

MODERATION OF MARKED ASSESSMENT

This form is used to ensure that marked assessments have been through an internal and external review process. This form should be completed for each assessment for a particular module.

PARTNER (and taught location if relevant):	Coleg Sir Gar				
EXTERNAL EXAMINER NAME:	Dr Alison Griffiths				
ASSESSMENT AUTHOR :	Robert Davies				
MODULE TITLE:	Major Project				
MODULE CODE:	SGEE6003		MODULE LEVEL:	6	
COMPONENT NO. (e.g. 1 of 2):	1 of 4		COMPONENT WEIGHTING (e.g. 50% of the module):	30	
ASSESSMENT PERIOD	☒ Semester 1	☐ Semester 1 <i>Re-sit</i>	☐ Semester 2	☐ Semester 2 <i>Re-sit</i>	<i>Other, please state</i>
TYPE OF ASSESSMENT:	☒ Coursework		☐ Examination		☐ Practical
LANGUAGE OF ASSESSMENT:	English		TRANSLATION PROVIDED:	No	
TURNITIN CHECK FOR UNFAIR PRACTICE:	Yes				

Students listed in the sample below must be registered on a UWTSD award.

[illegible]

INTERNAL MODERATOR (or second marker)		Please ✓		Comments
		YES	NO	
1	Has agreement on the marks been reached?	✓		
2	Does feedback identify opportunities for improved performance?	✓		
3	Is feedback constructive?	✓		
4	Is the feedback linked to the appropriate category/ classification of the assessment criteria?	✓		
5	Is the feedback consistent across the sample?	✓		
6	Is there mention of improvement to referencing and consideration of unfair practice, where relevant?	✓		
7	Actions to complete <i>This box will expand as you type</i>			
8	How was agreement between markers reached? By verbal discussion, SEE APPENDED DETAILED SECOND MARKING SCHEME AND COMMENTS <i>This box will expand as you type</i>			

INTERNAL MODERATOR (or third marker, only where required, i.e. where the first two markers have been unable to reach a resolution)		Please ✓		Comments
		YES	NO	
1	Has agreement on the marks been reached?			
2	Does feedback identify opportunities for improved performance?			
3	Is feedback constructive?			
4	Is the feedback linked to the appropriate category/ classification of the assessment criteria?			
5	Is the feedback consistent across the sample?			
6	Is there mention of improvement to referencing and consideration of unfair practice, where relevant?			
7	Actions to complete <i>This box will expand as you type</i>			
8	How was agreement between markers reached? <i>This box will expand as you type</i>			

FOR COLLABORATIVE PROVISION ONLY

PARTNERSHIP TEAM LEADER		Please ✓		Comments
		YES	NO	
1	Has appropriate internal moderation taken place?			
2	Does feedback identify opportunities for improved performance?			
3	Is feedback constructive?			
4	Is the feedback linked to the appropriate category/ classification of the assessment criteria?			
5	Is the feedback consistent across the sample?			
6	Is there mention of improvement to referencing and consideration of unfair practice, where relevant?			
7	Actions to complete <i>This box will expand as you type</i>			

EXTERNAL EXAMINER REVIEW ONLY FOR THOSE MODULES / ASSESSMENT COMPONENTS detailed in the annual GA15 External Examiner Agreement

EXTERNAL EXAMINER		Please ✓		Comments
		YES	NO	
1	Has appropriate internal moderation taken place?			
2	Does feedback identify opportunities for improved performance?			
3	Is feedback constructive?			
4	Is the feedback linked to the assessment criteria?			
5	Is the feedback consistent across the sample?			
6	Is there mention of improvement to referencing and consideration of unfair practice, where relevant?			
7	Actions to complete <i>This box will expand as you type</i>			

Signed (second marker): 	Date: 23/05/2019
Signed (Partnership Team Leader):	Date:
Signed (External Examiner):	Date:

UWTSD PROVISION: please submit the completed document to the appropriate Programme Director.

COLLABORATIVE PROVISION: please submit the completed document (or make available electronically) to the Partnership Team Leader. This must be in accord with specific arrangements for sharing electronic documents (e.g. via SharePoint or similar).

NOTES ON MODERATION

All assessments which contribute to a final award/degree classification must be subject to moderation. At their discretion, Faculties may use double-marking in place of moderation.

Where moderation is used, a Moderation of Marked Assessment report (Appendix GA28) should be completed.

