

MCH202

Electrical Machines and Drives

School: School of Science, Technology and Engineering

2024 | Semester 1

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 usc.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

Electromechanical energy conversion theory is the cornerstone for the analysis of electromechanical motion devices. This course provides a broad overview of conversion devices and techniques. The course introduces concepts of machinery fundamentals and principles, transformers and AC / DC motors and generators.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Asynchronous weekly learning material	1hr	Week 1	13 times
Seminar – On campus	1hr	Week 1	3 times
Tutorial/Workshop 1 – On campus	2hrs	Week 1	10 times
Laboratory 1 – On campus	2hrs	Week 2	5 times

1.3. Course Topics

Topics may include:

- Introduction to Electrical Machines and Drives
- Electromagnetic Principles
- DC Machines
- AC Machines: Induction Motors
- AC Machines: Synchronous Motors
- Transformers
- Variable Frequency Drives
- Control of Electrical Machines and Drives
- Electric Motor Selection and Sizing
- Advanced Drive Systems
- Emerging Trends and Future of Electrical Machines and Drives
- **Consultation**
- Machinery principles.
- AC circuits and power concepts.
- Three phase circuits & singly and doubly excited systems.
- Transformers.
- AC and DC machinery fundamentals.
- Synchronous motors and generators.
- DC motors and generators.
- Single phase and special purpose motors.
- Motor driver circuits.

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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 Explain and distinguish between energy conversion and electric machinery principles in describing operations and characteristics of transformers, motors and generators.	Knowledgeable	1, 1, 1.1.a, 1.1.a, 1.1, 1.1
2 Describe operations, principles and applications of single phase and special purpose motors.	Knowledgeable	1, 1, 1.1.a, 1.1.a, 1.1, 1.1
3 Analyse the energy conversion process within electric machines using the basic principles of electromechanical energy conversion.	Creative and critical thinker	2, 2, 2.1.a, 2.1.a, 2.1.b, 2.1.b, 2.1, 2.1
4 Calculate machine power and performance parameters.	Creative and critical thinker	2, 2, 2.1.b, 2.1.b, 2.1, 2.1
5 Draw circuit equivalence and perform energy conversion calculations for transformers, motors and generators.	Creative and critical thinker	2, 2, 2.1.b, 2.1.b, 2.1, 2.1
6 Determine a suitable electric machinery for a particular engineering system to operate under specific conditions.	Empowered	2, 2, 2.1.c, 2.1.c, 2.1.d, 2.1.d, 2.1.e, 2.1.e, 2.1, 2.1

* Competencies by Professional Body

CODE	COMPETENCY
ENGINEERS AUSTRALIA STAGE 1 ENGINEERING TECHNOLOGIST COMPETENCY STANDARDS	
1	Elements of competency: Knowledge and Skill Base
1.1.a	Knowledge and Skill Base - Systematic, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the technology domain: Engages with the technology domain at a phenomenological level, applying sciences and engineering fundamentals to systematic investigation, interpretation, analysis and innovative solution of broadly-defined problems and engineering technology practice.
1.1	Knowledge and Skill Base: Systematic, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the technology domain.
2	Elements of competency: Engineering Application Ability
2.1.a	Engineering Application Ability - Application of established engineering methods to broadly-defined problem solving within the technology domain: Identifies, discerns and characterises salient issues, determines and analyses causes and effects, justifies and applies appropriate simplifying assumptions, predicts performance and behaviour, synthesises solution strategies and develops substantiated conclusions.
2.1.b	Engineering Application Ability - Application of established engineering methods to broadly-defined problem solving within the technology domain: Ensures that the application of specialist technologies are soundly based on fundamental principles by diagnosing, and taking appropriate action with data, calculations, results, proposals, processes, practices, and documented information that may be ill-founded, illogical, erroneous, unreliable or unrealistic.
2.1.c	Engineering Application Ability - Application of established engineering methods to broadly-defined problem solving within the technology domain: Within specialist practice area(s), competently addresses broadly-defined engineering technology problems which involve uncertainty, ambiguity, imprecise information and wide-ranging and sometimes conflicting technical and non-technical factors.

CODE	COMPETENCY
2.1.d	Engineering Application Ability - Application of established engineering methods to broadly-defined problem solving within the technology domain: Recognises problems which have component elements and/or implications beyond the engineering technologist's personal expertise and correctly identifies the need for supplementary professional input.
2.1.e	Engineering Application Ability - Application of established engineering methods to broadly-defined problem solving within the technology domain: Manages conflicting issues associated with interfacing, integrating and adapting specialist technologies where complex problems, processes or systems that have been partitioned into manageable elements for the purposes of analysis, modelling, design, prototyping, commissioning or testing, are recombined.
2.1	Engineering Application Ability: Application of established engineering methods to broadly-defined problem solving within the technology domain.

