



## BACHELORS DEGREE ASSIGNMENT SPECIFICATION

|                   |                                 |                                                |                       |
|-------------------|---------------------------------|------------------------------------------------|-----------------------|
| Student name:     |                                 | Student P number:                              |                       |
| Programme:        | <b>ARCHITECTURE</b>             |                                                |                       |
| Module:           | <b>HISTORY AND THEORY 2</b>     | Module Level (4, 5, 6):                        | 5                     |
| Module code:      | M5X01981                        | Contribution to Overall Module Assessment (%): | <b>10%</b>            |
| Lecturer:         | <b>Ian Standen</b>              | Internal Verifier:                             | <b>Lara Hopkinson</b> |
| Assignment Title: | Dissertation Proposal/ Synopsis | Assignment No (x of x):                        | 3 of 3                |
| Hand Out Date:    | 15/03/2018                      | Submission deadline:                           | 03/05/2018            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                         |       |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|
| 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Assignments will not be accepted without a signature here</i>                                                                                                                                                                                                                                                                                                                                        | Date: |      |
| <b>Turnitin:</b> 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 marks will be released until both submissions are received. <b>Late submission of the electronic version will result in a late penalty mark.</b> Penalties for late submission: <b>Up to one week late, maximum mark of 40%. Over one week late, Refer.</b> |                                                                                                                                                                                                                                                                                                                                                                                                         |       | YES  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                         |       | NO x |

| Learning Outcomes tested (from module syllabus)                                                                                                              | Assessment Criteria To achieve each outcome a student must demonstrate the ability to:                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare a synopsis for the design of a research project related to architecture that will form the basis of a dissertation to be completed in the third year | Use appropriate media/ presentation methods to organise and present information showing knowledge and understanding of the subject area. |

- Please submit the assignment parts in a suitable report folder/ portfolio– not in polypockets. All drawings must be flat in a suitable folder or portfolio. NO rolled up drawings will be accepted.
- This form (ALL PAGES) MUST be at the front of the paper submission. Assignments will not be accepted without this form as 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.
- You MUST complete the Student Self Evaluation form.

## TASK DESCRIPTION

## HISTORY AND THEORY 2 - ASSIGNMENT 3

**Write a 500 WORD DISSERTATION PROPOSAL/ SYNOPSIS + OR – 10%.**

Remember that I am available for help and discussion, email contact during the Easter period. In each case, your essay will be evaluated in terms of:

- argument
- richness and specificity of observations/ analysis
- coherency of writing

Notes: Each written document will also be checked for plagiarism and by a plagiarism-searching software program.

### GUIDANCE FOR STUDENTS IN THE COMPLETION OF THE SYNOPSIS

#### Written Work Guidelines

## Synopsis Writing Standards:

### Guidance for Learners

#### **Write out the full question/area of research**

Use headers or footers for pagination, your name and assignment number.

Incorporate a word count at the end of the assignment.

Do not include the bibliography in the word count.

Work should be presented as one complete document.

#### **Fonts**

Use an easy to read sans serif font such as Calibri, Arial or Verdana. The use of informal fonts such as Comic Sans is not recommended except in special circumstances. Some people with dyslexia find the use of comic sans helpful.

Do not use more than 3 different fonts in the same piece of work.

Font size: 11 or 12 point is recommended for the body of text. Headings and titles can be a size or two larger.

Avoid the use of underlining except when really necessary.

Line Spacing: 1.15 to 1.5 for the body of text is easy to read.

Use spaces after paragraphs and headings.

#### **Spelling**

Correct spelling is required. The occasional error will not be penalised, but frequent errors and obvious lack of proof reading will result in referral of work for re-submission. Use spell check frequently when composing your essay.

#### **Grammar and punctuation**

Grammar is concerned with the correct structure of sentences. If sentences are ungrammatical the correct meaning can be obscured. Each sentence should contain just one idea. It should start with a capital letter and conclude with a full stop or question mark. Beware of using exclamation marks as they signify the emotion of the writer. Beware of too many question marks. The writer's aim is to answer the question, not to ask the questions.

It is important to incorporate the correct use of: capital letters, commas, full stops, colons, semi colons and apostrophes.

## Quotations

Quotations are used to *convey* the *exact* idea of a particular author or to provide *evidence* for a point the writer of the essay is making. The over-use of quotations is to be avoided. A common mistake is that an essay just becomes a list of quotations without interpretation or evaluation of the quotations.

When using quotations the following rules should be followed:

- Quotation marks must be used with acknowledgement of where the quotation comes from in brackets [Author, date, page number].
- A longer quotation should be on a separate line, indented, single spaced and acknowledged as above.
- Quotations must be absolutely accurate; if a word is inserted it must be indicated by the use of square brackets - [ ] - and if a word is omitted, it must be indicated by the use of three dots (an ellipsis) -....

## References and bibliography

It is recommended that the **Harvard System of Referencing** is followed. An excellent resource for detailed information on the Harvard system is <http://libweb.anglia.ac.uk/referencing/harvard.htm>.

The bibliography is always at the end of the essay. A bibliography should contain full and accurate references of each item from which the writer has quoted or referred to in the body of the text, as well as any other used in the research. According to the Harvard Method, references are arranged in alphabetical sequence name of author, followed by date of publication. If there is no author, the item should be listed by title.

**Drawings and sketches can be used in the main body of the text or added as an appendix at the rear of the document. (for optional use by learners)**

## Guidelines for producing a synopsis for a final year Thesis in Architecture

The **synopsis** is intended to clarify for the Dissertation Tutors the field of your dissertation, the question it will address, and the methods and sources it will use to do this; it will also thereby help you crystallize your thoughts well in advance of the academic year start in September 2018.

As the synopsis may not be longer than 500 words, **it must be succinct**, and focused on these essentials; and it must therefore have been properly thought through, rather than offering general preliminary ideas as to a possible field of exploration.

1. The synopsis should locate the area of study in which the thesis falls, in terms of both themes and location in time and space; e.g. 'gender aspects of early modern architecture' or 'the role of sustainable technology in modern housing'.
2. It should then define precisely the problem or problems which the thesis will seek to address. This may arise from discussion of the sources, or of the historiography, or both; but whatever the case, the thesis must be directed towards discussion of a clearly defined problem. It is not enough to indicate the general field in which exploration will take place.
3. Often the problem will be defined by reference to existing knowledge/ historiography either the issue will not have been addressed (or not adequately so) by current writing on the subject, in which case it should be made clear exactly what has and has not been done; or, the thesis will address an argument which has been put forward but which needs further testing or indeed challenging. Either way, the existing knowledge/ historiographical context needs to be spelt out clearly.
4. The synopsis must then identify the sources which will be used to address the problem, and thus also the precise area of study in terms of time and place (which may have been explained under 2). The methods by which these sources will help address the problem should also be explained as precisely as possible.

5. The title should describe the field of the thesis as precisely but also as succinctly as possible. It has not been customary for thesis titles to be framed as questions. In practice thesis topics are refined in the process of research, as the sources themselves suggest new questions, and thinking about problems leads one to look at new sources. (And students commonly only fulfil a part of the agenda they had originally set themselves.)

**Note:** that the completed thesis is not judged against the submitted synopsis.

It is nevertheless important for the dissertation tutors to have a clear idea of what you are planning at this stage, so that they can identify suitable subject tutors in advance of submission; changes of topic are rarely so radical as to require different tutors.

Moreover, you need to start research with a topic which has been as clearly defined and thought through as it can be, so as to be sure that your topic is viable and will not fall apart in the Autumn term of 2018-19 and to probe it properly.

## **Guidelines on writing the dissertation proposal/ synopsis content**

### **Introduction**

This is where you will need to introduce your topic. It should provide a 'backdrop' to your more specific research by exploring the background to the wider subject area. You should also lay out your main thesis/hypothesis here, and explain why you feel that research into this area is important.

### **Main body of proposal**

This is usually composed of the following subsections:

- **Methodology**

The **methodology** section is where you will outline the methods through which you will collect and process your data. You should include how and what you are going to do. If your research is quantitative in nature, this will probably include a reference to a questionnaire, survey, or data source, and you should make clear the scope of your research (e.g. how many participants are going to be involved). You will also need to explain why you have selected the methods that you have – are they more specific to your research area? How?

- **Aims and Objectives**

Here you will highlight the main issues that you are attempting to explore. What is it that you want to achieve? What are the main questions that you are looking to answer? What predictions can you make?

- **Literature Review**

The **literature review** gives you the opportunity to make a really good argument for the importance of your research, and connect it to similar research, or present it as an extension to other existing studies. You will need to list the most important sources that you have consulted thus far in your research, and how they helped you to guide your own research. If you can, placing your work alongside others to show how it further elaborates or contributes to the more general field will show that you have adequately prepared for your proposal. There is potential to include any flaws

that you may have identified within this existing work, and how you will avoid this in your own dissertation. Only include sources that you can show will add value to your work.

- **Limitations**

Part of writing an effective and informative piece of research is recognising the limits that are imposed upon your ability to explore and present your findings. Some limitations may refer directly to the word count, explaining that there are further issues that you will not have a chance to or space to address. Completing this section clearly shows that you have engaged with your subject matter and are familiar with the wider concepts relating to your topic.

- **Ethical Considerations**

Are there any ethical concerns relating to your research? Have you secured permission from your subject(s)/participants to be interviewed or included in your research? More information on ethics can be found in the following section below.

- **Timeframe**

Often, dissertation proposals will include an estimated timeframe for the delivery of work to their supervisor. This may be on a chapter-by-chapter basis, or you may begin with the actual research, so that you are able to perfect this part before moving on to writing about it. Make sure that you are realistic, and allow some time for your initial research before jumping straight in to getting words on the page.

## **Conclusion (of sorts)**

You do not necessarily require a 'conclusion', but it might be a good idea to round off your dissertation proposal with a reminder of your reasons for choosing the topic, the type of research you will be carrying out and your expected outcomes. For example -

*'I have chosen to investigate the relationship between \_\_\_ and \_\_\_ since I believe that proving a positive correlation would have serious implications for \_\_\_, and that carrying out further qualitative research in this area will be integral to improving understanding. After having identified the limitations of previous studies in this field, I have worked on producing a methodology that will avoid these same pitfalls, and predict that the research will portray a strong enough relationship between the two factors to encourage further scholarship.'*

## **Requirements**

- You are required to submit the Synopsis electronically in PDF 500 +/-10% words with sketches/drawings as necessary and a printed copy to the Department Secretary Christine Lucas.
- You should answer properly your chosen topic, in a formal English writing as guidance notes.

## **Assessment considerations**

- Research-informed literature: Correct referencing according to the Harvard Referencing System.
- Knowledge and understanding of Subject: Understanding of topic developed. Knowledge shown.
- Analysis: Organisation of ideas and discussion in depth. Comparison to different information and other analysis
- Practical application and deployment: Examples of application, methodologies, case studies, synthesis schemes and graphics, originality and personal contribution.
- Skills for professional practice: Capacity for expressing ideas and writing. Initiative for the introduction of new aspects and vision.

