The Department of Bioengineering Undergraduate Project Handbook

BE3 – MMGP/ BE3-HBSCGP

Group project

2018 - 2019
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INTRODUCTION

Research projects are an important part of the Bioengineering degree course. Projects give students an opportunity to apply the knowledge learned in the rest of the course to current research problems. They also help to develop important project management, team working, organisation, and communication skills that are highly valued by employers and international research groups.

For the group project Year 3 MEng students and intercalated BSc students work together to analyse a problem and propose engineering solutions.

The weighting of the 3rd year group project for students is:

- MEng 3rd year: 33.3% of the overall year mark
- Intercalated BSc: 25% of the overall year mark

Work on the project is carried out throughout the year and will be assessed by a literature review, planning report, and a group report and presentation at the end of the academic year. Full details are provided later in this booklet. You will be required to give a short presentation of your project and results obtained so far to your supervisor at the end of the Autumn term. Your supervisor will consider this presentation when marking your literature review.
ETHICAL ASPECTS OF THE PROJECT

Practical advice on first steps

In Year 1 and Year 2 MEng students have received teaching and practice at ‘Ethical Analysis’, as an exercise and then as part of the Engineering Design Project. The same approach should be used in discussing the Ethical aspects of your 3rd or 4th year project. For many projects the ethical aspects will be obvious and easy to identify; animal research, live research in humans (or in utero) using volunteers or relatives, “big data” projects using information about existing patients or individuals, or assistive devices for athletes or subjects. However, some other lines of research may not be so obviously amenable to ethical discussion. In such cases, consider the following:

- For cellular or synthetic biology research, what is the source of the cells or organisms and the ethics of their provision. What might be the effects of the release or escape of these into the environment? What steps need to be taken for disposal of material at the end of the experiments?
- How any data you collect in your research might be used, misused or abused by individuals or organisations, and what steps are taken to prevent such misuse? Are these preventative measures sufficient, adequate, cost effective, and safe?
- What are the environmental effects of the release or disposal of any specimens, reagents or by-products of the project?
- What is the eventual purpose or use of the system or principle being studied in your research, and who might benefit, be harmed, or exploit this?
- If the research is successful and a new principle/system/device/substance is developed, how will that be shown to be safe and ethically justifiable? How much or how many end-user or clinical trials would be needed to prove this?
- Does the project or its eventual outcome justify the effort and resources being dedicated to its pursuit? What safeguards or balances are, should be, or could be introduced to ensure the most effective and beneficial application of resources is achieved? Who should be responsible for this and on what basis should the decisions be made?

Approval of Projects with ethical implications

According to the Imperial College Ethics Code, to which all members of academic staff are committed to adhere, support and promote, any project work must comply with the key principles of the code. For research students, these include:

- Careful consideration and implementation of formal processes which guarantee the safety of your colleagues (including your own) when engaging in research and teaching;
- Protection of data and privacy of students, colleagues and volunteers engaged in College-related activities.

Before a project with ethical implications can be started, it has to go through an Ethics approval process. This process is overseen by the Imperial College Research Ethics Committee (ICREC). This committee was founded to deal with research projects that involve human participants or volunteers directly or indirectly. Such projects are, for example:

- Questionnaire studies involving volunteers;
- Work on developing new surgical or diagnostic equipment;
- Projects using observational or survey data.
Some projects need to seek Ethics approval upon allocation, and students are expected to liaise with their supervisor to submit an Ethics approval request before they can start working on their project.

What to consider when working on projects with ethical implications

- Potential research subjects need to be fully informed about the purpose of the project, the type of research methods, as well as the likelihood, degree and nature of possible risks.
- All information shall be compiled in a leaflet and given to potential subjects; they should have at least 24 hours to consider taking part.
- Potential subjects can choose whether they want to participate or not. Their consent needs to be written down for the records.
- Verbal consent is only sufficient with prior written approval from the Ethics Committee.
- Ensure that participating subjects and/or volunteers are informed that they can withdraw from the experiment at any time; it should be clear that their involvement is voluntary and that they shall not be disadvantaged in any way.
- Where personal information is stored on a computer, the College has an obligation to comply with the Data Protection Act 1998. Further information can be found online.
- Where a project is using personal information, the report or thesis needs to have provisions that the subject will be fully informed in advance, including information on the nature of the data required and how the data will be used.
- Subjects need to have the freedom to decide whether or not their data may be used or communicated.
- For research involving human tissue, such tissue should be anonymized. Sample codes should be used (pseudonymisation). Such projects not only need the approval of the ICREC but must also comply with the requirements of the Human Tissue Act, including ensuring samples can be traced back to the donor.

Recording ethical implications in the report

Reports and theses need to have a statement, saying that (when appropriate to the project):

- The project has been approved by the Imperial College Ethics Committee, including the approval number.
- The patients/participants gave consent to use their data.

Your planning report also needs to contain a section of Ethical Analysis, which should evaluate the ethical basis, background, and implications of the project, in regard to subjects and specimens used and their provenance, data derived or measured and its use, and the long term effects and meaning of the work, as well as the effects of the work on colleagues, the college, society and the environment. This will be included in the marking of the report.

If you are in doubt about any of these issues, you should speak with your supervisor.
PROJECT SELECTION AND ALLOCATION PROCESS

Key individuals

The Individual Project Co-ordinator for 2017-18 is Dr Spyros Masouros (office B326). The Group Project Coordinator for 2017-18 is Dr Ben Almquist (office RSM 4.13). Supporting colleagues are Mr Martin Holloway (office RSM 3.08) and the Student Office (office RSM 3.21c).

Student Selection stage for MEng Year 3 / intercalated BSc students

Students are asked in June to form groups and pick a preferred theme for their project by the end of the academic year. Intercalated BSc students are asked in August to submit their theme preferences. The Group Project Coordinator will then allocate groups to specific projects and allocate intercalating students to groups.

Choice is inevitably more restricted for a group project. However, different aspects of the project may well require a variety of skills. One of the characteristics of a successful group project is that the talents of the group members are used to the best effect. The final allocation of project groups is at the discretion of the Project Co-ordinator in consultation with the ME and EE group project supervisors.

