

MARKING CRITERIA AND STUDENT FEEDBACK				
MODULE: Research Methods and Project				
ASSIGNMENT: Seminar				
STUDENT: Toby Marshall				
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.				
70-79%: A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied Good range of sources used within the paper and they are all cited and referenced correctly. In-text citations included on the slides and a good range of sources included. It was good that you mentioned research within the presentation to support the points that you were making. You do provided cited evidence correctly throughout and your slides were well referenced and you physically made contact with John Long who supported your decision to investigate rear bump steer			30	22.5
2. Knowledge and Understanding Skills				
Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.				
70-79%: Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base. It is clear that you have a very good understanding of this topic and that it's importance in motor racing is clear to you. Your knowledge on the subject comes through well in the paper and is well supported by the use of research. Good use of diagrams and explanation of toe angle. It is clear that you have a very good underlying knowledge of this topic. Your understanding of the requirements for track testing is very well developed. Provision of bump steer and multi-link operation is well defined			25	17.5
3. Cognitive and Intellectual Skills				
Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence				
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. The analysis of the problem and its cause/effect are well explained. I do think that there could have been some more visual additions to the paper to help you explain certain points and show the current suspension design etc. The paper is very logical and each point is explained in turn, I do think it might have benefitted from more evidence of this as an issue for the motorsport industry to help support some arguments. The reason for the project and application to motorsport was clearly analysed and explained during the presentation. You are analysed all of your choices in terms of the project and are clearly aware what industry is looking for in reducing bump steer. You should have also included what equations you are also going to use to validate your results from track and simulation testing			20	13
4. Practical Application Skills				
Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problem				
60-69%: A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity. You discuss a clear methodology that you are going to take for this project and understand how the different types of testing are required but also compliment themselves. You explained the measuring of the suspension well and what you are planning on doing with the results. The future direction of the project were explained in good detail and you explained your methodology choices (use of WinGeo etc) in depth. You do need to think about the mathematical equations that underpin this work and try to use some hand calculations to help validate your modules. Practical discussion was introduced but more information regarding you validation process would have been useful. Solidworks and Adams as expressed by you may be used to validate your findings and live track testing			5	3.4
5. Transferable Skills for Life and Professional Practice				
Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.				
60-69%: Can communicate well, confidently and consistently in a suitable format. Work is coherent and fluent and is well structured and organised. The paper is well presented and is set out in a good format, using paragraphs well. However the report could do with some further proof reading, as there are some mistakes in terms of sentences not fully making sense. There are also spelling mistakes throughout the report. You spoke well and didn't need to use any notes to help you with the explanations that you used. The PowerPoint presentation was clear and easy to follow. You have a good use of images and text. You should be very pleased with your presentation. Only one abstract provided and you have not expressed what your aims are. Within your presentation good clear slides were presented and you became more confident as you continued with the presentation. You aims were expressed in your presentation which did help			20	12
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	
			68.4	%