



**THE HONG KONG POLYTECHNIC UNIVERSITY**

**Department of Mechanical Engineering**

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Part-time (self-financed)

**Bachelor of Engineering (Honours) Degree**

in

**Mechanical Engineering**

Programme Code: 43091

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**Definitive Programme Document**

**(For 2009 Cohort)**

**August 2009**

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**This Definitive Programme Document is subject to review and changes which the Department offering the programme can decide to make from time to time. Students will be informed of the changes as and when appropriate.**

# **PART A                      PROGRAMME SCHEME**

## **1. PREAMBLE**

The Hong Kong Polytechnic University aspires to become the “preferred university” offering “preferred programmes” and producing “preferred graduates” for Hong Kong and its surrounding regions. The University Mission is stated as “Academic Excellence in a Professional Context” with five components:

- **Programmes** that are application-oriented and produce graduates who can apply theories in practice.
- **Research** of an applied nature relevant to industrial, commercial and community needs.
- **Intellectual and comprehensive development** of students within a caring environment.
- **Dedicated partnerships** with business, industry and the professions.
- **Enabling mature learners** to pursue life-long learning.

This is achieved through the implementation of seven strategic objectives. The first objective aims to produce graduates with all-round development, particularly in the areas of global outlook, critical and creative thinking, social and national responsibility, cultural appreciation, life-long learning, biliteracy and trilingualism, entrepreneurship and leadership. The second objective focuses on enhancing the academic strength and raising the profile of research and postgraduate studies. These two objectives should become the primary strategic objective of any academic department. The secondary objective, of course, is to serve the professional and local communities, industries, and the academic community at large. Therefore, the strategic plan of the Mechanical Engineering (ME) Department is to work towards the accomplishment of the primary objective, first and foremost, and to any extent possible the secondary objective.

Hong Kong is facing a fast-evolving and increasingly competitive world. In order to maintain economic growth in the face of globalization and survive in the 21st century, its economy has to change from being efficiency-based to knowledge-based. The mission of the ME Department is to produce all-rounded graduates who can lead a changing economy. This goal is accomplished by having forward looking course curricula, by placing emphasis on new technologies particularly those that impact teaching and research, and by conducting applied and basic research to serve Hong Kong society and push the frontiers of knowledge forward.

## **2. GENERAL INFORMATION**

### **2.1 Programme Title and Programme Code**

Bachelor of Engineering (Honours) in Mechanical Engineering (43091)

### **2.2 Host Department**

Department of Mechanical Engineering

### **2.3 Award Title**

Bachelor of Engineering (Honours) in Mechanical Engineering

### **2.4 Mode of Attendance**

Part-time

## 2.5 Normal and Maximum Periods of Registration

Mode of Study	Normal Duration of Study	Maximum Period of Registration
Part-time	4 Years	8 Years

## 2.6 Entrance Requirements

- (a) Higher Diploma in Mechanical Engineering or a related discipline;
- (b) Higher Certificate in Mechanical Engineering with Credit or a related discipline;
- (c) An Associate Degree in Engineering;
- (d) Qualification equivalent to (a), (b) or (c).

Preference will be given to candidates with relevant working experience.

## 3. RATIONALE AND INTENDED LEARNING OUTCOMES (ILOs)

One of the missions of the ME Department is to produce graduates with a good general education, a competent command of the English and Chinese languages, a broad knowledge of mechanical engineering, and a special understanding of one of its sub-fields. Thus prepared, our graduates can meet and, perhaps, master the changing technological challenges of the 21st century.

### 3.1 Programme Objectives and Outcomes

The BEng(Hons) in Mechanical Engineering (BEME) programme offered by the ME Department is designed to produce preferred graduates that are broad-based and knowledgeable in the fundamentals of mechanical engineering. We expect our graduates to accept responsibilities as professionals in industrial and government organizations.

