

# AME304 Group Project

School: School of Science, Technology and Engineering

2026 | Trimester 2

UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.

## 1. What is this course about?

### 1.1. Description

This course further develop their collaborative skills whilst also facilitating students with an opportunity to use their knowledge acquired during their studies to undertake a group project. In the process, students will employ hands-on, analytical and computing skills relevant to aircraft maintenance engineering.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Asynchronous weekly learning material	1hr	Week 1	12 times
<b>Seminar</b> – On campus	1hr	Week 1	3 times
<b>Tutorial/Workshop 1</b> – On campus	2hrs	Week 1	10 times
<b>Laboratory 1</b> – On campus	2hrs	Week 2	5 times

### 1.3. Course Topics

Topics may include:

- Define objectives and develop an appropriate plan of work for each team member
- Review relevant background material
- Identification of appropriate analysis techniques
- Where appropriate undertake a risk assessment and review of any ethical considerations
- Completing of the project work.

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Competencies from multiple Professional Bodies (see below) *
1 Identify and select the appropriate approach to develop a solution to an aircraft maintenance engineering problem.	Knowledgeable	1, 1, 1.5.a, 1.5.a, 1.5, 1.5
2 Critically appraise the principles and practices of aircraft maintenance engineering required to successfully implement complex solutions.	Creative and critical thinker	3, 3, 3.3.a, 3.3.a, 3.3, 3.3
3 Apply developed analytical skills to assess and infer aircraft maintenance data.	Empowered	2, 2, 2.2.b, 2.2.b, 2.2, 2.2
4 Apply project management tools and concepts to plan and execute engineering projects to deliver a desired engineering outcome.	Empowered	2, 2, 2.4.b, 2.4.b, 2.4, 2.4
5 Apply the ethics (including professionalism, innovation, sustainability and adaptability) and WHS frameworks, legislation, standards, procedures that guide aircraft maintenance engineering practice	Ethical	1, 1, 1.6.b, 1.6.b, 1.6, 1.6, 3, 3, 3.1.a, 3.1.a, 3.1, 3.1
6 Communicate (both written and oral) with other team members and more broadly within the engineering community.	Engaged	1, 1, 1.4.b, 1.4, 1.4

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>ENGINEERS AUSTRALIA STAGE 1 ENGINEERING TECHNOLOGIST COMPETENCY STANDARDS</b>	
1	Elements of competency: Knowledge and Skill Base
1.5.a	Knowledge and Skill Base - Knowledge of engineering design practice and contextual factors impacting the technology domain: Identifies and applies systematic principles of engineering design relevant to the technology domain.
1.6.b	Knowledge and Skill Base - Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the technology domain: Appreciates the principles of safety engineering, risk management and the health and safety responsibilities of the engineering practitioner, applicable to the technology domain.
1.4	Knowledge and Skill Base: Discernment of knowledge development within the technology domain.
1.5	Knowledge and Skill Base: Knowledge of engineering design practice and contextual factors impacting the technology domain.
1.6	Knowledge and Skill Base: Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the technology domain.
2	Elements of competency: Engineering Application Ability
2.2.b	Engineering Application Ability - Application of engineering techniques, tools and resources within the technology domain: Understands the principles, limitations and accuracy of mathematical, physical or computational modelling.
2.4.b	Engineering Application Ability - Application of systematic approaches to the conduct and management of projects within the technology domain: Seeks out the requirements and associated resources and realistically assesses the scope, dimensions, scale of effort and indicative costs of a broadly-defined technological project.
2.2	Engineering Application Ability: Application of engineering techniques, tools and resources within the technology domain.

CODE	COMPETENCY
2.4	Engineering Application Ability: Application of systematic approaches to the conduct and management of projects within the technology domain.
3	Elements of competency: Professional and Personal Attributes
3.3.a	Professional and Personal Attributes - Creative, innovative and pro-active demeanour: Applies creative approaches to identify and develop alternative concepts, solutions and procedures, appropriately challenges engineering practices from technical and non-technical viewpoints; identifies new technological opportunities.
3.1.a	Professional and Personal Attributes - Ethical conduct and professional accountability: Demonstrates commitment to uphold the Engineers Australia - Code of Ethics, and established norms of professional conduct pertinent to the technology domain.
3.1	Professional and Personal Attributes: Ethical conduct and professional accountability.
3.3	Professional and Personal Attributes: Creative, innovative and pro-active demeanour.

### ENGINEERS AUSTRALIA STAGE 1 PROFESSIONAL ENGINEER COMPETENCY STANDARDS

1	Elements of competency: Knowledge and Skill Base
1.5.a	Knowledge and Skill Base - Knowledge of engineering design practice and contextual factors impacting the engineering discipline: Identifies and applies systematic principles of engineering design relevant to the engineering discipline.
1.6.b	Knowledge and Skill Base - Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the specific discipline: Appreciates the principles of safety engineering, risk management and the health and safety responsibilities of the professional engineer, including legislative requirements applicable to the engineering discipline.
1.4.b	Knowledge and Skill Base - Discernment of knowledge development and research directions within the engineering discipline: Interprets and applies selected research literature to inform engineering application in at least one specialist domain of the engineering discipline.
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1.6	Knowledge and Skill Base: Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the specific discipline.
2	Elements of competency: Engineering Application Ability
2.2.b	Engineering Application Ability - Fluent application of engineering techniques, tools and resources: Constructs or selects and applies from a qualitative description of a phenomenon, process, system, component or device a mathematical, physical or computational model based on fundamental scientific principles and justifiable simplifying assumptions.
2.4.b	Engineering Application Ability - Application of systematic approaches to the conduct and management of engineering projects: Seeks out the requirements and associated resources and realistically assesses the scope, dimensions, scale of effort and indicative costs of a complex engineering project.
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## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 5.5. Microcredential Information

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Early feedback will be provided through completion of weekly activities in workshops. Furthermore, feedback on each assessment will be provided which will be used to help with the following assessment.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Group	50%	15 minutes	Week 7	Online Assignment Submission with plagiarism check
All	2	Report	Group	50%	2500 words	Week 12	Online Assignment Submission with plagiarism check

**All - Assessment Task 1:** Group Presentation

<b>GOAL:</b>	Intermediate group presentation of approach and progress to aircraft maintenance challenge, with demonstrated digital engineering skills.																						
<b>PRODUCT:</b>	Oral and Written Piece																						
<b>AUTHORSHIP STATEMENT:</b>																							
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<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy																						

## All - Assessment Task 2: Report

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## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

Eligibility for Supplementary Assessment Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: - The final mark is in the percentage range 47% to 49.4% - The course is graded using the Standard Grading scale - You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)