ENGINEERS AUSTRALIA STAGE 1 PROFESSIONAL ENGINEER COMPETENCY STANDARDS

1	Elements of competency: Knowledge and Skill Base
1.1.a	Knowledge and Skill Base - Comprehensive, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the engineering discipline: Engages with the engineering discipline at a phenomenological level, applying sciences and engineering fundamentals to systematic investigation, interpretation, analysis and innovative solution of complex problems and broader aspects of engineering practice.
1.1	Knowledge and Skill Base: Comprehensive, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the engineering discipline.
2	Elements of competency: Engineering Application Ability
2.1.a	Engineering Application Ability - Application of established engineering methods to complex engineering problem solving: Identifies, discerns and characterises salient issues, determines and analyses causes and effects, justifies and applies appropriate simplifying assumptions, predicts performance and behaviour, synthesises solution strategies and develops substantiated conclusions.
2.1.b	Engineering Application Ability - Application of established engineering methods to complex engineering problem solving: Ensures that all aspects of an engineering activity are soundly based on fundamental principles - by diagnosing, and taking appropriate action with data, calculations, results, proposals, processes, practices, and documented information that may be ill-founded, illogical, erroneous, unreliable or unrealistic.
2.1.c	Engineering Application Ability - Application of established engineering methods to complex engineering problem solving: Competently addresses complex engineering problems which involve uncertainty, ambiguity, imprecise information and wide-ranging and sometimes conflicting technical and non-technical factors.
2.1.d	Engineering Application Ability - Application of established engineering methods to complex engineering problem solving: Investigates complex problems using research-based knowledge and research methods.
2.1.e	Engineering Application Ability - Application of established engineering methods to complex engineering problem solving: Partitions problems, processes or systems into manageable elements for the purposes of analysis, modelling or design and then re-combines to form a whole, with the integrity and performance of the overall system as the paramount consideration.
2.1	Engineering Application Ability: Application of established engineering methods to complex engineering problem solving.

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

SCI107

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

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	Practical / Laboratory Skills, and Written Piece	Individual	30%	1500 words	Week 6	Online Assignment Submission with plagiarism check
All	2	Quiz/zes	Individual	20%	5 x quizzes	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	50%	2 hours	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Practical/Laboratory Skills, and Written Piece

GOAL:	Experimental work and / or projects to verify students ability to apply knowledge and skills acquired in the course	
PRODUCT:	Practical / Laboratory Skills, and Written Piece	
FORMAT:	Experimental work and / or projects to verify students ability to apply knowledge and skills acquired in the course	
CRITERIA:	No.	Learning Outcome assessed
	1	Explanation and distinguishing between energy conversion and electric machinery principles in describing operations and characteristics of transformers, motors and generators. 1
	2	Description of operations, principles and applications of single phase and special purpose motors. 2
	3	Analysis of the energy conversion process within electric machines using the basic principles of electromechanical energy conversion. 3
	4	Calculation of machine power and performance parameters. 4
	5	Drawing of circuit equivalence and perform energy conversion calculations for transformers, motors and generators. 5
	6	Determination of a suitable electric machinery for a particular engineering system to operate under specific conditions. 6

All - Assessment Task 2: Quiz/zes

GOAL:	Relevant tasks and problems to enforce understanding of the students and help in gradual development of knowledge and skills throughout the course.
PRODUCT:	Quiz/zes
FORMAT:	Relevant tasks and problems to enforce understanding of the students and help in gradual development of knowledge and skills throughout the course. Weeks 3 ,5 ,7 ,9, 11

CRITERIA:	No.	Learning Outcome assessed
	1	Explanation and distinguishing between energy conversion and electric machinery principles in describing operations and characteristics of transformers, motors and generators. 1
	2	Description of operations, principles and applications of single phase and special purpose motors. 2
	3	Analysis of the energy conversion process within electric machines using the basic principles of electromechanical energy conversion. 3
	4	Calculation of machine power and performance parameters. 4
	5	Drawing of circuit equivalence and perform energy conversion calculations for transformers, motors and generators. 5
	6	Determination of a suitable electric machinery for a particular engineering system to operate under specific conditions. 6

All - Assessment Task 3: Examination - Centrally Scheduled

GOAL:	Questions and problems related to the course contents	
PRODUCT:	Examination - Centrally Scheduled	
FORMAT:	Questions and problems related to the course contents	
CRITERIA:	No.	Learning Outcome assessed
	1	Explanation and distinguishing between energy conversion and electric machinery principles in describing operations and characteristics of transformers, motors and generators. 1
	2	Description of operations, principles and applications of single phase and special purpose motors. 2
	3	Analysis of the energy conversion process within electric machines using the basic principles of electromechanical energy conversion. 3
	4	Calculation of machine power and performance parameters. 4
	5	Drawing of circuit equivalence and perform energy conversion calculations for transformers, motors and generators. 5
	6	Determination of a suitable electric machinery for a particular engineering system to operate under specific conditions. 6

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:

- 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 submission of assessment tasks will be penalised at the following maximum rate (the rates are cumulative):

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task
- A result of zero is awarded for an assessment task submitted seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

Refer to the Assessment: Courses and Coursework Programs – Procedures

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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>

10.9. 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.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au