### 3.2 Intended Learning Outcomes (ILOs)

The BEME programme is designed with the following objectives:

1. To provide students with a broad base of knowledge in the fundamentals of Mechanical Engineering
2. To help students develop the ability to engage in life-long learning and professional development
3. To produce graduates that are aware of the global, societal, ethical and professional issues in the practice of engineering

These objectives are designed to support the five university mission components as shown in the following table.

		University Mission Components				
		P	R	I	D	E
Programme Objectives	1	X				
	2	X		X		X
	3	X				

The BEME programme aims to equip students with 12 learning outcomes. Each student is expected to achieve these outcomes, which are classified into two groups, before graduation:

(A) Professional/academic knowledge and skills (PAK)

- (a) an ability to identify, formulate and solve engineering problems;
- (b) an ability to apply their knowledge of mathematics, science and engineering;
- (c) an ability to design and conduct experiments, as well as to analyze and interpret data;
- (d) an ability to design a system, component or process to meet desired needs;
- (e) an ability to use the techniques, skills and modern engineering tools, including computational tools necessary for engineering practice;
- (f) an ability to work professionally in general mechanical systems, including the design and realization of such systems;
- (g) a basic understanding of manufacturing methods.

(B) Professional outlook and workplace skills (POW)

- (a) a knowledge of contemporary issues and the broad education necessary to understand the impact of engineering solutions in a global and societal context;
- (b) an ability to function professionally in multidisciplinary teams;
- (c) an understanding of professional and ethical responsibility;
- (d) an ability to communicate effectively;
- (e) a recognition of the need for and an ability to engage in life-long learning.

The BEME programme outcomes that support its three objectives are indicated below:

		Programme Outcomes											
		PAKa	PAKb	PAKc	PAKd	PAKe	PAKf	PAKg	POWa	POWb	POWc	POWd	POWe
Programme Objectives	1	X	X	X	X	X	X	X	X	X		X	
	2	X	X	X	X	X	X	X	X	X	X	X	X
	3								X		X		

### 3.3 General Approach to Teaching, Learning and Assessment

To accomplish the ILOs of the programme, students are expected to achieve specific learning outcomes for each subject outlined in Part B. These learning outcomes are spelt out explicitly in the syllabus of each subject. They provide a motivation and a target for students who may use this information to formulate their study plan before the teaching. The students may also use the information to conduct a self-assessment after the teaching.

Generally speaking, a one-credit subject is allocated with a contact time of one hour per week. Hence, a typical PolyU subject offered by the Department normally requires 3 hours per week of class attendance. There are 14 weeks in each semester leading to a total of 42 hours of contact time for a three-credit subject. The structuring of those 42 contact hours varies from subject to subject, and the details are given in the syllabuses.

The Department uses a wide variety of teaching methods, in a number of different settings including formal lectures, invited lectures by guest speakers, seminars, laboratory work, practical work, project work, case studies and student project presentations. In most of the classroom activities, the staff member will begin with a formal lecture that is designed to give students an overview of the topic on hand, which may also require their engagement through questioning or

interactive hand-outs. Some of these hand-outs form a part of the assignments where the students are required to work after the class. The students are frequently required to contribute through presentations, through working on case studies and mini-projects, through experimental studies by laboratory classes. In many of these teaching/learning activities, students are asked to participate in small groups. These different teaching and learning approaches will be assessed with appropriate methods. In case of group activity, both the overall performance of the group as well as the individual effort/contribution of each team member will be assessed.

The prime purpose of assessment is to enable students to demonstrate that they have met the aims and objectives of the academic programme: in particular, they have fulfilled the requirement of each subject and have, at the end of their study achieved the standard appropriate to the award.

Assessment also fulfils two major functions. It is used to evaluate whether the specific student-learning-outcomes of a subject have been achieved by the students, and distinguish their performance in achieving them.

Assessment will also serve as prompt and useful feedback to students. Students will be informed of their performance in the assessment so that they are aware of their progress and attainment to facilitate teaching and learning. Students' performance in a subject will be judged by continuous assessment or final examination and continuous assessment as deemed appropriate. Where both methods are used, the weighting of each in the overall subject grade will be clearly stated in the relevant subject syllabuses. Continuous assessment may include tests, assignments, project reports and oral presentations, laboratory work and other forms of classroom participation. As assessment should be a matter of judgment, the subject lecturer will have the discretion to assign a final grade which is considered to reflect more appropriately the overall performance of the student in a subject.

The 'generic skills' set out in PolyU's strategic objective, SO1, have been integrated into the learning outcomes of the programme. These generic skills will be developed and assessed within the formal curriculum.

### **3.4 Alignment of Teaching, Learning and Assessment Methods with Programme Outcomes**

There are compulsory and elective subjects offered in the programme. The details for each individual subject are contained in the respective syllabus listed in Part B. These explain how the objectives, teaching/learning activities, and eventually student learning outcomes, can be matched together so that they are constructively aligned within the context of these subjects. Typical teaching methods include lectures, tutorials, laboratory work, case studies which are supplemented by mini-projects, and presentations by individual students.

The major forms of assessment used in the programme are written examinations (open or closed book) and continuous assessment. In assessing students' academic performance and attainment of teaching and learning outcomes, much emphasis is placed on their ability to analyze, synthesize, integrate and apply what they have learnt in the course of their studies.

Details of the alignment of teaching, learning and assessment methods with programme outcomes are shown in section 4.3 and the individual subject syllabus.

## 4. PROGRAMME STRUCTURE

In the University credit-based system, all academic programmes fit within a common framework, in which subjects of standard size (3 credits) are used as far as possible. General structure, subjects offered and normal study patterns are detailed in this section.

### 4.1 General Structure

For the part-time programme, the number of credits required for graduation is 66 credits. Students are expected to be employed in a relevant industry. Application for credit transfer will be considered according to the pertinent University policy.

### 4.2 Normal Study Pattern

This section outlines the normal 4-year study pattern for the part-time BEng(Hons) degree programme.

<i>Year 1: 15 Credits</i>	
Semester 1	Semester 2
ME2902 Engineering and the Environment (3)	AMA294 Mathematics II (3)
ME3301 Applied Mechanics (3)	ME3303 Mechanics of Solids (3)
	ME3406 Engineering Thermodynamics (3)
<i>Year 2: 15 Credits</i>	
Semester 1	Semester 2
ELC3502 Professional English for Engineering Students (2)	ME3106 Dynamics and Vibrations (3)
ME3407 Fluid Mechanics (3)	ME3901 Project – Design Realization (2)
ENG307 Society and the Engineer (3)	ME3905 Numerical Methods (2)
<i>Year 3: 18 Credits</i>	
Semester 1	Semester 2
ME3107 Linear Systems and Control (3)	Advanced Core Subject I (3)
ME3205 Design and Manufacturing II (3)	Advanced Core Subject II (3)
ME4905 Advanced Numerical Methods for Engineers (3)	Advanced Core Subject III (3)
<i>Year 4: 18 Credits</i>	
Semester 1	Semester 2
Technical Elective Subject I (3)	Technical Elective Subject I (3)
Technical Elective Subject II (3)	ENG306 Engineering Management (3)
ME4908 Capstone Project – Group based (3)	ME4908 Capstone Project – Group based (3)
<i>Total Credits: 66</i>	

### **Advanced Core subjects**

Students are required to choose any three Advanced Core subjects to supplement their Technical Elective Streams. A list of these subjects is given as follows:

1. ME4205 Manufacturing and Prototyping
2. ME4206 Advanced Materials for Design and Technology
3. ME4308 Automatic Control Systems
4. ME4407 Principles of Sound and Vibration
5. ME4413 Heat and Mass Transfer
6. ME4414 Fluids Engineering

