

MARKING CRITERIA AND STUDENT FEEDBACK

MODULE: Research Methods and Project

ASSIGNMENT: Seminar

STUDENT: Davis Watkins

DATE:

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
1. Engagement with literature Skills Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
30-39%: Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently. You have very few citations in the body of your report backing up what you are saying. Most are related to images rather than text. You need to get this sorted in your dissertation. Very few citations on you slides, only seems to be for images. This paper is very poorly referenced throughout and your bibliography is limited. Your slides also had a very limited of referenced work	30	11.7
2. Knowledge and Understanding Skills Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
40-49%: Evidence of basic knowledge and understanding of the relevant concepts and underlying principles. No title for your project given. Introduction needs to provide better justification for your aims. No Literature Review, this is where you are meant to write up your research. Your use of technical language is minimal, so the report doesn't sound very professional at times. A lot of it seems anecdotal rather than factual. Demonstrated better understanding of the effect of downsizing on emissions than in the seminar paper. Some nice emission comparisons made to other vehicles. Good to hear about the cylinder deactivation. Some bits were a little simplistic (EGR, Valve overlap, VVT, etc), some of this is first year stuff, you needed to beef it up a bit for year 3. You make some bold statements in your introduction and don't support it with any cited evidence. Some statements are basically meaningless. Some alternative ways to reduce emissions was introduced in your presentation	25	11.5
3. Cognitive and Intellectual Skills Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
30-39%: Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance. Lots of technical details missing, You're focussing on NOx, why? Petrol vehicle can meet NOx emissions its Diesel's that fail. Is the speed zone concerned with NOx or other emissions? How does that Ad blue work and why are you mentioning it? Again this is a diesel thing not a petrol. You mention downsizing but have very little discussion about the benefits or technicalities of this. Very confusing. With your speed and distance calculations, given you have already said that your rolling road won't be impacted by aero drag, how about you compensate for this in your calculations. Look up the formulae for Aero drag, again this is first year stuff, you need to up your game for year 3. What analytical and technical evaluations are you going to investigate and utilise? Engine comparison was provided against euro 6 regs	20	7.8
4. Practical Application Skills Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problem		
40-49%: An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Much more detail needed on the specifics of your testing, you talk about doing testing while driving the speed zone but then talk about chassis dyno. This all needs to be explained and justified. Would have hoped to see a proposed drive cycle by this point. Generally lacking in direction, I appreciate that you will carry out some testing but what will you do with this data once you have it. A very brief insight into your practical testing without any test procedures or bench mark values. How are you going to validate your finding? Two rolling road test will be used to validate your findings against the live drive cycle through Port Talbot was briefly defined.	5	2.1
5. Transferable Skills for Life and Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
50-59%: Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent work and is in a suitable structure. Justify text both sides of the page. Chapter numbering is not consecutive. Lots of images that are pointless, you don't even refer to them in the body of the text. Titles are not conventional. See online feedback for advise. Hands in pockets. Good that you chatted, rather than read. Data in Figure 2 is a little small. More work required on your abstract and your aims. How are you going to analyse your work? Where is your cited evidence? Good clear slides with greater insight to what your project is in comparison to your written report	20	10.4
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	43.5 %