School of Computing, Engineering, and Physical Sciences
Assessment Guidance Coversheet

Module Code:	COMP10020	
Module Title:	Internet Technologies	
Module Co-ordinator:	Dr. Derek Turner	
Assessment set by:	Dr. Derek Turner	
Learning Outcomes Assessed:	L2 & L3	
Issued:	16/09/2025	
Deadline:	04/11/2025	
Feedback[1]:	18/11/2025	
Individual / Group assessment:	Individual ☐	Group ☒

Anonymity
The University Regulations makes it clear that all assessments are marked anonymously (Regulation 3.4) unless the assessment itself renders anonymity impossible e.g. placements, presentations, practical assessments. Unless otherwise stated, do not put your name or Banner ID on your submission.

Referencing
The standard referencing style at UWS is **Cite Them Right (CTR) Harvard** and your references should be in accordance with these guidelines. The University provides a drop-down menu that lets you see examples of how you should reference journals, books, websites etc. Guidance on referencing styles can be found on the UWS Library website: https://uws-uk.libguides.com/referencing

Extenuating Circumstances (ECS)
The University recognises that, from time to time, you may encounter issues which may prevent you from being able to submit or undertake an assessment. Where this is the case, you can complete an Extenuating Circumstances Submission (ECS) for consideration. The ECS will be forwarded to the School Assessment Board to take account of this declaration in recording your module marks. Guidance on ECS claims can be found: https://www.uws.ac.uk/current-students/supporting-your-studies/exams-assessment-appeals/academic-appeals-extenuating-circumstances/

[1] Note that any mark / grade you receive is provisional and may be subject to change until there has been internal moderation, external examination and ratification at the School Assessment Board.

Generative AI

The type of Generative AI you are allowed to use within your assessment is:

Type	Description	Allowed
1	**Restricted** Only the use of routine and established tools, such as auto-transcription, spell checkers, grammar check is permitted.	☐
2	**Specified** Generative AI may be used for clearly delineated tasks as appropriate / allowed / recommended, although its use is **not** mandatory in order to complete the assessment. Please state here what Generative AI is and is not allowed.	☐
3	**Open** No specific restrictions but with requirement to track key stages / tools utilised. The use of such tools is **not** mandatory in order to complete the assessment. This may include: (i) Socratic chatbot, (ii) summarisation, simplification, synthesis, and translation, (iii) generative illustrative media content, and (iv) support production of multimedia artefacts.	☐
4	**Embedded** Generative AI is a feature of the assessment itself. Here the use of Generative AI is a focal aspect of the assessment. This may include (i) using named tools for specific outcome, (ii) output comparison and critique, and (iii) develop or error check code. Internet topics for presentation may include aspects of AI. AI can be used for researching materials for presentation but should not be used for writing documentation.	☒

Assessment Student Declaration Coversheet

All students are expected to complete the Student Declaration and insert that as the first page of your submission. The Module Co-ordinator will have uploaded this to Aula for you to complete.

- For written assessments, insert the Declaration as the first page of your document.
- For assessments not in the written format (e.g. video, audio, presentation, or practical work), submit the Declaration as a separate file.
- For group assessments, unless otherwise directed by your lecturer, the group may submit a single shared declaration.

Assessment guidance

Working in small groups students will research an aspect of internet technologies selected from a list presented in the lecture notes, which is not covered in the main presentation of a module in the current year of their programme. In normal circumstances all students in the group will receive the same mark. In the event of a group break down work will be marked individually.

Students will create an organised 15-minute **PowerPoint presentation** in class supported with Microsoft Teams which will be recorded.

After the presentation, a slide set with **supporting notes** and **tutorial lab instructions** will be mounted on GitHub and the link to this submitted via the Aula VLE. Lab time will be allocated to allow students to through tutorials from this collection to gain a benefit of peer learning.

Students will be expected to make a presentation which provides:

- a brief introduction/overview for an audience encountering a topic for the first time.
- simple examples which demonstrate their interaction with the technology.
- show how the technology elements work in a system with other components.
- describe a scenario where the technology might be used.
- describe pros and cons of use.
- reference notes and a tutorial guide for fellow students

Code examples may be based on reading, and sources must be fully credited. There should be a small amount of original input to the code which could be simple examples of contextualization.

The marking rubric / scheme should be shown on the next page. It is expected that all assessments have a rubric / scheme.

Marking Rubric

Grade	Presentation (50%)
A1	Exceptional: As A3 conveying a depth of subject knowledge appropriate to a seminar.
A2	Outstanding: As A3 and outstanding in one area of verbal or visual presentation or response to questions.
A3	Excellent: A well-structured presentation with progressive examples, strong visual elements and good coordination between presenters. Good response to questions using prepared follow-on materials.
B1	Very Good: A well-structured presentation with appropriate examples and strong visual elements. Good response to questions.
B2	Good: A well-structured presentation with appropriate examples
C	Basic: Essential information on web technology is conveyed
D	Below threshold: Conveys uncertainty in knowledge of the topic.
E	Well below threshold: Patchy and inaccurate account of topic.

Grade	Online information (20%)
A1	Exceptional: A go-to reference on the topic.
A2	Outstanding: Well formatted and written detailed authoritative referenced sources incorporating useful visuals or tables and a cheat sheet
A3	Excellent: Well formatted and written detailed authoritative referenced sources incorporating useful visuals or tables.
B1	Very Good: Well formatted and written detailed authoritative referenced sources
B2	Good: Detailed information drawn from several authoritative referenced sources
C	Basic: Basic information drawn from 3 appropriate referenced

	sources
D	Below threshold: Insufficient sources, lack of personal insight or poor written style
E	Well below threshold: Not a practical learning resource

Grade	Online Tutorial Lab Instructions (30%)
A1	Exceptional: An excellent learning resource
A2	Outstanding: tutorial with a high degree of originality establishes how to set up platform and gives a step-by-step introduction to basic topic which is easy to follow. Code for a meaningful application is developed.
A3	Excellent: tutorial establishes how to set up platform and gives a step-by-step introduction to basic topic which is easy to follow. Code for a meaningful application is developed.
B1	Very Good: tutorial establishes how to set up platform and gives a step-by-step introduction to basic topic which is easy to follow.
B2	Good: tutorial gives a step-by-step introduction to basic topic which is easy to follow.
C	Basic: tutorial gives basic information but is not structured in a way which is easy to follow.
D	Below threshold: tutorial steps are inadequate to achieve a successful completion
E	Well below threshold: inaccurate or incomplete tutorial