent application of engineering techniques, tools and resources.

2.3. Systematic use: Application of systematic engineering synthesis and design processes.

2.4. Project management: Application of systematic approaches to the conduct and management of engineering projects.

3. PROFESSIONAL AND PERSONAL ATTRIBUTES

3.1. Professionalism: Ethical conduct and professional accountability

3.2. Communication: Effective oral and written communication in professional and lay domains.

3.3. Creativity: Creative, innovative and pro-active demeanour.

3.4. Information use: Professional use and management of information.

3.5. Self Conduct: Orderly management of self, and professional conduct.

3.6. Team work: Effective team membership and team leadership.

Levels of thinking [2]

http://www.learningandteaching.info/learning/bloomtax.htm

Knowledge

Recall of something encountered before but without having to change it, use it or understand it; facts.

Comprehension

Understanding the knowledge that has been acquired without needing to relate it to other information.

Application

Use of a learned concept to resolve some situation or solve a new problem in an appropriate way.

Analysis

Taking something learned apart into separate components for purposes of thinking about the parts and how they fit together.

Synthesis

Generating or creating something different by assembling or connecting ideas in a way that makes a whole.

Evaluation

Additional assessment information

Provided in your Welcome Pack

Pass requirements

5 50 and Attempt all Tasks

Self and peer grade each Task using the Marking Rubrics provided in your Welcome Pack.

Referencing style

The referencing style for this unit is Chicago.

More information can be found on this style from the Library web site: library.curtin.edu.au.

Plagiarism

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Plagiarism is a serious offence. Student guidelines for avoiding plagiarism can be found at: http://academicintegrity.curtin.edu.au/local/docs/StudentPlagiarismGuide.pdf. For more information refer to academicintegrity.curtin.edu.au.

Plagiarism monitoring

Work submitted may be subjected to a plagiarism detection process, which may include the use of systems such as 'Turnitin'. For further information, see academicintegrity.curtin.edu.au/students/turnitin.cfm.

Additional information

The Orientation Day activities mark the start of your Orientation to Curtin and Engineering Foundation Year (EFY). It is a process which takes time and will develop over the course of the semester. We hope the Orientation Day activities provide you with some key skills to find information and assistance. The Engineering Foundation Year is launching your start to Professional Engineer. It is an engineering pre-major that builds a solid base of the fundamental concepts common to all areas of engineering, which allows you to explore your options before selecting an engineering major towards the end of your first year. You will study in the EFY Studio, which reflects the layout of a modern office and will familiarize you with the style of a professional working environment.

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Supplementary and Deferred Exams

Supplementary examinations are NOT granted by the Board of Examiners for EFY units, except for Engineering Physics, Engineering Chemistry or Mathematics units. Notification to students will be made after the Board of Examiners meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to attend a supplementary or deferred examination on the date advised and to check their OASIS account on a weekly basis for official Curtin correspondence. If your results show that you have been granted a supplementary or deferred examination you should immediately check your OASIS email for details.

Conceded Year Pass

The overall concept is that a student may be given a conceded year pass to a defined range of engineering disciplines providing that the failed unit, in the opinion of the Board of Examiners (BoE), represented a reasonable attempt at passing the unit in question. In addition the student's overall year performance should be of a high standard or their learning portfolio should indicate that they have adequately developed the competencies and skills required of a foundation year 'graduate'. Such a student should not have to repeat the failed unit, and would be allowed to progress to a specified range of engineering disciplines, depending on the failed unit in question. It needs to be clearly stated, however, that the student should not make use of the option or possibility of the conceded year pass as a strategy for clearing the Engineering Foundation Year (EFY) program. Additionally the range of engineering disciplines available to such students will be restricted according to the EFY Conceded Year Pass Policy.

The concept of a conceded year pass in EFY will replace individual unit supplementary assessments in all units except Engineering Physics, Engineering Chemistry, or any Mathematics unit. Judgement will be made on the competencies of those students at the margin through examination, by the Dean and the Academic Director of EFY, of a student learning portfolio. Unit supplementary assessment will not be required to provide further evidence of the state of learning of the student.

This implies that students and staff are well informed on what is expected of a student learning portfolio and how it will be assessed. Consequently, instruction is provided to students on how to construct such a portfolio. In addition, the student learning portfolio must contain a reflection by the student on the status of their own learning referenced to the overall foundation year objectives. The details of the student learning portfolio are explained in the EFY program.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://unilife.curtin.edu.au/diversity_and_faith/faith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at:
http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

We welcome feedback as one way to keep improving this unit. Students are normally encouraged to provide unit feedback through ***e*VALUate**, Curtin's online student feedback system (see evaluate.curtin.edu.au/info/). Recent changes to this unit include:

The format of O-Day has changed to incorporate more activity based learning, less direct instruction and greater industry involvement. We value your feedback to improve the Orientation day experience and feedback can be provided in a number of ways including participation in research (eVALUate is not applicable to Orientation Day).

	See evaluate.curtin.edu.au to find out when you can ***e*VALUate** this unit.

Program calendar

Program Calendar – Thursday 26th February 2015

Time	Activity	Venue http://properties.curtin.edu.au/maps/
0830-0900	Registration	B210 Elizabeth Jolley foyer
0900-0930	Welcome Seminar	210.101 Elizabeth Jolley Theatre
0930-1030	Fact Find Fair	B210 Elizabeth Jolley foyer
1030-1100	Seminar - Unit Outlines and OrientHunt	210.101 Elizabeth Jolley Theatre
1100-1230	OrientHunt	Campus wide
1230-1330	Lunch	Lawn area north of B204
1330-1400	Seminar - CDIO activity	210.101 Elizabeth Jolley Theatre
1400-1600	CDIO activity	Lawn area north of B204 or other campus wide spaces
1600-1700	Orientation Day prize giving Timetabling live demonstration Q&A opportunity	210.101 Elizabeth Jolley Theatre