

STUDENT FEEDBACK FORM: JON19851773

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
You have engaged with a reasonable range of sources, including core texts (Otaga, Åström), and technical documents (Hellerstein et al., Turan, Bavafa-Toosi). You have also made attempts to connect theory to practical outcomes using citations from credible authors. However, some sources are non-academic or less rigorous (e.g., Vaia). One reference (Nyathi, 2024) links to a Teams error page, which lacks legitimacy as a citable academic source. Referencing style is mostly Harvard-like but lacks consistent formatting: inconsistent capitalisation, improper use of italics, and inclusion of access links that aren't always necessary. Areas to improve and Feedforward: Avoid informal or inaccessible sources and broken links. Apply consistent and complete Harvard referencing with accurate publication info (author initials, year, title in italics, publisher, URL with access date only if needed). Aim to integrate citations more critically rather than just to back up statements.	20	13
2. Knowledge and Understanding Skills		
The report clearly explains the mass-spring-damper model using Newton's second law and component definitions. It also shows good understanding of system behaviours (e.g., underdamped, settling time, steady-state error), and provides clear PID term breakdown and contextual explanation. There is, however, some repetition in explanations, and some terms (e.g., "manually tuning as it goes") are vague or technically inaccurate. More could be said about the impact of each PID component on system dynamics using control theory concepts (e.g., pole placement, gain margins). Areas to improve and Feedforward: The report could benefit more from use of more precise technical vocabulary. Avoid using casual or ambiguous language. Discuss how parameter tuning shapes time-domain characteristics (overshoot, rise time, damping ratio) in a more mathematically grounded way.	20	15
3. Cognitive and Intellectual Skills		
You have interpreted the performance metrics and justified PID tuning decisions. You have used graph analysis to compare open-loop, closed-loop, and tuned responses effectively. You have also selected optimal PID values based on practical performance trade-offs. Some analysis is descriptive rather than analytical, lacking deeper reasoning, e.g., no mention of transient-vs-steady-state trade-offs beyond quoting sources. There is little evidence of critical evaluation of limitations, e.g., simulation assumptions, system idealisation. Areas to improve and Feedforward: Include more evaluation (e.g., what limitations or modelling simplifications might affect real-world performance?). Consider discussing why faster systems had higher error or how overshoot relates to derivative gain quantitatively.	20	14
4. Practical Application Skills		
The MATLAB code is clean and functional; shows an effective implementation of both open- and closed-loop systems. You have demonstrated the ability to automate PID tuning tests and visualise results logically. You have used Simulink with PID Tuner and commented on the discrepancies between MATLAB and Simulink results. However, the Simulink analysis is vague- errors are mentioned but not investigated or documented. There is no performance comparison between auto-tuned vs manually tuned controllers. Areas to improve and Feedback: Investigate and report discrepancies between Simulink and MATLAB more thoroughly. Compare manual tuning to model-based tuning (e.g., Ziegler-Nichols).	25	15
5. Transferable Skills for Life and Professional Practice		
The report is structured with clear headings and consistent formatting. Your graphs are labelled, and analysis aligns well with engineering practice. Your work demonstrates applied problem-solving and reflective reasoning. However, several grammar and spelling issues (e.g., "settling", "bahaviour", "uning", "bee seen") reduce professionalism. Some sections lack polish in tone and could benefit from proofreading. There is occasional overuse of first-person voice and casual phrasing. Areas to improve and Feedforward: Use consistent terminology and improve spelling and grammar throughout. Adopt a more technical and formal tone, particularly in the results and discussion sections. Reflect more explicitly on how these skills apply to real-world engineering roles (e.g., automation, system optimisation).	15	9

Assessment 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 1 week late (40% Max)

Over 1 week late (0%)

66%

