

MARKING CRITERIA AND STUDENT FEEDBACK					
MODULE: Research Methods and Project					
ASSIGNMENT: Dissertation					
STUDENT: Deion Atkinson					
DATE: 6/5/20					
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.					
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.			10	7.75	
A wide range of references from relevant sources. Some commonly found literature sources have been excluded such as Rowley and Smith. Citations effectively embedded throughout to support understanding and find consensus in methods to apply and conclusions observed.					
Referencing was used extensively throughout to support your findings. Try and refrain from referencing your tutor's notes they should have come from original sources.					
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.			30	20.3	
Your Abstract should have also summarised your findings, your's is more of an introduction. Aims 1 and 3 are good, but aim two could have been justified. You should have concluded each aim you set out with a clear statement. Whilst generally a very good understanding is evident throughout, you could have contextualised some areas of your literature review to your application. You could have explained the histograms a little more clearly relating the shapes specifically to the damper curves and vehicle response.					
Your literature review explained very well through cited evidence where your research was leading to and why you were going to implement procedures at different phases.					
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					
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.			30	20.3	
Characterisation of current dampers is good. Your analysis of the two real damper tests is difficult as you have not plotted against distance but time so the data is out of sync. Your simulated lane change results could be clearer if you specified all the setups investigated before the results with reasoning why these were selected. You highlight trends but could have explained the reasoning.					
Your analysis did express some irregularities from your graphical images but not fully defining your actual specific setup during the investigation did make it harder to understand the different trends that were taking place.					
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					
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.			20	14.5	
You have taken quite a range of practical measurements to support your work, both components and using the damper dynamometer. A wide range of simulations carried out with some good math channels to support analysis.					
You expressed through different damper simulation, live circuit data, University simulation and analytical analysis a well-constructed methodology. There is some evidence of discussion into validation however, there should have been some supporting cited evidence within that field of study.					
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.					
70-79%: Can communicate professionally and, confidently in a suitable format. Work is coherent, very fluent and is presented professionally.			10	7.25	
Report is well formatted and presented. The report is generally very well written although you could have been clearer relating the results back to the setup. Equations should be numbered and you should be consistent with figure presentation (all between line breaks and not embedded in text). Some calculations missing units. Table 6 and 7 could be combined.					
Your abstract was too wide a statement it should have been more specific to your research. The introduction was good although you could have blended your aims from three into two and expressed part of your aim was to analytically support your work. Conclusion was concise and we acknowledge the issue that you were going through towards the end of the project.					
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)		70	%
		Up to one-week late			
		Over one week late			