The project coordinator meets with all students in the Welcome Week to explain the project next steps.

Safety Form – all students!

You and your supervisor are required to complete a project safety registration form electronically. Depending on the nature of your project, you may need to carry out a risk assessment together with your supervisor before you can complete this form. This is done online here: https://www.imperial.ac.uk/bioengineering/admin/info/safety/forms/#group-S

You are not permitted to start work on your project until the allocation and safety forms have been completed and submitted.
WORK ON PROJECT

Project work may start from Monday 08 October, subject to agreement from your supervisor and safety forms having been submitted. Members of the group meet with the project supervisor to decide on the title of the project, general strategy for the project and allocation of tasks. The group then prepares a project plan and budget. Work continues throughout the year. The exact amount of time spent on projects is not fixed, but is on the order of 40-60 days full time equivalent.

- Autumn term: work will be part-time. You will be expected to work at least 8 hours each week - the precise choice of timeslots being determined by your option courses.
- Spring term: the first week of the term will be dedicated to your project, followed again by part time working at least 8 hours each week. You will submit a group report before the Easter holidays.
- Summer term: after exams students prepare their presentations.

To monitor progress and your individual effort towards the group project you will keep a Project Log Book that will be signed by your supervisor at regular intervals and handed in with your group report.
## ASSESSMENT

### MEng student assessment schedule

<table>
<thead>
<tr>
<th>Mode of assessment</th>
<th>% final marks</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft technical report</td>
<td>Formative only</td>
<td>Monday 19 November 2018 5pm</td>
</tr>
<tr>
<td>Preliminary presentation</td>
<td>Formative only</td>
<td>By Friday 14 December 2018 5pm</td>
</tr>
<tr>
<td>Group planning report</td>
<td>15</td>
<td>Tuesday 8 January 2019 12.00 noon</td>
</tr>
<tr>
<td>Individual technical report (submit in appendix of group planning report)</td>
<td>15</td>
<td>Tuesday 8 January 2019 12.00 noon</td>
</tr>
<tr>
<td>Group report</td>
<td>50</td>
<td>Thursday 21 March 2019 at 5pm</td>
</tr>
<tr>
<td>Group poster presentation (15 min presentation and ~6 min Q&amp;A)</td>
<td>20</td>
<td>25/26/27 June 2019</td>
</tr>
</tbody>
</table>

### Intercalated BSc student assessment schedule

<table>
<thead>
<tr>
<th>Mode of assessment</th>
<th>% final marks</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft technical report</td>
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</tr>
<tr>
<td>Group report</td>
<td>50</td>
<td>Thursday 21 March 2019 at 5pm</td>
</tr>
<tr>
<td>Individual presentation (8 min presentation and ~2 min Q&amp;A)</td>
<td>20</td>
<td>To be completed by 7 June 2019 5pm</td>
</tr>
</tbody>
</table>

All reports are submitted in pdf format to Blackboard: [https://bb.imperial.ac.uk](https://bb.imperial.ac.uk) by the announced deadline. The College’s coursework deadlines policy will be strictly adhered to.

Details on the assessment criteria are given in Appendix 2. Planning and group report marks will be moderated by peer group assessment of your individual contribution to the project; this may change the report mark for each student by up to ± 25% of the actual mark given for the report. The overall mark for planning and group reports is based on a mark for effort – awarded by your supervisor – weighted at 30% and a mark for the written report, weighted at 70%.
Project assessment guidelines

It is important to understand the way your project will be assessed. A good first-class project involves a combination of sound background research, a solid implementation, or piece of theoretical work, and a well-structured and well-presented report detailing the project's background, objectives and achievements. The very best projects invariably cover some new ground, e.g. by developing a system which does not already exist, or by enhancing some existing system, application or method to improve its functionality, performance etc.

A completely straightforward implementation project is unlikely to gain first-class marks, regardless of how well it is done. Similarly, projects which are predominantly survey reports will not gain high marks unless they are backed up with experimentation, implementation, or theoretical analysis, e.g. for performing an objective comparison of the surveyed methods, techniques etc.

If you are looking to achieve high marks in your project and, particularly, if you are hoping to win one of the illustrious project prizes, you should choose and carry out your project with great care. Remember also that your attitude to, and performance in, the project is taken very seriously by prospective employers and your progress is usually reported in some detail in academic references provided for you by staff members. Don't be afraid to discuss these issues with your supervisor, or with the project co-ordinator.

The following components will be taken into consideration:

**Background Preparation.** This component assesses the way you arrived at your initial project specification, work programme and list of objectives. It particularly addresses the background research undertaken and the manner in which your approach and programme of work fits in with the current state-of-the-art.

**General Competence.** This assesses your overall approach to the project and your ability to overcome the inevitable complications which arise. The specific areas in which you will be assessed are management and organisation, reliability and punctuality, overall technical competence, and your individual contribution to the project.

**Technical achievement.** This assesses the main technical output from the project. It addresses specific issues such as the design, correctness, elegance, usability etc. of the final product and the significance of the work in relation to the state-of-the-art.

**Report and Presentation.** This assesses your ability to communicate your work and your findings to other people. The report is the single most important component of the project and you should invest a considerable amount of time in its preparation. You should read the 'Project Report' section below to get a feel for what is required.

**Preliminary presentation**

You are required to give a short (5-10min) presentation to your supervisor at the end of Autumn term. This presentation will include details of your progress on the project, and of the results that you have obtained so far. The objectives of this presentation is (a) to practice presenting / communicating your work, and (b) to receive feedback on your progress by your supervisor and her/his research group. The presentation is not formally assessed. Your supervisor will bear in mind this presentation when they come to mark your planning report.
Individual technical report

Students should prepare a technical report on the section of the project that they are involved with. This is to be submitted mid-term for formative assessment and feedback. The final version will be submitted for credit with your group planning report in January. A template to base it on will appear on blackboard in good time. The technical report should not exceed 1000 words (excluding the bibliography). This number is a limit, not a target. You should not devote weeks to writing the report. The aim of the report is to summarise the key findings from a range of published sources that you have used to identify research gaps, shape your aims and objectives, and justify the decisions you are making in your methodology. The text should be clear, with use of figures (with attribution) if helpful to the explanation. The report should also contain a reference section that list all sources you referenced in your report giving full details appropriately so that the reader can access each source. Information on appropriate referencing can be found in the library webpages. It is strongly advised to use a reference manager such as Mendeley; it will save you a lot of time when preparing planning and final reports as it can produce the bibliography automatically for you using the style of your liking.

