



ENEC20003 Geotechnical Engineering Design

Term 3 - 2019

Profile information current as at 03/05/2024 09:03 pm

All details in this unit profile for ENEC20003 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Geotechnical Engineering Design will enable you to develop and apply your knowledge of Australian Standards and/or relevant guidance to analyse and design advanced geotechnical engineering structures involving a broad range of investigations. You will also learn to use computer software to analyse and design the geotechnical components; conduct site investigations, test and characterise geotechnical materials, design foundations and earth retaining structures; and make assessments of geotechnical stability. You will also formulate, plan, manage and complete projects individually and in teams in an ethical and professional manner by considering stakeholders and sustainability requirements. You will also document and communicate engineering information using appropriate language for a professional engineer. If you are enrolled in distance mode, you will be required to attend a compulsory residential school during the term.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: *12*

Student Contribution Band: *8*

Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites

Anti-Requisite: ENEC14014 Structural and Geotechnical Design

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 3 - 2019

- Melbourne
- Mixed Mode
- Perth
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 12-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 30%

2. **Written Assessment**

Weighting: 20%

3. **Practical Assessment**

Weighting: 20%

4. **Examination**

Weighting: 30%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Moodle Website

Feedback

The resources provided in this unit supported my learning.

Recommendation

Continue to add more useful and practical topics for Term 2, 2019.

Feedback from Self-reflection

Feedback

Delivering and covering practical materials in this unit can effectively upgrade the professional skills of students.

Recommendation

Due to the importance of this unit in the Master Program, It is recommended to assign an appropriate textbook for this unit so that students can have the opportunity to explore the subject content. In addition to this, discussion on relevant guidelines, particularly Australian Guidelines, should be considered in learning materials.

Feedback from Moodle Website

Feedback

Providing detailed feedback in a timely manner will help in improving efficiency and learning.

Recommendation

Will provide more detailed feedback within the given timeframe.

Feedback from Moodle Website

Feedback

The unit coordinators interest and involvement to help students was the best.

Recommendation

Continue to keep the same involvement every year.

Feedback from Moodle Website

Feedback

Running workshops in computer labs will effectively help the learning process because of many difficulties in running GeoStudio Software via AnyDesk.

Recommendation

Will run the workshop sessions in computer labs in the next offering. It is important to ensure that all students have access to the required software easily and effectively.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Design group piles, pad foundations and earth retaining structures and assess stability of slopes
2. Formulate, plan, manage and complete projects individually or in teams in an ethical and professional manner considering stakeholder requirements and principals of sustainable development
3. Apply site investigation and geotechnical testing techniques to characterise sites and geotechnical materials based on Australian Standards
4. Use appropriate software to analyse geotechnical components
5. Demonstrate a professional level of communication and leadership.

The Learning Outcomes for this unit are linked with **Engineers Australia's Stage 1 Competency Standard for Professional Engineers.**

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 30%	•	•			•
2 - Written Assessment - 20%		•		•	
3 - Practical Assessment - 20%			•		•
4 - Examination - 30%	•		•		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research	○	○	○	○	○
5 - Self-management		○			○
6 - Ethical and Professional Responsibility	○	○	○	○	○
7 - Leadership		○			○
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 30%	○	○	○	○	○	○	○	
2 - Written Assessment - 20%	○	○	○	○	○	○		
3 - Practical Assessment - 20%	○	○	○		○	○	○	

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
4 - Examination - 30%	○	○	○		○	○		

Textbooks and Resources

Textbooks

ENEC20003

Prescribed

FUNDAMENTALS OF GEOTECHNICAL ENGINEERING

Edition: 5th (2017)

Authors: Braja M. Das, Nagaratnam Sivakugan

Cengage Learning

Florence , KY , United States

ISBN: 9781305635180

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Geostudio software package

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Mehdi Mirzababaei Unit Coordinator

m.mirzababaei@cqu.edu.au

Schedule

Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Shallow foundations-bearing capacity	Chapters 16 & 18	<p>Tutorial Session: Shallow foundations-bearing capacity - Continuing lecture</p> <p>Workshop Session: Deep foundations-bearing capacity-Lecture</p> <p>DIY Reading Materials (must be completed before week 3): Introduction to numerical analysis in geotechnical engineering</p>

Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Deep foundations-bearing capacity - Continuing lecture	Chapter 15	<p>Tutorial Session: Retaining walls - lecture</p> <p>Workshop Session: Retaining walls - Continuing lecture</p> <p>DIY Reading Materials (must be completed before week 3): Introduction to numerical analysis in geotechnical engineering</p>

Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Soil reinforcement		<p>Tutorial Session: Soil reinforcement - Continuing lecture</p> <p>Workshop Session: Geotechnical modelling module I</p>

Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Site investigation & Ground improvement		<p>Tutorial Session: Site investigation & Ground improvement -Continuing lecture</p> <p>Workshop Session: Geotechnical modelling module II</p>

Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Geotechnical modelling module III		<p>Tutorial Session: Geotechnical modelling module IV</p> <p>Workshop Session: Geotechnical modelling module V</p>

Week 6 - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
		<p>Team Project Due: Week 6 Monday (23 Dec 2019) 11:45 pm AEST</p>

Week 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Slope Stability	Chapter 13	<p>Tutorial Session: Geotechnical modelling module VI</p> <p>Workshop Session: Geotechnical modelling module (Extra session)</p>

Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Presentations		<p>Tutorial Session: Presentations</p> <p>Workshop Session: Shallow/Deep foundations-bearing capacity (Tutorials)</p>

Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic

Shallow/Deep foundations-bearing capacity (Tutorials)

Tutorial Session: Shallow/Deep foundations-bearing capacity (Tutorials)

Workshop Session: Retaining walls (Tutorials)

**ANALYSE/DESIGN A
GEOTECHNICAL STRUCTURE
(INDIVIDUAL PROJECT)** Due: Week 9
Friday (24 Jan 2020) 11:45 pm AEST

Week 10 - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Retaining walls (Tutorials)		Tutorial Session: Soil reinforcement (Tutorials) Workshop Session: Soil reinforcement (Tutorials)

Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Slope stability (Tutorials)		Tutorial Session: ReCap (lecture topics and Numerical workshops) Workshop Session: ReCap (lecture topics and Numerical workshops) PRACTICAL LABORATORY REPORT Due: Week 11 Friday (7 Feb 2020) 11:45 pm AEST

Week 12 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
ReCap (lecture topics and Numerical workshops)		Tutorial Session: ReCap (lecture topics and Numerical workshops) Workshop Session: ReCap (lecture topics and Numerical workshops)

Exam Week - 17 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

- Please read ENEC20003 unit website: General Information is available on the unit website.
- Practical Classes for on-campus students will be scheduled after week 6. Detail of the laboratory timetable will be available in Week 5.
- Students are required to be well prepared for undergraduate Geotechnical Engineering unit before attending this unit in week 1.

Assessment Tasks

1 Team Project

Assessment Type

Written Assessment

Task Description

For this assessment, students will form teams and will conduct research on the available topics in the unit website. These topics are related to the advanced methods for estimating the bearing capacity of the soil for foundation design, stability analyses, retaining structures design and exploration of the related Australian Standards. In some cases,

students may also require using related geotechnical software packages for their report. Students are required to submit their report and also present it orally.

Assessment Due Date

Week 6 Monday (23 Dec 2019) 11:45 pm AEST

Report should be formally submitted in a single Microsoft Word document by ONLY one team member

Return Date to Students

Week 8 Monday (13 Jan 2020)

Weighting

30%

Minimum mark or grade

50

Assessment Criteria

The following criteria will be assessed for the submissions:

- a) Format of the report and including Cover page, table of contents, Abstract, literature, conclusion and examples (if any);
- b) Work breakdown among team members;
- c) The coherence of the research;
- d) Completeness of the research and its details;
- e) Complete Referencing; and
- f) Quality of the presentation.

Professional presentation:

- The research is clearly identified;
- A clear statement of each topic and its details and requirements;
- Appropriate use of diagrams and clear diagrams;
- Correct use of terminologies; and
- Clear English in the explanation of the procedure and interpretation of the results.

Grades for the assessment will be determined based on the evidence and substantiation of attainment of the Learning Outcomes.

After submission of the team report, students will present their report orally to the class as a team and all are required to contribute to delivering the presentations. Students must be well prepared to answer any questions raised by the lecturer during the presentation about the topic of their research.

Individual Student's Grade:

Initially, team submission will be assessed and a grade will be given to each team. Then individual grade will be determined based on the contribution and performance of each student during the presentation (i.e., quality of the presentation and answers to the raised questions). Each student's contribution will be determined by peer assessment. It may be possible that the individual grade is higher than the team mark component. 50% of the total grade is attributed to the team report and 25% for the team presentation and the other 25% is attributed to the individual students' performance during the presentation.

