

MARKING CRITERIA AND STUDENT FEEDBACK				
MODULE: Research Methods and Project				
ASSIGNMENT: Dissertation				
STUDENT: Ashleigh Jones				
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 (research/literature survey)				
Extent of research and/or own reading; selection of credible sources; application of appropriate referencing conventions.				
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. You have a good and varied range of background reading. When you make a statement please support it with a cited reference. Think 'said who'? It is also a good idea to question some of the sources especially when you present similar data from different sources that does not match up. You do provide some cited evidence throughout your report. More research was required into your validation process which would have been an advantage.		10	6.3	
2. Knowledge and Understanding Skills (ability to identify problems)				
Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.				
60-69%: Knowledge is extensive. Exhibits understanding of the breadth and depth of established views. You have considered the wider aspects of co2 production and reduction strategies for delivery vehicles, e.g. optimisation routing strategies. It's interesting to see the increased use of home delivery and the overall reduction of travel to supermarkets during the Covid virus restrictions. When comparing alternative solutions (e.g. for energy storage and the electric driveline solution) you should present data and graphs to provide detail. A lot of discussion regarding Co2 global issues, delivery vehicle usage against general car usage illustrating a possible significant pollution reduction in favour of the delivery vehicle. A good 'project reasoning' was defined using graphical research and you did evaluate various drive stages and recovery systems and acknowledge efficiencies in different units namely gearbox, transmission drives and motors.		30	19.5	
3. Cognitive and Intellectual Skills (technical ability, analytical content and ability)				
Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence				
50-59%: Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant. You present a thoughtful and reasoned discussion of the values used for component and system efficiencies. It is always important to be able to check the validity of your methodology and analytical processes. You could have validated your approach by applying the NEDC velocity duty cycle to your spreadsheet and compare it to the published figures. You reviewed data logger information and evaluated your calculation within an excel package. There is some areas that have been estimated for instance different road surfaces and gradients and you use manufacturer's data for specific Co2 output. You speak of removing irrelevant data but don't say why it was none essential. Finally you claim in one of your final bar charts figure 15 that an electric vehicle will produce far higher Co2 production because of what fuels the power stations. Where is your cited evidence to support that conclusion?		30	17.4	
4. Practical Application Skills (progression/achievement, ability to draw conclusions and understand results)				
Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems				
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. It is a good to use real world data. You explained the route selection and justified the duty cycle(s) that you selected. Yes it would have been interesting to have recorded the emissions during the test. You conclude that the electric van will produce more co2 than the diesel equivalent, mainly due to the co2 produced to generate electricity within the UK. However you have not considered the co2 used to produce and transport the diesel to the pumps. You could also have discussed non co2 emissions e.g. Nox and particulates. You provided an insight into live tracking of a delivery vehicle and tracked 9 different journeys you then implemented some analytical analysis which allowed you to look at various alternative systems once you had reviewed your excel data and source some data from other cited references. More consideration of validating your work was required.		20	12.8	
5. Transferable Skills for Life and Professional Practice (presentation and organisation of report)				
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. Please consider the best way of presenting data and findings. E.g. Fig 8. The use of images would help the reader and reduce the word count e.g. when discussing motor options and driveline layout. Please ensure the images, especially screen dumps are suitably cropped and the data you are trying to show is legible. It is good to see annotations on some of your graphs to support your discussion. Abstract and introduction provided but your aims should have been more concise. Your conclusion was a little brief.		10	6.1	
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		62.1
		Over one week late		
			%	