Planning report

Each group-project student must write a logbook and keep track of their work and contributions. A peer-assessment of effort so far on the project will take place after report submission; this may change the planning report mark for each student by up to ± 25% of the actual mark given for the report. The group needs to submit a group planning report that includes:

- a title page with all names of group members clearly listed.
- a contribution statement that each group member signs by typing their name at the bottom; this describes what each student has done so far on the project.
- a signature (by typing their name) by each group member at the end of the report to show that all agree to the content.
- An individual technical report by each student (presented within the appendices)

You will be given a template on blackboard in good time to base your report on. The planning report should be a short document containing two parts plus references.

The word limit for the group planning report is 1000 words which includes task allocation, Gantt chart and risk assessment. Each group member's individual technical report should be provided as an appendix.

Part 1 should summarise the background to your project, what you achieved so far, and what your plan is. It should contain the following sections:

Project Specification

This section should state clearly what the project is intended to deliver. It should contain the aims and objectives / hypotheses of your work.

Implementation Plan

This is a breakdown of the work done already and of the work to be done in the time remaining on the project. This could be presented in text or diagrammatic form. You should identify a set of milestones and provide a realistic estimate of when each of these should be completed if all goes well. It should also detail fall-back positions in case any stage of the development goes wrong. You may feel, in the early stages of your project work, that the times in this plan are guesses. As the project progresses, keeping track of and revising appropriately
your initial estimates, but also if necessary altering the proposed work, is a vital way to ensure that the project is successfully finished on time and on budget.

**Preliminary Results**

Give details of the progress you have made in the project up to now. Remember it is a short report; you should not provide long technical descriptions here; the place for that is in your group report.

Part 2 should detail the task allocation, provide a Gantt chart, consider the likelihood of success, and discuss contingency plans.

**References**

List all sources you referenced in your report giving full details appropriately so that the reader can access each source. Information on appropriate referencing can be found in the library webpages. It is strongly advised to use a reference manager such as Mendeley; it will save you a lot of time when preparing planning and group reports as it can produce the bibliography automatically for you using the style of your liking.

**Log Book**

You will need to keep a lab book / engineer’s log book. This will be submitted together with your group report. It is an important task of any engineer / researcher to document their work. Indeed, in industry records must be kept to a very high standard as part of the GLP (good laboratory practice) or ISO 9001 accreditation of the company. In a university it is equally important as good records allow others to follow your work. For each session you go into the laboratory you should:

- describe briefly what you did, why you did it, what you found and what that tells you.
- keep a record of standard procedures, such as the composition of buffer solutions, or standard test waveforms.
- the names of computer files containing raw data and analysed results.

Good record keeping will save you many hours at the end of the project trying to remember what you did, what protocol you used where, and where that fantastic graph is or comes from. Written lab records should be brought to each meeting with the supervisor and submitted along with the group report. The supervisor should sign your log book at the end of the autumn term and at a minimum every two weeks in the spring and summer terms. It is your responsibility to obtain this signature record.

**Group project report**

The project report is an extremely important aspect of the project and its quality will have a major influence on the final project mark. It serves to show what you have achieved and should demonstrate that:

- you understand the wider context of biomedical engineering;
- you can apply the theoretical and practical techniques you have been taught to the problems that you are addressing;
- you are capable of objectively criticising your own work, placing it in comparison with published literature, and making constructive suggestions for improvement or further work based on your experiences so far;
• as a professional bioengineer, you can document clearly and concisely your thinking and working processes for third parties who may not be experts in the field in which you are working;

• you can express this information in a concise manner;

With the exception of the project supervisor, the report assessors will not have followed your project throughout and for this reason will rely heavily on the report to judge the quality of your work. The same applies to the external examiners whose job it is to provide an opinion, heavily influenced by the individual project, to the exam board on borderline candidates.

Many students underestimate the importance of the report and make the mistake of thinking that top marks can be achieved simply for working hard producing a good product. This is fundamentally not the case and many projects have been graded well below their potential because of an indifferent or poor write-up. In order to get the balance right you should consider that the aim of the project is to produce a good report, and that software, hardware, theory etc. that you developed during the project are merely a means to this end. Don’t make the mistake of leaving the write-up to the last minute. Ideally you should produce the bulk of the report as you go along and use the last week or two to bring it together into a coherent document.

The physical layout and formatting of the report is also important, and yet is very often neglected. A tidy, well laid out and consistently formatted document makes for easier reading and is suggestive of a careful and professional attitude towards its preparation.

You will be given a template on blackboard in good time to base your report on. The report should not exceed 5000 words. This number is a limit, not a target. Reports that do not comply with this guideline are unlikely to be given a mark of more than 59% (see assessment criteria at the end of this handbook). Title page, abstract, acknowledgements, and bibliography will not count towards the word limit. Extra material can be appended to the report to allow you to disseminate all the necessary information to someone who might want to repeat your work or pick up the project details at a later stage. The appendix will not be specifically marked, but its appropriate use to disseminate all information will be judged by the assessors. See the next page for examples of the sort of content that would go in the appendix.

A typical technical or research report will have the following sections, however, the work for some projects might be better disseminated with a different layout.

1. Introduction
2. Methods
3. Results
4. Discussion

Abstract

Include all of background, aim, method, results, and discussion/conclusion. Could be one sentence each. As you see fit. It should be written for a general audience. Up to 250 words.

Acknowledgements

This section is not required. It is, however, usual to thank those individuals who have provided particularly useful assistance, technical or otherwise, during your project.
Introduction

Summarise the key findings from a range of published sources that you have used to identify research gaps, shape your aims and objectives, and justify the decisions you are making in your methodology. The text should be clear, with use of figures (with attribution) if helpful to the explanation.

Include a clear aim (and maybe specific objectives) and / or your hypotheses at the end of the introduction. For example, the overall aim was to do this and specific objectives were to do 1, 2, and 3. Your intro should lead to the aim: This is a problem. Something was done in the past (literature review), but not as well / enough (i.e. be critical). Therefore I am going to do something better / different \(\rightarrow\) aim.

Methods

Be as detailed as possible, in that one should be able to reproduce what you did. As always, don’t include unnecessary information. You should justify every decision you make or technique you use.

Results

Be punchy and dry. You can tell us what your results mean in the discussion. Think carefully how you present your results so that you put the intended point across to your readers.

Discussion

This is where you conduct an objective evaluation of the project's successes and failures and compare it to existing literature. It is important to understand that there is no such thing as a perfect project. Even the very best pieces of work have their limitations and you are expected to provide a proper critical appraisal of what you have done. Your assessors are bound to spot the limitations of your work and you are expected to be able to do the same.

Start with a quick summary of what you’ve done and found, i.e. 1-2 sentences, then discuss them. What do your results mean? Derive conclusions off them, but make sure they are justified. Use expressions such as ‘it is likely’, ‘this suggests that’ etc. Compare your results with literature. Discuss any limitations of the study. Suggest improvements and how future work could deal with the problems you encountered. Avoid words such as ‘very’, ‘good’, ‘little’; talk with numbers.

Conclusion

Give us the take-home message and how your design / findings could be used / explored further. It should be 1 paragraph.

References

List all sources you referenced in your report giving full details appropriately so that the reader can access each source. Information on appropriate referencing can be found in the library webpages. It is strongly advised to use a reference manager such as Mendeley; it will save you a lot of time when preparing planning and group reports as it can produce the bibliography automatically for you using the style of your liking.

Annex(es)/Appendix

Use this space for any additional information. Refer to the annex in the main text, else the reader is not going to have a reason to look at it. You could have more than one annex, as appropriate. The annexes contain information which is not essential for the ‘story’ to be told,
but helpful to the reader that might want to dig into the detail or take your work forward. Information included here typically is program listings, user guides, complex circuit diagrams, tables, proofs, additional results, graphs or any other material which would break up the theme of the text if it appeared in the main body. Large program listings or actual files may be submitted with the report, although it is preferable either to provide them to your supervisor on a pen drive, or to cite their web path name in the report. For group projects, an Annex should include an indication of which group member worked on which parts of the project.

**Group poster presentations (MEng students)**

MEng students will produce a group poster from which they will give their presentations. The group will submit a pdf file for an A0 landscape poster to Blackboard by 19 June 2019. The Department will then arrange for this to be printed. A poster session will then be organized on Tuesday 25, Wednesday 26 and Thursday 27 June 2019 where student groups stand by their posters and small groups of the academic staff walk round to mark the posters. When the staff group comes to assess the poster, each student will give (in turn) a 2-3 minute talk using his or her panel as an aid. You will be allocated 15 min in total per group followed by 6 minutes of questioning. Assessment will be on the basis of volume of work, poster content, organization, visual layout, rapport, and answers to questions. Examples of posters can be found on Blackboard.

**The oral presentation (Intercalated BSc students)**

Intercalated BSc group project students will give an oral presentation on their research work to other students and staff before 7 June 2018. Talks will be 8 minutes long followed by 2 minutes for questions. Timings will be strictly enforced. You will be expected to put your project in context with a brief introduction, then present your methodology, main results, and conclusions. Talks will be usually given using Microsoft Powerpoint or similar although other methods are possible. Assessment will be on the basis of volume of work, content, organization, visual layout, rapport, and answers to questions.

**USEFUL INFORMATION**

**Meeting your supervisor**

You must make sure that you arrange regular meetings with your supervisor. These are documented by your supervisor signing your Log book. The meetings may be brief once your project is under way but your supervisor needs to know that your work is progressing. You should inform the supervisor of your College e-mail address and any changes to it, so that they can contact you, if necessary. If you need to talk to your supervisor between meetings and cannot locate him/her in their office, send an e-mail to them to suggest a time when they will be available. When you go to see your supervisor you should have prepared a written list of points you wish to discuss. Take notes during the meeting so that you do not forget the advice you were given or the conclusions that were reached. Your Log book is the ideal place for these tasks.

**Equipment**

You may be required to use equipment that belong to the Department or individual research groups. Such equipment is often expensive research grade equipment and almost certainly used by either other project students or members of the research group. You do not
have right of access at any time you choose, as in any research environment access to equipment has to be negotiated with other users and with your supervisor. Consequently, you need to plan experiments in advance, and assemble the resources you need to make best use of your time on equipment.

You are permitted to develop software or hardware on your own equipment, provided that you can duplicate it here in College for the demonstration day. However, you should prepare a fallback position in case your equipment misbehaves. Remember in particular that the software on some cheap home computers is not reliable. A potentially good project may be spoilt by inadequate home equipment.

Finances for projects are strictly controlled; your supervisor will give you information about what is available.

Note that there is no excuse for failing to keep adequate computer backups. If you lose your program or your data or your report because of a system failure you will simply lose marks. No extensions will be given at the end of the project for you to re-type a lost report, for example.

Pitfalls

Some of the most useful things to know about individual projects are the common pitfalls. Why do some projects go horribly wrong? Here are some of the common causes of failure:

**Starting the project too late.** Start the project as soon as you can – i.e. week 2 of autumn term. The longer you leave it the harder it is to get motivated, especially when all your friends seem to be flying ahead. Do not be distracted by pressing coursework deadlines from other courses. Remember your project is worth a substantial percentage of your year mark and it will not be possible to do enough work if you only work on the project at the last minute.

**Failing to meet your supervisor regularly.** If you arrange a meeting with your supervisor, turn up at the agreed time. Your supervisors are busy, internationally active academics. Arrange meetings by e-mail asking when they would be free to discuss this or that particular problem. Don’t just spend a week turning up at their office at random times to find they are not there. If you are stuck for any reason and you have no meeting arranged, contact your supervisor immediately, then work on some other aspect of the project until you can be seen. If one of your supervisors is outside the Department make regular contact with the project supervisor from within the department. You gain no sympathy from anyone if you lose contact with your supervisor and produce a poor project as a result. Your supervisor will be happy to help you but they can do nothing if they are unaware that you are having trouble.