Example: Team A (4 students) has gained 80% on its team report. During the presentation, team received 70% for their presentation and the performance values of the students were 50%, 100%, 90% and 70%, respectively. The final grade of each student for the team project (out of 30%) will be:

Student 1: $(80*50\%+70*25\%+50*25\%)*30\%=21$ out of 30

Student 2: $(80*50\%+70*25\%+100*25\%)*30\%=24.8$ out of 30

Student 3: $(80*50\%+70*25\%+90*25\%)*30\%=24$ out of 30

Student 4: $(80*50\%+70*25\%+70*25\%)*30\%=22.5$ out of 30

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

One of the team members (project manager) should submit the project to the unit website.

Learning Outcomes Assessed

- Design group piles, pad foundations and earth retaining structures and assess stability of slopes
- Formulate, plan, manage and complete projects individually or in teams in an ethical and professional manner considering stakeholder requirements and principals of sustainable development
- Demonstrate a professional level of communication and leadership.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

2 ANALYSE/DESIGN A GEOTECHNICAL STRUCTURE (INDIVIDUAL PROJECT)

Assessment Type

Written Assessment

Task Description

The aim of this assessment is to allow the students to demonstrate their understanding of various concepts, theories and processes developed in the course. This may include but is not limited to foundation design, foundation settlement, soil reinforcement, slope stability, site investigation, earth retaining wall and soil improvement techniques. Formal assessment is by submission of a portfolio which contains evidence of all the individual works that the student has performed throughout the term.

Assessment Due Date

Week 9 Friday (24 Jan 2020) 11:45 pm AEST

Return Date to Students

Week 12 Friday (14 Feb 2020)

Weighting

20%

Minimum mark or grade

50

Assessment Criteria

Each question in this assessment will be assessed separately for the:

- Criterion accuracy and correct results;
- Correct application of mathematics and arithmetic;
- Answers clearly identified; and
- Correct results.

In addition, the assessment as a whole will be assessed against the following criteria:

- Evidence of correct procedures;
- All necessary steps in the analysis are present in the correct order;
- Clear presentation of the mathematical and arithmetical working linking is given;
- Details of the problem with the results are obtained; and
- Evidence of checking results (mathematical, graphical, logic common sense) are presented.

Evidence of an understanding of the topic:

- Explanation of choices made in the analysis (why is procedure required, why this particular procedure); and
- Interpretation of results.

Students are required to submit both an MS Excel file as well as an MS Word file for this assessment.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Formulate, plan, manage and complete projects individually or in teams in an ethical and professional manner considering stakeholder requirements and principals of sustainable development
- Use appropriate software to analyse geotechnical components

Graduate Attributes

- Knowledge

- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

3 PRACTICAL LABORATORY REPORT

Assessment Type

Practical Assessment

Task Description

Practical exercises assist the students in achieving the Learning Outcomes for this unit. Students are required to complete the laboratory activities as per instructions given in the Practical Instruction Sheets. The Practical Instruction Sheets and report requirements will be given on the unit website. Students will handle soil and rock samples and it is possible that clothes become dusty and wet. Students must wear appropriate clothing for laboratory work, including closed shoes. Students who behave unprofessionally or risk the safety of other people or damage the equipment may be excluded from the laboratory class, and consequently, they may fail to complete compulsory assessment tasks and fail the unit. Students must attend the lab session before the start of the session and those who are late more than 15 minutes will be excluded and cannot attend other groups.

Assessment Due Date

Week 11 Friday (7 Feb 2020) 11:45 pm AEST

Return Date to Students

Weighting

20%

Minimum mark or grade

50

Assessment Criteria

- Each student must prepare a technical description of the test and associated procedures and should prepare a data sheet to be used to record the results during the test.
- Each student must prepare a short test report for each experiment. This includes calculations and discussion on the results and the test procedure description.
- Test reports must be short and precise to point out calculations/results/graphs and discussion. The limit for explaining the procedure, results and conclusions is a maximum of 3-5 pages (Word/PDF file).
- A complete submission for practical assessment includes 2 files:

a) An Excel File with all analysis and graphs. All cells must be formula-based to track the calculations,

b) Word/PDF file to explain the procedure, results and conclusions (maximum of 3-5 pages).

Please also note that the practical report is **an individual submission** and each student should do their own analysis and explanations based on the test they have carried out.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Apply site investigation and geotechnical testing techniques to characterise sites and geotechnical materials based on Australian Standards
- Demonstrate a professional level of communication and leadership.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility
- Leadership

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

30%

Length

180 minutes

Minimum mark or grade

50

Exam Conditions

Closed Book.

Materials

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

Calculator - all non-communicable calculators, including scientific, programmable and graphics calculators are authorised

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem