

BACHELORS DEGREE ASSIGNMENT SPECIFICATION

Student name:		Student P number:	
Programme:	All BEng Engineering Streams	School:	School of Engineering
Module:	Project/Dissertation	Module Level (4, 5, 6):	6
Module code:	M6X00417	Contribution to Overall Module Assessment (%):	100 %
Lecturer:	Kelvin Lake, Tim Tudor	Internal Verifier:	Richard Morgan, Owen Williams
Assignment Title:	Dissertation	Assignment No (x of y):	1 OF 1
Hand Out Date:	01/07/16	Submission deadline:	See below

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Disclosure:	I declare that this assignment is all my own work and that I have acknowledged all materials used from the published or unpublished works of other people. All references have been duly cited.		
Student's Signature:	Assignments will not be accepted without a signature here	Date:	

Turnitin: Lecturer to tick to indicate if an electronic version of the assignment must be submitted to Turnitin. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Both electronic and paper versions MUST be submitted by the same deadline. No mark will be released until both submissions are received. Late submission of either the electronic or paper version will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, Refer. Only Year Tutors and the Programme Director may grant an extension.	YES	✓
	NO	

Learning Outcomes tested (from module syllabus)	Assessment criteria to achieve each outcome a student must demonstrate the ability to:
- demonstrate intellectual skills in: the identification and formulation of a problem within the chosen engineering specialism; the application of an appropriate research methodology for the problem - demonstrate in-depth knowledge and understanding of the technical aspects of the project and awareness of the economic, social and environmental impact of the project - show practical skills in conducting the required experimental work to validate any theories and mathematical or computer-based models - demonstrate transferable skills in technical report writing and the critical evaluation of the work undertaken moving towards independent learning	- Identify and assess issues relevant to the project topic, objectively and rationally. - Propose detailed technical strategies to deal with the necessary aspects of design, experimentation, modelling or other critical aspects of the dissertation. - Adopt an enquiring, analytical, critical and creative approach to problem identification and solution. - Argue rationally and draw independent conclusions based on a rigorous analytical and critical approach to information. - Develop a project plan and apply self-management skills. - Communicate findings effectively and coherently both in a written dissertation and orally the results of the work undertaken

- This form (ALL PAGES) MUST be at the front of one of the paper report submissions. It is a requirement that you sign the disclosure regarding referencing convention.
- DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.

TASK DESCRIPTION

Your dissertation should apply knowledge learnt on your course to solve/evaluate a real world problem. This is an individual piece of work and industrially based projects are encouraged. If you are working as part of a team you must clearly state your role in the project and your report should contain your work.

Completion of this task contains several pieces of work;

Your proposal must be submitted by 13th October 2017

Once your proposal is approved you will be allocated a supervisor who you must maintain regular contact with. It is the student's responsibility to ensure regular contact with their supervisor.

There are also some other important dates and assessments that you need to be aware of:

Assessment

Proposal (Formative assessment)

Progress Seminar 1 (formative)

Interim oral examination (summative) - 10%

Progress Seminar 2 (formative)

Dissertation final report (summative) - 60%

Final oral examination & Poster (summative) - 30%

The numbers in brackets refer to the marks allocated to each part

The first Progress Seminar, which takes the form of a poster presentation, will take place on the **10th of November** (poster template available on moodle)

Interim oral examinations will take place during **weeks commencing 4th & 11th December**

The second Progress Seminar, which takes the form of a poster presentation, will take place **in mid March, 2018** (poster template available on moodle)

Final Dissertation report (10,000 words) must be handed in on your return from Easter Holidays, **24th April 2018**. You should submit two bound copies of your dissertation and one copy via Turnitin (Moodle).

The final oral examinations will take place during the week commencing **30th April 2018**. To support this you must also produce a poster on the provided template that summarises the project aims, methods, results and conclusions, which must be submitted to turnitin by the beginning of viva week. This poster can be developed throughout the year and interim versions be presented at the first and second project seminars.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

MODULE CODE: M6X00417
TITLE: Major Project
DATED: 17/07/2014

LEVEL: 6
CREDITS: 40

JACS CODE: H300

AIM(S)

The module aims to develop the innovative and creative skills of the student within the field of the engineering specialism being studied.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- 1 demonstrate intellectual skills in: the identification and formulation of a problem within the chosen engineering specialism; the application of an appropriate research methodology for the problem (component A)
- 2 demonstrate in-depth knowledge and understanding of the technical aspects of the project and awareness of the economic, social and environmental impact of the project (component B)
- 3 show practical skills in conducting the required experimental work to validate any theories and mathematical or computer-based models (components A and B)
- 4 demonstrate transferable skills in technical report writing and the critical evaluation of the work undertaken moving towards independent learning (component A)

INDICATIVE CONTENT

Students will undertake projects which will be innovative, academically demanding and which will require a sound theoretical knowledge. They will be expected to work with the minimum of direct supervision in the process leading to the solution of the identified problem.

Students will be expected to acquire new knowledge mainly based on concepts previously taught in supporting modules. Issues raised in earlier modules (particularly Group Project), eg, costings, project planning, research methodology, ethics, will be developed as appropriate.

The project may be formulated through a variety of means - student idea, industrial liaison, staff-student discussion, or a combination of these. Although the ultimate choice of project to be undertaken rests with the student, that choice will not be made without consultation with the Project Director. The identification of the problem to be investigated will ideally be made by the end of level 2 of the programme.

The normal progression for the execution of the Major Project will be as follows for full-time students:

Stage 1

This is a preliminary outline of the proposed project to allow project viability to be assessed and will be submitted by mid-October. A time and resource requirements project plan will also be formulated. This assessment does not contribute to the final grade, but guides the student as to the project feasibility and academic quality.

Stage 2

For this, the preparation and planning stage, the student will research the background to the identified problem by the means most appropriate - literature survey and analysis, market analysis, industrial contact etc. Methods of problem solution will be formulated and evaluated. Areas requiring more in-depth background knowledge will be studied at this stage. The project plan will also be updated.

This stage should be completed by December of the first Semester, when an oral examination will be given (see 'Assessment').

Stage 3

Presentation of the results of the project in the form of:-

- i) a written report of less than 10 000 words
- ii) an oral examination, with accompanying poster, paper or digital media as appropriate.

This stage will be completed by May of the final year.

LEARNING AND TEACHING STRATEGY

The student will essentially be working independently. To assist the student, an appropriate team of project advisors drawn from the teaching staff will be formed. Members of the team will be available at known times throughout the working week to answer queries that each student may have. At all times it is the intention of the advisors to guide the student to his/her own solution of the problem(s).

Consensus marking of all oral examinations, reports and exhibits will be carried out by the team. The written report is double marked. The Project Director will chair the meetings of the team when assessment is discussed and finalised. In the event of an unresolved disagreement about an assessment, the external examiner will be asked to arbitrate.

Throughout each assessment stage the assessment team will be seeking evidence that the student has applied the knowledge gained from the programme in an accurate and coherent fashion, and is able to show flair, creativity and investigative ability, with the necessary communication skills that this implies, to the solution of the problem identified.

If a significant deviation from the original project plan is necessary, then clear evidence for the rationale of the change and its consequences must be obtained during the later stage of the assessment. Many changes of this nature will be the subject of critical evaluation by the assessment team, and must be justified in the final oral examination.

Allocation of teaching to deliver the module is as follows:

Activity type	Hours	Percentage
Scheduled learning	15	7.5
Independent learning	385	92.5
Placement learning	0	0
TOTAL	400	100%

ASSESSMENT

Assessment Component A – 40%

Assessed via two end of semester Vivas, weighted at 10% and 30% to assess the students understanding of concepts and techniques and enable immediate feedback.

Assessment Component B – 60%

Assessment by one final report and supporting poster, paper or digital media submissions at end semester 2.

Assessment Summary

Activity type	Percentage
Written	
Coursework	60%
Practical	40%
TOTAL	100%

BIBLIOGRAPHY

Essential

Maylor, H., Project Management 4th Edition (FT Prentice Hall, 2010)

Background

Seppala, N., Business Ethics and Corporate Social Responsibility (Cengage Learning, 2010)

Masterman, G., Sponsorship for a Return on Investment (Butterworth-Heinemann, 2007)

Example Only

Major Project – Guidelines

Please refer to the attached marking scheme for each of the below components – this is a good indication of how you will be assessed.

PROJECT PROPOSAL

As the first part of the Final Year Project assessment, you are required to write a 1000 word formal report to be handed in on the agreed date.

The report should include:

1. Reasons for and relevance of the project.
2. Aims of the project.
3. Timescales and provisional work plan.
4. Background research carried out to date. Provide a Bibliography of technical papers you have obtained.
5. Details of facilities required including computer software and laboratory support needed to complete your work.
6. Details of any cooperative industrial partners.

INTERIM VIVA

You are required to give a 20 minute presentation which summarises the project so far. This should include the following;

1. Reasons for and relevance of the project.
2. Aims of the project.
3. Updated timing plan.
4. Research/literature survey.
5. Work carried out to date.
6. Next steps.

This will then be followed by 20 minutes of questioning. This will take place on the agreed date. You should present and discuss your project with the audience – do not simply read from slides.

FINAL REPORT

Your report should be 10,000 words in length, written in Arial font, point size 11 with 1.5 line spacing on single sided A4 paper.

Handing in your Thesis

Two bound copies of your report should be handed into the library using the normal assignment hand in procedure, and a copy uploaded to Turnitin on or before the deadline.

Abstract

The thesis shall include an abstract of the contents, not exceeding three hundred words in length, which shall be bound in at the beginning of the general text.

Title Page

The thesis shall contain a title page giving the name of the University, the name of the School, the title of the thesis, the name of the author, the degree and the year of submission of the thesis.

Referencing

Any external sources used must be correctly referenced using either the Harvard or Vancouver referencing systems.

Declaration of Authenticity

The thesis shall include, on the page immediately subsequent to the title-page, the following declaration of authenticity:

'This thesis is the result of the author's original research. It has been composed by the author and has not been previously submitted for examination which has lead to the award of a degree.'

Signed:

Date:

The report should include details of all work undertaken and should include:

1. Abstract.
2. Aims and objectives of the project.
3. Timing plan.
4. Research/literature survey.
5. Work carried out.
6. Results.
7. Discussion and conclusions.
8. Recommended further work.
9. References.

FINAL VIVA

You are required to give a 20 minute presentation which summarises the project. Essentially this is an oral version of the final report and will contain much of the same information. This will then be followed by 20 minutes of questioning. This will take place on the agreed date. You should present and discuss your project with the audience – do not simply read from slides. To support this you must also produce a poster on the provided template that summarises the project aims, methods, results and conclusions.

PROGRESS SEMINARS

The progress seminars will take the form of poster presentations (template available on moodle) and will allow you to present the progress of your project to both academics and students at two critical points in the year. Presenting a poster at these forums will:

- Allow you to collect feedback/ideas/comments from a wider group of academics (not just your primary supervisor).
- Allow you to gauge your progress against others in the cohort
- Allow you to receive and answer questions informally and possibly get questions (or issues) raised about the project which will prepare you well for your interim or final vivas.
- It provides you with experience of speaking to an audience about your project (prior to being formally assessed).
- By participating you will have begun the process of compiling, formatting and composing a poster which you need to do anyway for the end of the year deliverable.

Example Only

MARKING CRITERIA AND STUDENT FEEDBACK -PROPOSAL

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. Research-informed Literature (Background research carried out to date) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	Formative	
2. Knowledge and Understanding of Subject (reasons for and relevance of the project) Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	Formative	
3. Analysis (aims of the project) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	Formative	
4. Practical Application and Deployment (details of facilities required, details of cooperative industrial partners) Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	Formative	
5. Skills for Professional Practice (Timescales and provisional work plan) Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	Formative	

Assignment Mark Overall (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)		Formative
	Up to one-week late		
	Over one week late		

MARKING CRITERIA AND STUDENT FEEDBACK – INTERIM ORAL

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. Research-informed Literature (research/literature survey) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	15	
2. Knowledge and Understanding of Subject (ability to identify problems) Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	15	
3. Analysis (technical content, ability to identify technical direction) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	35	
4. Practical Application and Deployment (overall project relevance and merit) Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	10	
5. Skills for Professional Practice (organisation and planning, communication and presentation) Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	25	

Assignment Mark Overall (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		
			%

MARKING CRITERIA AND STUDENT FEEDBACK - DISSERTATION

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. Research-informed Literature (research/literature survey) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding of Subject (ability to identify problems) Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	10	
3. Analysis (technical ability, analytical content and ability) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	35	
4. Practical Application and Deployment (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.		
	35	
5. Skills for Professional Practice (presentation and organisation of report) Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	10	

Assignment Mark Overall (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		

MARKING CRITERIA AND STUDENT FEEDBACK – FINAL ORAL

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. Research-informed Literature (research/literature survey) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding of Subject (ability to identify problems) Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	10	
3. Analysis (Technical ability, analytical content and ability) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	30	
4. Practical Application and Deployment (progress on/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.		
	30	
5. Skills for Professional Practice (communication and presentation, overall achievement and ownership of project) Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	10	
5. Skills for Professional Practice (Summary Poster)		
	10	

Assignment Mark Overall (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		
			%

COMMON ASSESSMENT AND MARKING CRITERIA

	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Assessment Criteria	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	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.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	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.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	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.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant.	Evidence of some logical, analytical thinking and synthesis. Some analysis/evaluation. Ability to analyse 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.	Sound, logical, analytical thinking, synthesis and evaluation. Ability to analyse 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.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions.
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques, but without consideration and competence. Limited appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	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.	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.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence.	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form - Proposal

Student name:		Student P number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		Date	
Student's Signature			

Student Self Evaluation Form – Interim Report

Student name:		Student P number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		Date	
Student's Signature			

Student Self Evaluation Form - Dissertation

Student name:		Student P number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		Date	
Student's Signature			

Student Self Evaluation Form – Final Oral

Student name:		Student P number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		Date	
Student's Signature			