**Allowing too little time for the report.** You should try to produce as much of your report as you can as you go along, even though you don’t know in advance its exact structure. Particularly when you make figures or graphs make them to ‘publication quality’ as you go along so you don’t have to revisit them at the last minute. The last two weeks of the project should be dedicated to pulling together the material you have accumulated and producing a polished final product.

**Failing to plan a fall-back position** if the planned work is not completed on time. Try to plan your project in stages so that if things go wrong in a later stage you have a completed stage to fall back on. Agree the fall-back position with your supervisor and revisit timelines with him/her at regular intervals.

**Over/Under Ambition.** Try to be realistic about what you can achieve in the time available. A good project requires a lot of input from you and should prove to be technically challenging throughout. At the same time, however, it is better to do a small job well than it is
to fail to do a big job at all. Your supervisor will advise you on his or her expectations of the project and this will help you to set your sights accordingly.

As important as the project is, however, do not let it interfere with your exam revision. Even though you can work on your project during revision, you should try to plan not to spend any time on your project between the end of the spring term and your last examination.
UNDERGRADUATE STUDENT PROJECT SUPERVISION GUIDE – EXPECTATIONS

Student learning and development is carried out in partnership with the lecturer/supervisor. The most common method of teaching throughout the course is through lectures, but there may also be a strong focus on online learning, independent project-based work and lab work. Expectations in the classroom may differ somewhat from expectations in the laboratory. This document is intended to provide a guide to help students and supervisors understand their mutual responsibilities in regards to research projects. The content is adapted from the Success Guide for Master’s Students.

Supervisors expect students to:

1. Take responsibility for your project: in the end, it is your work and your supervisors are here to help you accomplish your research objectives, but not to do the thinking for you.
2. Practice good time management: the project has to be finished in a short period of time, and you are expected to work full-time on your project after exams. Supervisors expect students to strive to accomplish good work.
3. Be prepared for frustrations and unexpected problems: check the pitfalls advice in the previous section of this manual.
4. Display initiative: ultimately, the person who drives the process and strives to understand the project is you. We expect you to be curious about your work and to think about how the work of others may have an impact on the research you are doing. As a project student, you will become a fully integrated member of your supervisor’s research group, and are expected to attend lab meetings, participate in research discussions, and work as part of a team. You also are expected to attend research seminars, when they do not clash with teaching sessions in Autumn and Spring terms.
5. Learn and work on topics that are new to you, and strive to familiarise yourself with new concepts (e.g. learning to use software, techniques or tools that may be new to you).
6. Be ambitious and self-critical of your own work and results, and use these skills to be critical of results in the literature.
7. Be orderly, precise and detailed in record keeping, for example, in lab notebooks or when referencing.
8. Keep up with the literature in your field: this requires initiative, but successful research is rarely done in a vacuum. Reading can stimulate new ideas that you can take to your own research; just remember to cite the primary references that influenced your thinking and never just take ideas from others without acknowledging their contribution.
9. Look at examples of past projects and ask your supervisor for recommendations on good past projects. This is a one of the best ways of learning what your supervisor expects in the written report.
10. Provide regular reports detailing your results: you should be conscientious about keeping a laboratory notebook and regularly enter all your data into tables and spreadsheets.
11. Seek feedback when you need it.
12. Always back-up your test data and electronic files.
13. Be aware of safety at all times and follow safety procedures, especially if you are working in a laboratory.
14. Develop your professional and transferrable skills by attending the transferable skills courses and lectures provided by the Graduate School, your own Department or elsewhere in the College or external providers.

**As a student you can expect your supervisor to:**

1. Be supportive of you both intellectually and personally. Your supervisor essentially takes over the role of the personal tutor, and will come to know you much better than your lecture instructors. Keep this in mind when it comes to asking for recommendation letters.
2. Set up a viable project and ensure that you have a clear idea of aims and objectives and an initial work-plan. Some supervisors will outline the goals and initial activities of the project, but expect you to articulate the precise aims, objectives and methods yourself. If in doubt about these expectations, ask your supervisor to discuss this with you.
3. Be available (or provide an identified substitute) to talk about research problems at relatively short notice, although, at certain times of the year, you may need to give a few days’ notice.
4. Help and guide you: the help is tapered as you develop confidence in your own abilities and research skills, to enable you to learn to work more on your own and to make more of your own decisions.
5. Help develop your skills in technical writing, oral presentations, problem definition, statistical data analysis, and critical literature reviews.
6. Help enable you to write research papers that could be potentially published.
7. Provide adequate funds for your research project (there is an initial budget); the Student Office can also help with some admin around this.
8. Read and constructively comment on your project planning and group reports. This of course requires you to give your supervisor a draft of your report in good time for them to review it.
9. Recognise that your supervisor has other students and other commitments.

**Together, students and supervisors are expected to:**

Adhere to the College and Departmental guidelines and procedures.
APPENDIX 1 – PLAGIARISM

The College takes plagiarism very seriously and regards it a form of intellectual theft. All material taken from the literature, the internet or from the work of others must be correctly referenced with details of the source. If you are at all in doubt as to whether your actions might be plagiarism check with your supervisor or the course coordinator. Remember that the content of your work is your responsibility. Ignorance of plagiarism is not a defence. See the Academic Integrity policy at https://www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/.

The following text provides some advice on plagiarism. You are encouraged to also visit the Library’s webpages about plagiarism.

“You are reminded that all work submitted as part of the requirements for any examination and assessment (including coursework) must be expressed in your own words and incorporate your own ideas and judgements.

Plagiarism, which is the presentation of another person’s thoughts, words or images and diagrams as though they were your own and which is a form of cheating, must be avoided, with particular care in coursework, essays, reports and projects written in your own time and also in open and closed book written examinations. You are encouraged to read and criticise the work of others as much as possible, and you are expected to incorporate this into your thinking and in your coursework and assessments. But you must be sure to acknowledge and identify your sources.

Direct quotations from the published or unpublished work of others, whether from the internet or from any other source, must always be clearly identified as such by the use of quotation marks, whether in coursework or in an open or closed book examination. A full reference to their source must be provided in the proper form. Remember that a series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as a single unacknowledged long quotation from a single source. Equally, if you summarise another person’s ideas or judgements, figures, diagrams or software, you must refer to that person in your text, and include the work referred to in your bibliography. Departments are able to give advice about the appropriate use and correct acknowledgement of other sources in your own work.

Where plagiarism is detected this is most usually in project work or coursework ie work that is submitted in the candidate’s own time but plagiarism can also occur in closed book written examinations. Such situations can arise where candidates have been able to learn text by heart [by rote] and simply reproduce what they have learnt without attribution. Where the examination is based on technical knowledge this may be acceptable and not regarded as plagiarism. In other subjects where candidates are asked to write essays the examiners may regard text reproduced without reference or critical analysis as plagiarism. Boards of Examiners are encouraged to clarify where appropriate in examination rubrics how sources should be acknowledged in those examinations.

The direct and unacknowledged repetition of your own work which has already been submitted for assessment can constitute self-plagiarism.

Where group work is submitted, this should be presented and referenced, with individual contributions recorded, in the convention appropriate to your discipline. You should therefore consult your personal or senior tutor or course director if you are in any doubt about what is permissible. You should be aware that you have a collective professional responsibility as a
group for the integrity of all of the work submitted for assessment by that group. If you become aware that a member or members of the group may have plagiarised part of the group’s submission you have an obligation to report your suspicions to your personal or senior tutor or the course director.

The use of the work of another student, past or present, also constitutes plagiarism. Where work is used without the consent of that student, this will normally be regarded as a major offence of plagiarism. Giving your work to another student to use (other than in a group assessment) may also constitute an offence.

The College may submit your work to an external plagiarism detection service, and by registering with the College you are automatically giving your consent for any of your work to be submitted to such a service.

The College will investigate all instances where an examination or assessment offence is reported and apply appropriate penalties to students who are found guilty. These penalties include a mark of zero for the assessment in which the examination offence occurred or a mark of zero for all the assessments in that year or exclusion from all future examinations of the University (i.e. expulsion from the university).”

Types of plagiarism are explained here:
https://www.imperial.ac.uk/admin-services/library/learning-support/plagiarism-awareness/undergraduates/
## APPENDIX 2 – DEGREE CLASSES AND ASSESSMENT CRITERIA

### Assessment criteria for effort / quantify of work

The mark for effort / quantity of work accounts for 30% of each of planning and group report overall marks and is awarded solely by your supervisor.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark Range</th>
<th>Effort / Quantity of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>85-100</td>
<td>Outstanding level of effort extending far beyond expectations published in project handbook (6-8 h / week for 20 weeks plus 1 month full time). Highly self-motivated with a consistent presence in and interaction with research group. Substantial amount of independent development and work on the project.</td>
</tr>
<tr>
<td>A</td>
<td>70-84</td>
<td>Excellent level of effort fully satisfying expectations in handbook. Self-motivated with a consistent presence in the research group, only requiring occasional need for help with directions.</td>
</tr>
<tr>
<td>B</td>
<td>60-69</td>
<td>Strong level of effort that meets nearly all expectations in handbook. Motivated when provided with occasional encouragement and advice. A common presence in the research group.</td>
</tr>
<tr>
<td>C</td>
<td>50-59</td>
<td>Modest level of effort that achieves some expectations in handbook. Motivated when provided with regular encouragement and advice.</td>
</tr>
<tr>
<td>D</td>
<td>40-49</td>
<td>Unsatisfactory level of effort that falls short of expectations in handbook. Frequent encouragement required to maintain some motivation and presence within the research group.</td>
</tr>
<tr>
<td>E</td>
<td>30-39</td>
<td>Largely absent and disengaged from the project. Displays little motivation and needs constant supervisor encouragement to attend meetings.</td>
</tr>
</tbody>
</table>
Assessment criteria for written reports, posters, and presentations

For each of planning and group report overall marks the written element accounts for 70% and is arrived at based on the criteria below. The report is marked by at least 2 full members of academic staff.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>85-100</td>
<td>Outstanding breadth of knowledge about the project background to form aims and hypotheses. Outstandingly thorough project planning. Independent and innovative project specification.</td>
<td>Outstanding presentation. Evidence of outstanding analytic ability, volume of work and presentation skills.</td>
<td>Outstanding survey of relevant recent literature. Inclusion of primary literature as well as reviews. Outstanding achievement and presentation beyond the expectation of the supervisor, and making little demand for supervisory support. Of near publishable quality.</td>
</tr>
<tr>
<td>A</td>
<td>70-84</td>
<td>Excellent planning and presentation. Substantial level of independent project specification, of analytic thought or creative ability.</td>
<td>Excellent overall presentation. Substantial level of analysis clearly presented. Evidence of independent enquiry or creativity. Wide knowledge of the project area.</td>
<td>Excellent coverage of relevant literature. Some inclusion of primary literature as well as reviews if relevant. Excellent work and presentation. Substantial level of independent enquiry, of analytical thought or creative ability. Excellent quantity of work.</td>
</tr>
<tr>
<td>D</td>
<td>40-49</td>
<td>Incomplete understanding of the project specification. Some competence in project planning.</td>
<td>Some technical content. Incomplete understanding of relevant principles. Somewhat lacking in presentation.</td>
<td>Some elements correct. Incomplete understanding of relevant principles. Some competence in routine tasks. Somewhat lacking in presentation or in the application of consistent effort.</td>
</tr>
<tr>
<td>E</td>
<td>30-39</td>
<td>Little or no evidence of project planning. Major defects in understanding of the project specification.</td>
<td>Little or no technical content. Major failures in presentation. Major conceptual misunderstandings.</td>
<td>Little or no understanding of the relevant principles. Failure to develop an approach that would achieve the desired outcome. Major elements incorrect.</td>
</tr>
</tbody>
</table>
### Detailed assessment criteria for the written element of the group report

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A* (1st upper)</td>
<td>90-100</td>
<td>The work is exemplary and is potentially publishable with minimal further editing. Complex observations and evaluations of literature that are of a professional standard have been made. The source material, field or laboratory work have been measured and recorded accurately, systematically and in meticulous detail. Data collection and presentation conform to industry/scientific journal standards. The use of technical terminology is accurate. The quality of data analysed and literature reviewed is more than adequate to support the interpretations made and demonstrates considerable effort and outstanding use of time management throughout the project. Complex interpretations have been made and have been communicated at the highest possible level. Interpretations are accurate, well-justified and show thorough knowledge of all the relevant literature. Discussions and Conclusions are highly innovative, in-depth, confirm or challenge existing models and show an outstanding ability to synthesise and criticise data from a wide range of sources. A thorough understanding of the work in its wider context has been demonstrated. Excellent problem-solving skills and the ability to make well-reasoned independent interpretations have been demonstrated. The work is concise, logically structured, grammatically correct and conforms wholly to the assessment guidelines. Citations are relevant and broad in scope, and accompanying references are correct and conform to the style of an academic journal. Figures are relevant, incorporate relevant and originally presented content, are of publishable quality and significantly enhance the understanding of the work.</td>
</tr>
<tr>
<td>Grade</td>
<td>Mark Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>A+ (1st mid)</td>
<td>80-89</td>
<td>The work is excellent and of a publishable standard with some additional editing. Very careful observations and evaluations of the literature have been made. The source material, field or laboratory work have been measured and recorded accurately, systematically and with very good attention to detail. Data collection and presentation conform to industry/scientific journal standards. The use of technical terminology is accurate. The quality of data analysed and literature reviewed is more than adequate to support the interpretations made and demonstrate significant effort and very good time management throughout the project. Complex interpretations have been made and have been communicated to a very high standard. Interpretations are accurate, justified and show good knowledge of the relevant literature. Discussions and conclusions show some innovation, are in-depth, confirm or challenge existing models and show an excellent ability to synthesise and criticise data from a wide range of sources. A good understanding of the work in its wider context has been demonstrated. Very highly-developed problem-solving skills and the ability to make independent interpretations have been demonstrated. The work is concise, logically structured, grammatically correct and conforms wholly to the assessment guidelines. Citations are relevant and accompanying references are correct and conform to the style of an academic journal. Figures are relevant, mostly incorporate relevant and originally presented content, are of excellent quality and enhance the understanding of the work.</td>
</tr>
<tr>
<td>A (1st lower)</td>
<td>70-79</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
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<td></td>
</tr>
<tr>
<td>The work is very good and of a publishable standard with significant additional editing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Careful observations and evaluations of the literature have been made.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The source material, field or laboratory work have been measured and recorded accurately, systematically and with good attention to detail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data collection and presentation conform to industry/scientific journal standards. The use of technical terminology is accurate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The quality of data analysed and literature reviewed is more than adequate to support the interpretations made and demonstrate good effort and good time management throughout the project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex interpretations have been made and have been communicated to a high standard. Interpretations are accurate, justified and show sound knowledge of the relevant literature.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussions and conclusions are well-considered, in-depth, confirm or challenge existing models and demonstrate an ability to synthesise and criticise data from a wide range of sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A sound understanding of the work in its wider context has been demonstrated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly-developed problem-solving skills and the ability to make some independent interpretations have been demonstrated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work is concise, logically structured, grammatically correct and conforms to the assessment guidelines. Citations are relevant and accompanying references are correct and conform to the style of an academic journal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figures are relevant, partly incorporate relevant and originally presented content, are of very good quality and make a valuable contribution to the understanding of the work.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The work is good.

Good observations and evaluations of the literature have been made, but few are complex.

The source material, field or laboratory work have been measured and recorded accurately, but more attention to detail is required.

Data collection and presentation approach industry/scientific journal standards but fall short in one or more areas. The use of technical terminology is mostly accurate but falls short in one or more areas.

The quality of data and literature reviewed is adequate to support the interpretations made and demonstrate reasonable effort and good time management throughout the project.

Some complex interpretations have been made and have been communicated well. Interpretations are accurate, justified and show good knowledge of the relevant literature.

Discussions and Conclusions show some consideration, confirm or question existing models in some aspects and demonstrate an ability to synthesise and criticise data from different sources.

A reasonable understanding of the work in its wider context has been demonstrated.

Good problem-solving skills and the ability to make some independent interpretations have been demonstrated.

The work is relatively concise, has a good structure, is largely grammatically correct and conforms mostly to the assessment guidelines. Some citations are not relevant and/or key citations are absent. Accompanying references are largely correct and approach the style of an academic journal.