A list of marks for all assessment components for all students in the module should accompany the Moderation Form.

A representative sample of at least six pieces of work should be identified for moderation and should include:

- examples of work in the first class category (or equivalent for other awards);
- examples of work in the fail category;
- examples of work from each classification;
- examples of work within 2% of a classification boundary (or equivalent for other awards);
- any work on which the marker wishes for a second opinion.

If the moderation process identifies concerns relating to the marking in one or more categories, all work in the identified category must be double-marked and any residual differences in marks awarded by two markers must be resolved by means of discussion and negotiation. If such resolution is not possible, the work must be marked by a third marker identified by the Chair of the relevant Progression/Award Board. The marks awarded by the third marker are final. The process by which a final mark is agreed must be carefully documented so that the external examiner is able to follow that process.

Where a module is delivered by a collaborative partnership institution, moderation is normally a two stage process, with internal moderation at the collaborative partnership institution followed by University moderation.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH

SGEE6003 Major Project

DOUBLE MARKING SHEET AND COMBINED STUDENT FEEDBACK

Assignment 1 – Project Definition, Research and Quality Planning

2018-2019

Agreed mark

70.5%

Student Name: Liesel Mari Williams

Student Number 1202933

Generic Assessment Criteria	Marks available	1st Marker (RD)	2nd Marker (MH)	Agreed Mark
1. Engagement with Literature Skills.				
Section 5: Engagement in research, judicious use and critical evaluation sources, depth of literature review of solutions (/10) Good evidence provided. Extensive research was evident from the report and was primarily used to identify the options and determine the best approach. Good research was evident from the report and was primarily used to identify the options and determine the best approach.	10	6	7	6.5
Sections 3, 5 and 8: Extent of reading, use of credible sources, use of Harvard method for listing and citing (/5) Citation used throughout from a range of sources. However, bibliography is a duplication of the citation list. It should show the extent of background reading not referenced in the report. Some citations are missing from section 3. Citation used throughout from a range of sources. However, bibliography is a duplication of the citation list. It should show the extent of background reading not referenced in the report. Some citations are missing from section 3.	5	3	4	3.5
Total	15	9	11	10
2. Knowledge and Understanding Skills				
Section 3: Project background and context, commercial, economic and social context (/10) Good consideration given that sets the context of the project and its use in education and training. A requirement was identified for a bespoke training aid to facilitate the teaching of motors, the project is intended to provide the solution. A requirement was identified for a bespoke training aid to facilitate the teaching of motors, the project is intended to provide the solution. Good consideration given that sets the context of the project and its use in education and training.	10	8	9	8
Section 3: Project constraints, professional and ethical conduct, codes of practice, standards, security, intellectual property, legal requirements etc. (/15) Good consideration given but no SIL assessment included. It wasn't clear how much of the final product was to be sub-contracted and how much would be built locally. An opportunity may exist to develop the rig as a sellable commodity. It would be a risk not to engage with IP and protect the design. It wasn't clear how much of the final product was to be sub-contracted and how much would be built locally. An opportunity may exist to develop the rig as a sellable commodity. It would be a risk not to engage with IP and protect the design. Good consideration given but no SIL assessment included.	15	9	10	9.5

Section 3: Environmental and sustainability limitations and promotion of sustainable development (/5) Very good evidence presented. Sustainability was considered through the use of a programmed hibernation mode and the use of a power reduction technique within PROFINET. Very good evidence presented. Sustainability was considered through the use of a programmed hibernation mode and the use of a power reduction technique within PROFINET.	5	3	4	4
Section 3: Project risks, health and safety etc. (/5) Some risk considered but no risk assessment included though one is mentioned and reference made to college policy. Most aspects of health considered, through the use of engineered risk reduction and appropriate assessments. Many aspects of health and safety considered, through the use of engineered risk reduction and appropriate assessments but no risk assessment included though one is mentioned and reference made to college policy.	5	3	3	2.5
Total	35	24	26	24
3. Cognitive and Intellectual Skills				
Section 3: Problem Definition (/5) Generally well explained but there are some issues that could be more clear. It wasn't clear if this would run several different motors in order for a comparison in performance to be made or if it was for a single motor type. Generally well explained but there are some issues that could be more clear. It wasn't clear if this would run several different motors in order for a comparison in performance to be made or if it was for a single motor type.	5	4	3	3.5
Section 4: Functional Design Specification (/10) Very good screens but there appears to be some confusion regarding the inclusion of Matlab modelling, is it in the specification or not. Detailed FDS described. Detailed FDS described. Very good screens but there appears to be some confusion regarding the inclusion of Matlab modelling, is it in the specification or not.	10	7	7	7
Section 4: Test planning (/5) Excellent planning of tests included. A detailed test plan of how the 4 quadrants perform was included. A detailed test plan of how the 4 quadrants perform was included.	5	4	4	4
Section 7: Conclusions and Recommendations (/5) Good conclusions given with a clear way forward. Good conclusions given with a clear way forward.	5	4	3	4
Total	25	19	17	18.5
4. Practical Application Skills				
Section 5: Critical choice and justification of final solution (/5) Very good analysis of choices and justification presented for final solution. Two good alternatives given and a ranking system use to grade the criteria; the highest score being the most suitable option. Two good alternatives given and a ranking system use to grade the criteria; the highest score being the most suitable option. Very good analysis of choices and justification presented for final solution.	5	4	4	4

Section 6: Project Planning, working breakdown structure and management techniques. (/10) Very good use of management techniques including WBS and Gantt chart with contingencies. Detailed Gantt chart and WBS used. Very good use of management techniques including WBS and detailed Gantt chart with contingencies.	10	8	8	8
Total	15	12	12	12
5. Transferable Skills for Life and Professional Practice				
Section 1: Executive summary (/5) Too long, covers many aspects but not all contained in the report. Too long, covers many aspects but not all contained in the report.	5	3	4	3.5
All Sections: Quality of the report – (/5) Very good quality, generally well written with clear diagrams and photos. However introduction does not really cover the aims and objectives of the project, it is too generic and reads like an introduction to the module. The word count of 3472 is within the limit 3600. Signatures are missing from the project proposal in the appendix. Font type and size are not always consistent. Very good quality, generally well written with clear diagrams and photos. However introduction does not really cover the aims and objectives of the project, it is too generic and reads like an introduction to the module. The word count of 3472 is within the limit 3600. Signatures are missing from the project proposal in the appendix. Font type and size are not always consistent.	5	3	4	2.5
Total	10	6	8	6
Grand Total	100	69	74	70.5

SGEE6003 Major Project

DOUBLE MARKING SHEET AND COMBINED STUDENT FEEDBACK

Assignment 1 – Project Definition, Research and Quality Planning

2018-2019

Agreed mark

64.5%

Student Name: Michael Charles Lewis

Student Number 1402807

Generic Assessment Criteria	Marks available	1st Marker (RD)	2nd Marker (MH)	Agreed Mark
1. Engagement with Literature Skills.				
Section 5: Engagement in research, judicious use and critical evaluation sources, depth of literature review of solutions (/10) The existing method belongs in the background section of the report. A very good review of solutions from credible sources with critical evaluation. A good range of credible sources, although mostly online. The existing method belongs in the background section of the report. A very good review of solutions from a good range of credible sources with critical evaluation.	10	7	8	8
Sections 3, 5 and 8: Extent of reading, use of credible sources, use of Harvard method for listing and citing (/5) Extensive evidence of reading from a wide range of sources in the citation list with referencing conventions correctly applied. Citations and reference was of a good standard and Harvard referencing conventions were consistently applied. Extensive evidence of reading from a wide range of sources in the citation list with referencing conventions correctly applied. Citations and reference was of a good standard and Harvard referencing conventions were consistently applied.	5	4	4	4
Total	15	11	12	12
2. Knowledge and Understanding Skills				
Section 3: Project background and context, commercial, economic and social context (/10) Background is briefly stated but little of the company and its products the existing method should also be contained in this section and the mark given is based upon it. Nothing said about the commercial, economic or social context. Background and context described, but any commercial, economic and social context was not clear. Background is briefly stated but little of the company and its products the existing method should also be contained in this section and the mark given is based upon it. Nothing said about the commercial, economic or social context.	10	6	6	6
Section 3: Project constraints, professional and ethical conduct, codes of practice, standards, security, intellectual property, legal requirements etc. (/15) Some consideration given to the project constraints but is limited to the dangers of the strong magnetic fields that occur. Mention is made of sourcing of components from ethical manufacturers by use of the CE mark but citations are needed from credible sources. No consideration given to codes of practice or intellectual property. Legal issues have been explained in relation to the magnetic fields causing health dangers and the methods used to mitigate the effect on the machine Some references to ethical engineering, particularly environmental and legal, but no consideration for IP.	15	11	10	10.5

Some consideration given to the project constraints but is limited to the dangers of the strong magnetic fields that occur. Mention is made of sourcing of components from ethical manufacturers by use of the CE mark but citations are needed from credible sources. No consideration given to codes of practice or intellectual property. Legal issues have been explained in relation to the magnetic fields causing health dangers and the methods used to mitigate the effect on the machine.				
Section 3: Environmental and sustainability limitations and promotion of sustainable development (/5) Good consideration given to the environmental impact of plastics and recyclable materials Mentioned avoiding use of black plastic as this is not widely recycled. Good consideration given to the environmental impact of plastics and recyclable materials.	5	3	4	3.5
Section 3: Project risks, health and safety etc. (/5) Good consideration is given to risk, health and safety, a detailed risk assessment is contained in the appendix. However, a brief version of it should be in the report. Risk assessment could have been more rigorous considering this is a medical device. Good consideration is given to risk, health and safety, a detailed risk assessment is contained in the appendix. However, a brief version of it should be in the report. Note also that you could have been more rigorous considering this is a medical device.	5	4	2	3
Total	35	24	22	23
3. Cognitive and Intellectual Skills				
Section 3: Problem Definition (/5) Briefly and clearly stated. What was being done is described, why it is being done was vague. Briefly and clearly stated. What was being done is described, why it is being done was vague.	5	4	3	3.5
Section 4: Functional Design Specification (/15) A very detailed technical specification should ensure a good end-product with many aspects that could be tested. However, no budget or time scales given. A detailed FDS was provided in the report. A very detailed FDS was provided in the report giving technical specifications which should ensure a good end-product with many aspects that could be tested. However, no budget or time scales given	10	8	8	8
Section 4: Test planning (/5) A good testing plan given with expected outcomes to meet the requirements of the FDS, though further details could have been supplied. Some of the test parameters lacked clarity and context, for example how far is "outside the machine". A testing plan given with expected outcomes to meet the requirements of the FDS, though further details could have been supplied. Some of the test parameters lacked clarity and context, for example how far is "outside the machine".	5	3	2	2
Section 7: Conclusions and Recommendations (/5) Good conclusions made with plans for moving forward. Mainly descriptive. Good conclusions made with plans for moving forward but is mainly descriptive.	5	3	2	2.5

Total	25	18	16	16
4. Practical Application Skills				
Section 5: Critical choice and justification of final solution (/5) Good critical choice of final solution but table of comparison should have a scoring system and no overall cost have been included. A better method of comparison should have been used rather than "bad and good". Good critical choice of final solution but table of comparison should have a scoring system and no overall cost have been included. A better method of comparison should have been used rather than "bad and good".	5	2	1	2
Section 6: Project Planning, working breakdown structure and management techniques. (/10) Good use of management techniques through WBS, Gantt chart and project tracker with time allowed for over run. However, milestones could be included in the Gant chart. WBS does not conform to any standard methodology i.e. the sum of each level does not equal its parent level. Good use of management techniques through WBS, Gantt chart and project tracker with time allowed for over run. However, milestones could be included in the Gant chart. However, WBS does not conform to any standard methodology i.e. the sum of each level does not equal its parent level.	10	6	5	6
Total	15	8	6	8
5. Transferable Skills for Life and Professional Practice				
Section 1: Executive summary (/5) Good overview but a little too generic in parts, you should be more specific about which solution was chosen and all that has been achieved to date. More of an introduction and overview and lacked any specific details. Good overview but a little too generic in parts, you should be more specific about which solution was chosen and all that has been achieved to date. More of an introduction and overview and lacked any specific details.	5	3	2	2.5
All Sections: Quality of the report – (/5) Generally well structure and written with clear diagrams and images. However, word count has been exceed by 1405 words. Introduction has been written in a generic way, tells the reader nothing about the project and read more like an introduction to the module rather than your specific project. A signed copy of the project proposal should be contained within the appendix. Generally well written and presented, word count exceeded by some margin. Generally well structure and written with clear diagrams and images. However, word count has been exceed by 1405 words. Introduction has been written in a generic way, tells the reader nothing about the project and read more like an introduction to the module rather than your specific project. A signed copy of the project proposal should be contained within the appendix.	5	3	3	3
Total	10	6	5	5.5
Grand Total	100	67	61	64.5