

STUDENT FEEDBACK FORM: RAM20849142

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
Your work shows evidence of engagement with some relevant literature to the content, such as PID theory, control system applications, and the mass-spring-damper model. However, most sources are non-academic or blog-style, e.g., Wevolver, Shim Reskator, ScienceClarified, not peer-reviewed journal articles. Referencing is not consistently in Harvard style: author initials are missing, dates are inconsistently formatted, and site titles are sometimes in place of authors. Some URLs are raw and not formatted properly. Areas to improve and Feedforward: Use academic textbooks or journal articles, e.g., Ogata, Nise, or IEE papers to strengthen credibility. Apply consistent Harvard referencing include author(s), year, title (italicised), publisher or site, and retrieval date where applicable.	20	8
2. Knowledge and Understanding Skills		
You have demonstrated clear understanding of the mass-spring-damper system and PID control principles, and the correct use of differential equations and step response characteristics. You have also shown good articulation of PID component and their roles in adjusting the system. However, the discussion of control theory could go deeper, e.g., the concepts of ratio, system poles, and frequency response are not fully explored. Some descriptions are generic and would benefit from deeper linkage between theory and system performance. Areas for improvement and Feedforward: Explore how system parameters affect dynamic response. Strengthen connections between PID components and the system's physical behaviour, e.g., the impact of high derivative gain.	20	15
3. Cognitive and Intellectual Skills		
Your report effectively interprets simulation and compares performance across multiple PID configurations. It also provides a clear rationale for selecting the best-performing PID values. The analysis, however, focuses heavily on surface-level metrics, e.g., SSE and settling time. Without deeper reflection on trade-offs, such as stability margins or controller robustness. There is also no discussion of potential system constraints, limitations, or assumptions. Areas for improvement and Feedforward: Include more critical reasoning, e.g., "Why did a particular combination outperform others?", "What happens if the input changes?" "Reflect on the design implications or broader impact of tuning decisions.	20	14
4. Practical Application Skills		
The report demonstrates strong use of MATLAB for modelling and PID tuning. The simulation loop is automated and well-structured, covering 29 tuning combinations with visual and performance metrics. The report also shows competence in using Simulink, including model building, tuning, and validation. A few steps in the Simulink explanation are described narratively rather than evidenced visually, e.g., Simulink diagrams could be imbedded. You have mentioned PID tuning via Simulink Tuner, but you have not deeply discussed it. Areas for improvement and Feedforward: Include screenshots of Simulink setup or Scope output. Provide a comparison between manual vs. auto-tuning methods for deeper evaluation.	25	16
5. Transferable Skills for Life and Professional Practice		
The report is structured to a good standard and methodically organised with clear sections and code. The report also reflects on the engineering relevance of PID control, including links to real-world applications. However, there is occasional informal language, e.g., "it gets the job done" reduces professional tone. Some technical terminology needs consistency, and the writing could benefit from better proofreading. Areas for improvement and Feedforward: Maintain professional tone throughout and proofread for clarity and accuracy. Include a final reflective comment on how these skills apply to future work or industry settings.	15	10

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (40% Max)

Over 1 week late (0%)

63 %