Figures are relevant, partly incorporate relevant and originally presented content, are of good quality and add to the understanding of the work.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C (lower 2&lt;sup&gt;nd&lt;/sup&gt;)</td>
<td>50-59</td>
<td>The work is mostly sound. Observations and evaluations of the literature are largely satisfactory but lack detail in one or more aspects. The source material, field or laboratory work have been measured and recorded accurately, but more care and/or attention to detail are required. Data collection and presentation fall short of industry/scientific journal standards in one or more areas. The use of technical terminology is sometimes incorrect. More and/or better quality data and literature could have been reviewed to help support the interpretations made and better use of time could have been made throughout the project. Few complex interpretations have been made. Interpretations show some weaknesses and/or are not fully supported by the data presented and/or by the relevant literature. Discussions and Conclusions show evidence of some independent thought, but do not confirm or challenge existing models. Limited understanding of the work in its wider context has been demonstrated. Problem-solving skills have been demonstrated, but independent interpretation is limited in scope. The work contains some irrelevant or inconsistent material, has some issues with structure, shows grammatical inaccuracies and/or does not conform to the assessment guidelines in one or more areas. Some citations are not relevant and more citations are required to support interpretations. Accompanying references show inaccuracies and fall short of the standard for an academic journal. Some figures used are not relevant, incorporate limited relevant or originally presented content, and/or are of poor quality.</td>
</tr>
<tr>
<td>D (3rd)</td>
<td>40-49</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>The work is sound in parts but falls below a satisfactory standard in several areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only general observations and evaluations of the literature have been made.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The source material, field or laboratory work have been measured and recorded but commonly with insufficient accuracy and/or detail.</td>
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<td></td>
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<tr>
<td>Data collection and presentation consistently fall short of industry/scientific journal standards. The use of technical terminology is often incorrect.</td>
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<td></td>
</tr>
<tr>
<td>Interpretations are very weak and are limited by the amount and/or quality of data collected or literature reviewed. Much better use of time could have been made throughout the project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only very general interpretations have been made. Interpretations are very weak and/or not supported by the data presented and/or show very limited knowledge of the relevant literature.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussions and Conclusions are commonly inconsistent and do not confirm or challenge existing models.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A poor understanding of the work in its wider context has been demonstrated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Few problem-solving skills have been demonstrated and independent interpretation is very limited in scope.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work contains irrelevant and/or inconsistent material and has a confused structure. Grammatical inaccuracies are common and the work does not conform to the assessment guidelines. Inadequate/irrelevant citations have been made. Accompanying references show inaccuracies and fall short of the standard for an academic journal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many of the figures and much of the content are not relevant, incorporate negligible originally presented content, and/or are of poor quality.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E (fail)</td>
<td>30-39</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>The work fails to reach an acceptable standard in most areas. Few observations and evaluations of the literature have been made and many of those that have been made are flawed. Little source material, field or laboratory work has been reviewed and data are inaccurate and/or incorrectly recorded. Data collection and presentation fall well short of industry/scientific journal standards. The use of technical terminology is very often incorrect. Interpretations are absent or extremely poor and are severely limited by the amount and/or quality of literature reviewed. Inadequate effort has been put into the project. Few interpretations have been made and those that have been made show flaws. Interpretations, where present, are very weak and overly reliant upon existing models. Discussions and Conclusions are inconsistent and do not confirm or challenge existing models. No understanding of the relevant literature has been demonstrated. No understanding of the work in its wider context has been demonstrated. Problem-solving skills are very poorly developed and independent interpretation is absent or extremely poor. The work contains much irrelevant and/or inconsistent material and has a very confused structure. Grammatical inaccuracies are common and the work fails to meet minimum assessment criteria. Inadequate and mostly irrelevant citations have been made. Accompanying references are inaccurate and fall well short of the standard for an academic journal. Figures used are not relevant, incorporate negligible originally presented content, and/or are of extremely poor quality.</td>
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</tbody>
</table>
APPENDIX 3 – DESIGN FLOW FOR 3D PRINTING

Cura is a “slicer” that takes the STL file (a set of points in 3D space) and makes a file of “Gcodes”, XYZ movement instructions to the head. It has a range of possible settings (speed, temp etc).

“Quick and dirty”, or slow and high resolution? Add a “BRIM” or not?

Save as a *.gcode file, on a SD card (spares are available to borrow).

Put SDcard into printer and press “print” – WAIT ‘X’ HOURS, dependent on file parameters

KEY POINTS TO Remember:
- Use the right process: e.g. tin snips are better for a sheet item
- Decide what is to be printed - what to be done as finishing – putting a thread in a hole nearly always best done after.
- Design choices – strength of material/Simulation / calculations.
- Do design work in SolidWorks, rather than Cura – e.g. scaling, orientation
- Printers will get busy – plan ahead! (allow for days /repeat).
- Many small parts are easier than one big part.
- Orientation – the process is based on extrusion - arches will droop
- Plan in how to test at design stage - allow for 2nd spin.

Tools available to you:
- 2 ultimaker2 3D printers
- Object Pro30 (Charged)
- Solid works software
- Cura software
- Two labs (B220 and RSM4.22) with hand tools, cutters, drills, taps, dies, heat gun etc.
- A tensile tester
- Measurement tools, Vernier calipers, rulers, Weighing scales etc.

internet

STL file

Previous work

Somebody has already drawn a cube

Rarely do we start from scratch!

Previous work

Save as a *.gcode file, on a SD card (spares are available to borrow).

Put SDcard into printer and press “print” – WAIT ‘X’ HOURS, dependent on file parameters

KEY POINTS TO Remember:
- Use the right process: e.g. tin snips are better for a sheet item
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- Plan in how to test at design stage - allow for 2nd spin.

internet

STL file

Previous work

Somebody has already drawn a cube

Rarely do we start from scratch!
APPENDIX 4 – DESIGN FLOW FOR A PRINTED CIRCUIT BOARD (PCB)

Output "Gerber" files, also called "artwork". This is one file per layer, including copper, solder resist, solder paste, silk screen and locations of the drill holes.

Key Points to Remember:
1. Circuits need "Decoupling capacitors".
2. Cost of PCB varies with delivery time – a fabricator makes profits from the overnight service: the 10-day is really cheap!
3. Always order a steel solder mask with the PCB – it is very little cost at order time (some suppliers free).
4. Select low cost standard components – eg E12 series R.
5. Gerbers are your last point to check without spending money – Double Check everything!
6. Standard process is a 2-layer PCB – as much as possible fill the underside with "ground plane", and only fit components on top side.
7. Adding test points takes up area, but not additional cost – plan in how to test.
8. For surface mount passive it is recommended either 0805 (for ease of placement) or 0603 (for small size) are used – 0402 and below are too difficult to work with.
9. IC should be SOIC – QFN and BGA packages are much harder to work with.
10. Be careful with metric or imperial units.
11. Eagle is easier to use – OrCAD is more professional.

Tools available to you:
- OrCAD schematic Capture
- OrCAD PCB
- Eagle (schematic and PCB).
- GCPrevue (to view Gerbers)
- Reflow Oven
- Magnetic plate for solder mask
- Soldering irons
- SM hot air rework station

Reports:
- PDF of schematic, rule checks, etc

A Spreadsheet

A text file with all the parts listed and how they are connected together. Each part has a field for footprint value (can have others like cost).

A Spreadsheet

Previous Designs

Textbooks/lessons etc.