# MARKING CRITERIA AND STUDENT FEEDBACK

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 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------|
| <b>1. Research-informed Literature</b><br>Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.                                    |                 |               |
|                                                                                                                                                                                                        | 10              |               |
| <b>2. Knowledge and Understanding of Subject</b><br>Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.                                        |                 |               |
|                                                                                                                                                                                                        | 20              |               |
| <b>3. Analysis</b><br>Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence                                                     |                 |               |
|                                                                                                                                                                                                        | 30              |               |
| <b>4. Practical Application and Deployment</b><br>Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems. |                 |               |
|                                                                                                                                                                                                        | 20              |               |
| <b>5. Skills for Professional Practice</b><br>Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.               |                 |               |
|                                                                                                                                                                                                        | 20              |               |

|                                                                                                                                                                                                            |                                                        |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----|
| <b>Assignment Mark</b> (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. ) | <b>Late Submission Penalties (tick if appropriate)</b> |     |
|                                                                                                                                                                                                            | Up to one week late                                    | 40% |
|                                                                                                                                                                                                            | Over one week late                                     | 0%  |

# 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%                                                                                                                                                                                                                                                                        |
| <b>1. Research-informed Literature</b><br>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.                                                                     |
| <b>2. Knowledge and Understanding of Subject</b><br>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.                                                                                                                           |
| <b>3. Analysis</b><br>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 unsupportable/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. 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 | 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. | 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 |
| <b>4. Practical Application and Deployment</b><br>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. Flawed 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.                                                                                                                                                |
| <b>5. Skills for Professional Practice</b><br>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

|                   |  |                   |  |
|-------------------|--|-------------------|--|
| 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 <sup>rd</sup>                    | 2:2                                | 2:1                                | 1 <sup>st</sup>                    | 1 <sup>st</sup>                     |
|                                           | OUTRIGHT FAIL                     | UNSATISFACTORY                     | SATISFACTORY                       | GOOD                               | VERY GOOD                          | EXCELLENT                          | EXCEPTIONAL                         |
| 1. Research-informed Literature           | 0-29%<br><input type="checkbox"/> | 30-39%<br><input type="checkbox"/> | 40-49%<br><input type="checkbox"/> | 50-59%<br><input type="checkbox"/> | 60-69%<br><input type="checkbox"/> | 70-79%<br><input type="checkbox"/> | 80-100%<br><input type="checkbox"/> |
| 2. Knowledge and Understanding of Subject | 0-29%<br><input type="checkbox"/> | 30-39%<br><input type="checkbox"/> | 40-49%<br><input type="checkbox"/> | 50-59%<br><input type="checkbox"/> | 60-69%<br><input type="checkbox"/> | 70-79%<br><input type="checkbox"/> | 80-100%<br><input type="checkbox"/> |
| 3. Analysis                               | 0-29%<br><input type="checkbox"/> | 30-39%<br><input type="checkbox"/> | 40-49%<br><input type="checkbox"/> | 50-59%<br><input type="checkbox"/> | 60-69%<br><input type="checkbox"/> | 70-79%<br><input type="checkbox"/> | 80-100%<br><input type="checkbox"/> |
| 4. Practical Application and Deployment   | 0-29%<br><input type="checkbox"/> | 30-39%<br><input type="checkbox"/> | 40-49%<br><input type="checkbox"/> | 50-59%<br><input type="checkbox"/> | 60-69%<br><input type="checkbox"/> | 70-79%<br><input type="checkbox"/> | 80-100%<br><input type="checkbox"/> |
| 5. Skills for Professional Practice       | 0-29%<br><input type="checkbox"/> | 30-39%<br><input type="checkbox"/> | 40-49%<br><input type="checkbox"/> | 50-59%<br><input type="checkbox"/> | 60-69%<br><input type="checkbox"/> | 70-79%<br><input type="checkbox"/> | 80-100%<br><input type="checkbox"/> |

| PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL | PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP |
|------------------------------------------------------------------------|-----------------------------------------------------------|
| <br><br><br><br><br><br><br><br><br><br>                               | <br><br><br><br><br><br><br><br><br><br>                  |

|                     |  |      |  |
|---------------------|--|------|--|
| Student's Name      |  | Date |  |
| Student's Signature |  |      |  |