

STUDENT FEEDBACK FORM: CAR19846934

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
Your work demonstrates adequate understanding of control concepts supported by web-based sources such as PID Explained and RT Engineering. An attempt to cite material related to open/closed loop systems, overshoot and PIF functionality has been made. However, there is heavy reliance on non-academic websites, blog-style articles, and commercial sites, e.g., DwyerOmega, and Tutorialspoint, rather than peer-reviewed journals or academic texts. Some references are duplicated which weakens citation credibility, e.g., <i>Gowda, 2021</i> and <i>PID Explained, 2018</i> appear twice. Harvard referencing style is inconsistently applied; author initials are missing, URLs are not consistently formatted, and publications are sometimes mismatched. The use of OpenAI (2025) as a reference for AI-generated code is appropriate for transparency, but critical assessment of its use is missing. Areas to improve and Feedforward: Use credible academic sources such as textbooks (e.g. Ogata, Nise) and scholarly articles. Avoid repetition and verify that each cited source exists and adds value. Follow accurate Harvard referencing include author initials, year, title (italicised), publisher/source, and access details for online material.	20	10
2. Knowledge and Understanding Skills		
Your basic explanation of of PID components (P, I, D) is accurate and linked to practical examples. You have made a good effort to describe the system response, e.g., underdamped, overdamped, etc. However, your theoretical discussion is largely descriptive and lacks depth. There is limited discussion of how concepts like damping ratio, natural frequency, or transfer functions influence the system. Some terminology is misused or explained imprecisely, e.g., “Ki value high allowed for damping” -which is more closely linked to Kd. Areas to improve and Feedforward: Discuss how the theory links to simulation results, especially in terms of control behaviour. Clarify concepts with supporting equations and visual references to demonstrate deeper understanding.	20	13
3. Cognitive and Intellectual Skills		
You have adequately analysed system responses across various PID gain values and have drawn some conclusions. Your work demonstrates logical structure and an attempt to compare results. However, critical analysis is superficial and relies heavily on visual inspection only. The discussion of performance trade-offs, e.g., rise time vs overshoot, is not fully explored. There is no evidence of interpreting why certain behaviours emerge, e.g., instability or oscillations linked to gain combinations. Areas to improve and Feedforward: Provide technical justification for tuning outcomes and how design choices impact results. Use step info outputs, e.g., settling time, overshoot, to adequately support evaluations.	20	13
4. Practical Application Skills		
The MATLAB code is functional, and you have demonstrated successful generation of graphs and tuning attempts. AI-generated code is documented and used to effectively enhance analysis. Simulink is used to model the system, though only basic explanation is offered. However, there is no in-depth discussion of the Simulink results or how they compare to MATALAB simulations. Commentary on figures is inconsistent, and graphs are described with general statements rather than technical interpretation. Some claims, e.g., “Kd allows for strong damping”, are not well evidenced or may confuse parameter effects. Areas to improve and Feedforward: Clearly explain how you selected optimal values. Label and annotate all figures meaningfully. Troubleshoot discrepancies between simulation platforms (MATALAB vs Simulink).	25	18
5. Transferable Skills for Life and Professional Practice		
The report structure is mostly clear with appropriate sections. You have reflected on personal learning such as gaining experience in MATLAB. However, formatting is inconsistent: the document uses different notations., “mass spring damper” vs. “mass-spring-damper”, and some equations lack standard formatting. Writing tone is informal in parts and lacks polish. Transitions between sections are abrupt, e.g., between research and analysis. Areas for improvement: Proofread for consistency in terminology and formatting. Use professional tone and structure to reflect workplace standards.	15	11

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%)

65%