### **Technical Elective subjects**

Three technical streams are offered for students to specialize in. They are required to take at least two Technical Elective subjects in the same stream. The offered subjects in each Stream are listed as follows:

#### **(A) Design and Manufacturing**

1. ME4208 Computer Aided Technology for Design
2. ME4211 Development of Green Products
3. ME4217 Industrial Automation
4. ME4307 Environmental Degradation of Materials
5. ME4310 Engineering Composites

#### **(B) Environmental Technology**

1. ME4405 Environmental Noise
2. ME4406 Noise Abatement and Control
3. ME4409 Engine Technology
4. ME4411 Air Conditioning for Indoor Thermal and Environmental Quality
5. ME4415 Combustion and Pollution Control

#### **(C) Aviation**

1. ME4310 Engineering Composites
2. ME4502 Aircraft Systems
3. ME4503 Aviation Systems
4. ME4504 Aircraft Maintenance Engineering

Subject to the approval of the programme leader, students may select an elective subject from the Programme BEng(Hons) in Product Analysis and Engineering Design to replace one of the Technical Elective subjects.

The advanced core subjects and the Technical Elective subjects are updated from time to time to ensure the best development of the programme and to ensure the best career for our students.

## **4.3 Curriculum Mapping**

Section 3 outlines the objectives and intended learning outcomes of the programme. It also presents the general philosophy in teaching, learning and assessment adopted by the Department. In Section 4.2, we detailed the structure of the programme describing a range of subjects which individual students are expected to study. An analysis of the curriculum in terms of the coverage of the programme outcomes (see section 3.1) is presented in Tables 4.1 and 4.2. In summary, the programme outcomes address two areas expecting students to achieve (A) professional/academic knowledge and skills (PAK), and (B) professional outlook and workplace

skills (POW). There are seven items for PAK and five items for POW. Table 4.1 displays a curriculum map in which all compulsory subjects are mapped with appropriate PAKs and POWs. The elective subjects (both Advanced Core subjects and Technical Elective subjects) are updated continually to meet the need of the ever-evolving industrial communities in Hong Kong and the South China region. These elective subjects are listed separately in the curriculum map as shown in Table 4.2. Essentially, they cover most of the programme outcomes with variations of themes from subject to subject. The student subject learning outcomes to be achieved by every subject of the programme are listed in the syllabuses shown in Part B.

**Table 4.1 Curriculum Map for Compulsory Subjects**

SUBJECT CODE	PROGRAMME OUTCOMES											
	PAK a	PAK b	PAK c	PAK d	PAK e	PAK f	PAK g	POW a	POW b	POW c	POW d	POW e
AMA294	✓	✓			✓						✓	✓
ELC3502									✓		✓	✓
ENG306	✓	✓			✓			✓	✓	✓	✓	✓
ENG307								✓	✓	✓	✓	✓
ME2902	✓	✓	✓		✓	✓		✓		✓		
ME3106	✓	✓	✓	✓				✓			✓	
ME3107	✓	✓	✓	✓								
ME3205	✓	✓			✓				✓			
ME3301	✓	✓				✓					✓	✓
ME3303	✓	✓	✓	✓		✓			✓		✓	✓
ME3406	✓	✓	✓									
ME3407	✓	✓	✓									
ME3901	✓	✓	✓		✓	✓					✓	
ME3905	✓	✓			✓							
ME4905	✓	✓			✓							
ME4908	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

SUBJECT TITLES

- AMA294 Mathematics II
- ELC3502 Professional English for Engineering Students
- ENG306 Engineering Management
- ENG307 Society and the Engineer
- ME2902 Engineering and the Environment
- ME3106 Dynamics and Vibrations
- ME3107 Linear Systems and Control Process
- ME3205 Design and Manufacturing II
- ME3301 Applied Mechanics
- ME3303 Mechanics of Solids
- ME3406 Engineering Thermodynamics
- ME3407 Fluid Mechanics
- ME3901 Project – Design Realization
- ME3905 Numerical Methods
- ME4905 Advanced Numerical Methods for Engineers
- ME4908 Capstone Project – Group based

