

MARKING CRITERIA AND STUDENT FEEDBACK

MODULE: Race Engineering	ASSIGNMENT: Driver Analysis
STUDENT: Oliver Beck	DATE: 17/12/18

This section details the assessment criteria. The extent to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Marks available	Marks awarded	Percent Awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions. (e.g. Research of testing procedures, vehicle specifics, aerodynamic principles, testing methods etc.)			%
60-69%: Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied. <i>You have conducted some good background reading, but you could have referenced a wider range of literature to support your knowledge of driver analysis techniques using data acquisition</i> <i>You have conducted some good research into testing methodologies for driver analysis and used these to inform your methodology</i> <i>Some good use of citations to support data analysis statements. A couple of very relevant sources identified. A wider selection of sources could have been reviewed especially to support your testing methods.</i>	10	6.8	68
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline. (e.g. Choice of tests and explanation of underlying principles)			
60-69%: Knowledge is extensive. Exhibits understanding of the breadth and depth of established views. <i>You show a good level on understanding of driver techniques and how these may effect vehicle performance in general.</i> <i>You demonstrate some understanding of the methods and techniques applied in the data analysis to characterise the performance of the drivers.</i> <i>Some good statements made regarding vehicle balance from trends in the data. You clearly understand the important aspects of driver performance evident in the data. You could however more clearly demonstrated the link between the styles of inputs and vehicle responses.</i>	20	13.6	68
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence (e.g. Analysis of data, findings and use of MATH channels)			
60-69%: Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations. <i>Generally you have conducted some good analysis of the data obtained to draw some conclusions on driver performance. Conclusions could be more persuasive with a deeper analysis</i> <i>You have compared the drivers inputs and used these to draw comparisons and suggestions for each driver.</i> <i>Good to see full lap times included - you could have looked at the average and standard deviation to measure consistency. Comment on oversteer for DS is correct, but you could have identified this specifically on the trace. Good to see single drivers best lap times overlapped to show consistency. You could have further analysed how well the drivers implemented the given instructions and the success of these on lap/sector performance.</i>	40	26	65
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems. (e.g. Test Plan, Use of Motec I2, conclusions drawn from analysis)			
70-79%: An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout. <i>Group 2: Session 1: Test ran smoothly. Obviously a plan and clear instructions for drivers. Data was observed closely and preliminary analysis conducted in real time. Test generally professionally run - you could be a bit slicker with less down time between runs. Good to see notes taken of spins and run vides. Session 2: Test team entered test with clear instructions and requests - you clearly had a plan. Team issued clear instructions to drivers to implement during their sessions - this could have been supported with data overlays to show drivers if you had conducted a new run every instruction. All team members knew their individual tasks and collected data well whilst conducting some good 'live' data analysis to compare with hypothesis. Some good critical analysis of the control cases evident - you noticed drivers who had access to data implementing improvements before instructions given.</i> <i>A basic test plan included but you could have further justified the track and vehicle choice as well as the testing approach.</i> <i>Results presented well with a good use of the MOTEC analysis software evident</i>	20	14.3	71.25
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation. (e.g. Technical report writing and presentation.)			
60-69%: Can communicate well, confidently and consistently in a suitable format. Work is coherent and fluent and is well structured and organised. <i>A very good account of the investigation conducted, could be structured a little more professionally in places.</i> <i>Technical report formatting and presentation generally is very good. A couple of minor errors only.</i> <i>Some errors with report presentation - figures should be numbered and captioned below, tables labelled as tables, captioned above. Contents page should have page numbers. But generally the report presents your findings.</i>	10	6.3	63
Assignment 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 one-week late		
	Over one week late		
	67.0	%	