**Table 4.2 Curriculum Map for Elective Subjects**

SUBJECT CODE	PROGRAMME OUTCOMES											
	PAK a	PAK b	PAK c	PAK d	PAK e	PAK f	PAK g	POW a	POW b	POW c	POW d	POW e
ME4205			✓		✓		✓			✓		
ME4206	✓	✓	✓	✓	✓		✓	✓	✓		✓	
ME4208	✓	✓	✓		✓	✓						
ME4211		✓		✓				✓	✓		✓	✓
ME4217	✓	✓	✓	✓							✓	✓
ME4307	✓	✓	✓		✓			✓		✓	✓	
ME4308	✓	✓	✓	✓					✓		✓	✓
ME4310	✓	✓		✓			✓	✓				
ME4405	✓	✓	✓					✓	✓		✓	
ME4406	✓	✓	✓		✓			✓	✓		✓	
ME4407	✓	✓	✓		✓			✓	✓		✓	
ME4409	✓	✓	✓					✓				
ME4411	✓	✓		✓	✓	✓			✓		✓	
ME4413	✓	✓			✓							
ME4414	✓	✓		✓	✓	✓						
ME4415	✓	✓	✓			✓		✓				
ME4502	✓	✓		✓	✓			✓	✓			
ME4503	✓	✓			✓			✓		✓		
ME4504	✓	✓			✓			✓	✓	✓		

SUBJECT TITLES

ME4205	Manufacturing and Prototyping	ME4407	Principles of Sound and Vibration
ME4206	Advanced Materials for Design and Technology	ME4409	Engine Technology
ME4208	Computer Aided Technology for Design	ME4411	Air Conditioning for Indoor Thermal and Environmental Quality
ME4211	Development of Green Products	ME4413	Heat and Mass Transfer
ME4217	Industrial Automation	ME4414	Fluids Engineering
ME4307	Environmental Degradation of Materials	ME4415	Combustion and Pollution Control
ME4308	Automatic Control Systems	ME4502	Aircraft Systems
ME4310	Engineering Composites	ME4503	Aviation Systems
ME4405	Environmental Noise	ME4504	Aircraft Maintenance Engineering
ME4406	Noise Abatement and Control		

**5. GENERAL ASSESSMENT REGULATIONS (GAR)**

The General Assessment Regulations adopted in the BEME Programme will be in line with the prevailing GAR of the University. Some regulations are extracted and presented in the following sections.

## 5.1 Progression/Academic Probation/Deregistration

The Board of Examiners shall, at the end of each semester (except for the Summer Term unless there are students who are eligible to graduate after completion of Summer Term subjects), determine whether each student is:

- (i) eligible for progression towards an award; or
- (ii) eligible for an award; or
- (iii) required to be deregistered from the programme.

When a student has a Grade Point Average (GPA) lower than 2.0, he will be put on academic probation in the following semester. Once a student is able to pull his GPA up to 2.0 or above at the end of the probation semester, the status of "academic probation" will be lifted. The status of "academic probation" will be reflected in the examination result notification but not in the transcript of studies.

A student will have 'progressing' status unless he falls within the following categories, either of which may be regarded as grounds for deregistration from the programme:

- (i) the student has exceeded the maximum period of registration for that programme as specified in the definitive programme document; or
- (ii) the student's GPA is lower than 2.0 for two consecutive semesters and his Semester GPA in the second semester is also lower than 2.0; or
- (iii) the student's GPA is lower than 2.0 for three consecutive semesters.

A student may be deregistered from the programme enrolled before the time specified in the above conditions (ii) or (iii) if his academic performance is poor to the extent that the Board of Examiners deems that his chance of attaining a GPA of 2.0 at the end of the programme is slim or impossible.

In the event that there are good reasons, the Board of Examiners has the discretion to recommend that students who fall into categories as stated in the above conditions (ii) or (iii) be allowed to stay on the programme and these recommendations should be presented to the relevant Faculty/School Board for final decision.

Under the current procedures, a student can appeal against the decisions of Boards of Examiners to deregister him. If such an appeal is upheld by the Department/School concerned, the recommendation (to reverse the previous decision to deregister the student) should also be presented to the relevant Faculty/School Board for final decision.

## 5.2 Retaking of Subjects

Students may retake any subject for the purpose of improving their grade without having to seek approval, but they must retake a compulsory subject which they have failed, i.e. obtained an F grade. Retaking of subjects is with the condition that the maximum study load of 21 credits per semester is not exceeded. Students wishing to retake passed subjects will be accorded a lower priority than those who are required to retake (due to failure in a compulsory subject) and can only do so if places are available.

The number of retakes of a subject is not restricted. Only the grade obtained in the final attempt of retaking (even if the retake grade is lower than the original grade for originally passed subject) will be included in the calculation of the Grade Point Average (GPA). If students have passed a subject but failed after retake, credits accumulated for passing the subject in a previous attempt will remain valid for satisfying the credit requirement for award. (The grades obtained in previous attempts will only be reflected in the transcript of studies.)

In cases where a student takes another subject to replace a failed elective subject, the fail grade will be taken into account in the calculation of the GPA, despite the passing of the replacement subject.

### 5.3 Absence from an Assessment Component

If a student is unable to complete all the assessment components of a subject, due to illness or other circumstances which are beyond his control and considered by the Subject Assessment Review Panel as legitimate, the Panel will determine whether the student will have to complete a late assessment and, if so, by what means.

### 5.4 Grading

Assessment grades shall be awarded on a criterion-referenced basis. A student's overall performance in a subject shall be graded as follows:

<i>Subject grade</i>	<i>Short description</i>	<i>Elaboration on subject grading description</i>
A+	Exceptionally Outstanding	The student's work is exceptionally outstanding. It exceeds the intended subject learning outcomes in all regards.
A	Outstanding	The student's work is outstanding. It exceeds the intended subject learning outcomes in nearly all regards.
B+	Very Good	The student's work is very good. It exceeds the intended subject learning outcomes in most regards.
B	Good	The student's work is good. It exceeds the intended subject learning outcomes in some regards.
C+	Wholly Satisfactory	The student's work is wholly satisfactory. It fully meets the intended subject learning outcomes.
C	Satisfactory	The student's work is satisfactory. It largely meets the intended subject learning outcomes.
D+	Barely Satisfactory	The student's work is barely satisfactory. It marginally meets the intended subject learning outcomes.
D	Barely Adequate	The student's work is barely adequate. It meets the intended subject learning outcomes only in some regards.
F	Inadequate	The student's work is inadequate. It fails to meet many of the intended subject learning outcomes.

'F' is a subject failure grade, whilst all others ('D' to 'A+') are subject passing grades. No credit will be earned if a subject is failed.

A numeral grade point is assigned to each subject grade, as follows:

<i>Grade</i>	<i>Grade Point</i>
A+	4.5
A	4
B+	3.5
B	3
C+	2.5
C	2
D+	1.5
D	1
F	0

At the end of each semester/term, a Grade Point Average (GPA) will be computed as follows, and based on the grade point of all the subjects:

$$GPA = \frac{\sum_n \text{Subject Grade Point} \times \text{Subject Credit Value}}{\sum_n \text{Subject Credit Value}}$$

where n = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester/term, but for subjects which have been retaken, only the grade obtained in the final attempt will be included in the GPA calculation

In addition, the following subjects will be excluded from the GPA calculation:

- (i) Exempted subjects
- (ii) Ungraded subjects
- (iii) Incomplete subjects
- (iv) Subjects for which credit transfer has been approved without any grade assigned
- (v) Subjects from which a student has been allowed to withdraw (i.e. those with the grade 'W')

Subject which has been given an "S" subject code, i.e. absent from examination, will be included in the GPA calculation and will be counted as "zero" grade point. GPA is thus the unweighted cumulative average calculated for a student, for all relevant subjects taken from the start of the programme to a particular point of time. GPA is an indicator of overall performance and is capped at 4.0.

### 5.5 Eligibility for Award

A student would be eligible for award if he satisfies all the conditions listed below:

1. Accumulation of 66 credits as defined in the definitive programme document.
2. Having a GPA of 2.0 or above at the end of the programme.
3. Satisfy all the remedial subjects as specified when he is admitted.

A student is required to graduate as soon as he satisfies all the above conditions for award. Subject to the maximum study load of 21 credits per semester, a student may take more credits than he needs to graduate in or before the semester within which he becomes eligible for award.

All credits are equally weighted in determining the classification of award. Any subject passed after the graduation requirement has been met or subject taken on top of the prescribed credit requirements for award shall not be counted in the calculation of Award GPA. However, if a student attempts more elective subjects (or optional subjects) than the requirement for graduation in or before the semester within which he becomes eligible for award, the elective subjects (or optional subjects) with higher contribution shall be counted in the grade point calculation for award classification (i.e. the passed subjects with lower contribution will be excluded from the grade point calculation for award classification), irrespectively of when the excessive elective subjects (or optional subjects) are enrolled for.

The following are guidelines for Boards of Examiners' reference in determining award classifications:

<i>Honours Degrees</i>	<b>Guidelines</b>
1 <sup>st</sup>	The student's performance/attainment is outstanding and identifies him as exceptionally able in the field covered by the programme in question.
2:i	The student has reached a standard of performance/ attainment which is more than satisfactory but less than outstanding.
2:ii	The student has reached a standard of performance/ attainment judged to be satisfactory, and clearly higher than the 'essential minimum' required for graduation.
3 <sup>rd</sup>	The student has attained the 'essential minimum' required for graduation at a standard ranging from just adequate to just satisfactory.

A Pass-without-Honours degree award will be recommended only under exceptional circumstances, when the student has demonstrated a level of final attainment which is below the 'essential minimum' required for graduation with Honours from the programme in question, but when he has nonetheless covered the prescribed work of the programme in an adequate fashion, while failing to show sufficient evidence of the intellectual calibre expected of Honours degree graduates.

## **6. PROGRAMME OPERATION AND MANAGEMENT**

### **6.1 Departmental Undergraduate Programme Committee**

The Departmental Undergraduate Programme Committee will exercise the overall academic and operational responsibility for the programme.

## **6.2 Programme Executive Group**

The day-to-day operation of the programme will be carried out by the Programme Executive Group, which consists of the Programme Leader and Deputy Programme Leader. The Group will report the operation back to the Departmental Undergraduate Programme Committee.

## **6.3 Student-Staff Consultative Committee**

The Student-Staff Consultative Committee consists of Student Representatives together with the Programme Leader. The Committee is normally chaired by the Programme Leader and meets at least twice a year. Issues to be kept under consideration include: student workload, teaching methods, balance between subject areas, training matter and other areas of mutual concern.

## **6.4 Academic Tutors**

Each student will be assigned an academic tutor from the academic staff of the ME Department. The role of an academic tutor shall include but is not limited to the following:

- identify academic strengths and weaknesses of the student;
- advise the student on electives and answer questions about the curriculum;
- encourage the student at times of academic frustration;
- report the general academic status of the student to the programme leader;
- alert and consult the programme leader as soon as possible about any unexpected situation faced by the student that may affect the student's academic progression;
- bring to the attention of the Student-Staff Consultative Committee any special situation concerning the student that may require special decision by the Committee;
- encourage the student to give feedbacks on the programme and put forward his comments to the Departmental Learning and Teaching Committee.