Department of Electrical Engineering
香港城市大學
City University of Hong Kong

Applicable to those students starting project in Sem A, 2021/22 and thereafter

A Guide to Final Year Project for Staff and Students

Information

Department of Electrical Engineering

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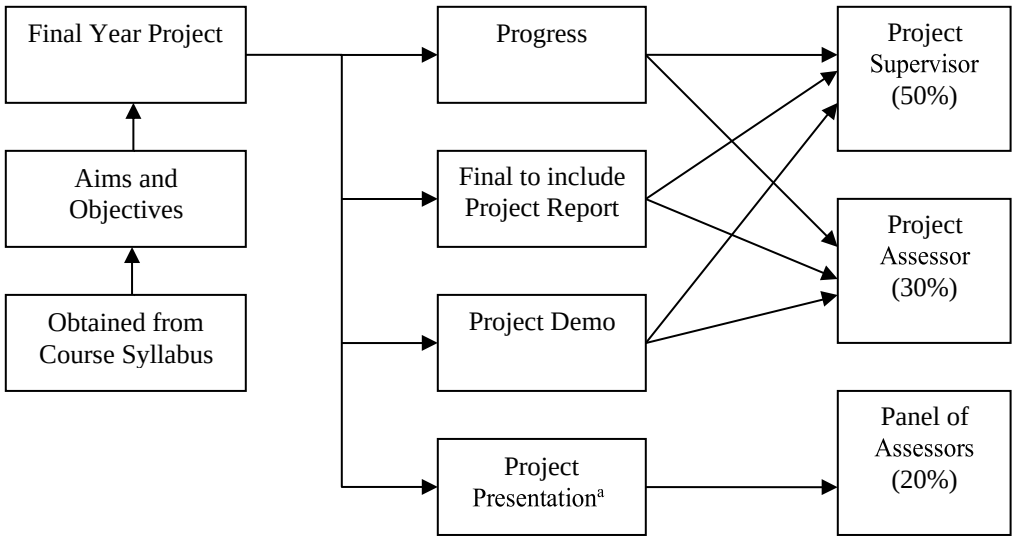
Document Control

Date	Issue	Document Title	Reasons for Change	By
		Assessment Guideline	New	SoH
1997	V2	Assessment Guideline	Revision	AC
11/04/03	1	Final Year Project Guidelines (draft)	Assessment rubric	WSC
02/07/03	1	Final Year Project Guidelines (draft version 2)	Revision	WSC
22/09/03	1	Final Year Project Guidelines	Assessment Rubric	WSC
26/09/03	1	Final Year Project Guidelines rev1	Student declaration, change of supervisors, errata.	WSC
07/10/03	2	Final Year Project Guidelines	Revised student declaration	WSC
18/12/03	2	Final Year Project Guidelines rev1	Change of supervisors/add drop	WSC
08/04/04	3	Final Year Project Guidelines	Change of assessment forms	WSC
24/07/07	4	Final Year Project Guidelines	Change of assessment forms	CWL
28/04/10	5	Final Year Project Guidelines	Change of assessment forms	CWL
18/08/10	6	Final Year Project Guidelines	Revision	CWL
28/08/12	7	Final Year Project Guidelines	Revision	CWL
26/09/12	7	Final Year Project Guidelines	Change of assessment forms and report format standardisation	CWL
14/05/13	8	Final Year Project Guidelines	Student Petty Cash Reimbursement	S W Leung
10/02/14	9	Assessment	Presentation element	SHL
17/02/17	10	Final Year project Guidelines	Update and deletion of PT	WSC
28/08/18	11	Final Year Project Guidelines	Revised assessment and competition	WSC
10/06/19	12	Final Year Project Guidelines	Alignment of marks/grades/points and addition of Ethics/Safety requirements	WSC
13/03/20	13	Final Year Project Guidelines	Number of pages and improper referencing.	WSC
22/07/21	14	Final Year project Guidelines	Total revamp due to changes in assessment criteria	WSC
15/09/21	15	Final year Project Guidelines	Clearer Cash Reimbursement	WSC

1.0 Assessment

Details about assessment requirements are defined in each programme document. In general, they are very similar for each programme. All students embarking on their final year projects should read the relevant syllabus. An overview of how the final year project is assessed from various sources and how the final mark is obtained is shown in Figure 1. Note this serves as a guideline and schedules will invariably change from year to year and students should also refer to notices in the Student Infonet.



[a]Project presentation is an essential element in the FYP assessment. Students not delivering their final project presentation will not be given a passing grade for their FYP.

Figure 1. Overview of final year project assessment

A final year project assessment rubric, which is used for all undergraduate programmes, when collated forms the "Project Assessment Record" (PAR). These rubrics[1,2] were derived from the requirements defined in the project syllabus, staff experience in using various pro forma for project assessment, and the comments provided by external examiners. A generic final year project assessment rubric is shown in Table 1 with the point to mark mapping shown in Appendix I. The generic final year project assessment rubric when specified is used by the supervisor and the assessor to assess both the final year project report and the project in general. The final year project oral presentation assessment is specific and is used by the oral presentation panel members.

[1] P. Knight and P. Maki, "Workshop on Learning Outcomes and Assessment," Multi-media Conference Room, CityU, 18 December 2002.
[2] J.A. Kerrins and K.S. Cushing, ""Gotcha!" or Rubrics? Instruction and Assessment of Graduate Students," Journal on Excellence in College Teaching, 7(1), 1996, pp.31-56.

	Levels of Achievement				
	Noprogress(F)	Unacceptable(D)	Basic (C)	Good (B)	Excellent (A)
	0	1 point	2 points	3 points	4 points
Assessment outcome 1					
Assessment outcome 2					
.					
.					
.					

Table 1. Generic final year project assessment rubric.

The specific assessment outcomes are peculiar to what is being assessed but it is also intended to emphasize the point that each project is different and, therefore, that the specific assessment outcome can be expected to differ from project to project. Academic staff opinions often differ on what constitutes an A grade project, and the final grading structure is usually determined via discussion between the staff members. Some indication of the quality expected in A grade projects is given by the following quotation extracted from an external examiner's report:

> ***"I would remind supervisors and project examiners that a first class (>75%) project mark should be reserved for work of exceptionally high quality, representing either a minor breakthrough in technique or application, or a result of close to product standard."***

Supervisors and Assessors are therefore under close scrutiny to ensure that they award a fair mark.

The oral project presentation[3] is however common as it assesses the student's ability to communicate the technical content of his/her work to non-specialists.

It should be noted that in order to pass the course, students are required to (i) conduct an oral presentation (Presentation will be made an essential element in FYP assessment. Students not delivering final presentation should not be given a passing grade in the project course.), (ii) achieve an overall pass (D) grade or above, and (iii) both supervisor and assessor have not assigned a final Fail grade.

2.0 Supervisor's Responsibilities

The responsibilities of the supervisor are summarised as follows:

- To ensure all necessary health and safety risk assessments have been performed and ethics approval sought where necessary and before the start of the final year project.
- To clearly define the project objectives and how they relate to the assessment outcomes.
- To clearly explain what resources are available to the student, including equipment, software, consumable, and working area.
- To make himself/herself available to the project student for consultation purposes at regular intervals.
- To provide guidance of a technical nature, but to leave solutions and implementation details to the student as far as possible.

[3] Project oral presentations are usually conducted in week 11 of semester B

- To remove obstacles to progress which are beyond the student's authority and control.

- To monitor regularly the progress made by the student in achieving the project objectives. Please note that it is the student's responsibility to arrange appointments with his/her supervisor or assessor.

3.0 Student's Responsibilities

The student's responsibilities are summarized as follows:

- Where necessary, to ensure that all necessary health and safety risk assessments have been performed and ethics approval sought via the supervisor before the start of the final year project.

- To manage the project with respect to progress, time and other resources. Please note that the student's role includes that of project leader. The supervisor and assessor may be assumed to be performing a role, which integrates that of technical consultant and manager.

- To maintain regular contact with the supervisor. It is the student's responsibility to arrange appointments with his/her supervisor.

- To arrange appointments with both the supervisor and assessor to be formally assessed at the beginning and the end of semester B.

- To report immediately to the supervisor any difficulties arising from equipment failures, resource constraints, interruptions of work due to illness or personal problems, and difficulties arising from laboratory management.

- To submit a project planning chart (Gantt chart) and summary to the supervisor by week 4 of semester A.

- To upload a progress report on FYP InfoNet and give a project presentation to the supervisor no later than week 12 of semester A.

- Presentation will be made an essential element in FYP assessment. Students not delivering final presentation should not be given a passing grade in the project course.

Students should understand that it is not the responsibility of the supervisor or assessor to provide students with ready-made solutions or to spoon-feed them. The final year project provides the student with the opportunity to demonstrate his/her problem solving ability and effectiveness in managing a project of his/her own.

(Note: Students start their FYP in Semester B should submit a project planning chart (Gantt chart) to the supervisor by week 4 of Semester B and upload a progress report on FYP InfoNet and give a project presentation to the supervisor no later than week 12 of semester B.)

4.0 Assessor's Responsibilities

The responsibilities of the assessor are summarized as follows:

- To be available for consultation by the project student, particularly when formal assessment is due.
- To monitor and assess the student's progress.
- To provide guidance of a technical nature, but to leave solutions and implementation details to the student as far as possible.
- To discuss the student's progress and accomplishments with the project supervisor after the formal assessments.

5.0 Project Work

The amount of time students are expected to allocate to their final year projects is formally specified in the course documents and is repeated here:

Semester A:	5 semester hours per week.
Semester B:	5 semester hours per week.

Students are reminded, in general, that the total amount of time they are expected to devote to any semester course is approximately **double** the number of semester hours. For example the total amount of time full time students are expected to devote to their project work, during each week of semester A, is 10 hours. Allowance has been made for this in the student timetables. One of the first tasks expected of each student is that they should plan how to schedule their time on a weekly basis. This may involve consulting laboratory staff to find out when laboratories will be open. It is a good idea to identify specific time period(s) during each week that can be devoted to project work so that assignments and other activities can be scheduled around these periods.

Students should utilize the methods they have learned in previous modules dealing with project management.

5.1 Project Implementation

It is essential that students prepare their own schedules to partition their project work into separate and distinct objectives, or tasks, and the time duration estimated for each. Resources, constraints and links peculiar to an academic environment should also be factored into the project scheduling, in particular equipment and laboratory usage. The schedule could take the form of a horizontal bar chart (Gantt chart), for example, with semester months/weeks along the top and tasks listed along the side, and the duration of each task depicted by a horizontal bar spanning the estimated time interval required. Whatever form the schedule takes, it should be available for inspection by the supervisor at every progress/consultation meeting. The number of objectives and or tasks, which can be separately identified, will vary from project to project but the schedule will typically include the following:

		Month number									
No.	**Task name**	1	2	3	4	5	6	7	8	9	10
1	**Literature Search**										
2	**Design**										
3	**Analytical work**										
4	**Simulation work**										
5	**Construction**										
6	**Measurements**										
7	**Improvements**										
8	**Demonstration**										
9	**Presentation**										
10	**Report writing**										

Students are expected to distribute their activities evenly over the two semesters. **STUDENTS SHOULD NOT RELY ON DOING MOST OF THE WORK IN SEMESTER B !!!** Otherwise, marks may be deducted for bad project management.

The project implementation will be graded according to four general assessment outcomes and are shown in column 1 of Table 2.

Assessment Outcome for Project implementation		No
General	Specific	
Exploration	*Material research*	*1*
	Required skill acquisition	*2*
Growth	*Formulation of design problem and its solution*	*1*
	Use of technical and/or practical skills	*2*
Contribution	*Help and guidance provided*	*1*
	Project output	*2*
	Extension of knowledge	*3*
	Novelty and Innovation	*4*
Project management	*Usage*	*1*
	Resource Management	*2*
	Meetings	*3*

Table 2. General and specific assessment outcomes for a typical hardware engineering type project.

Specific outcomes for an engineering type project is shown in the second column of Table 2. Included in appendix II are descriptive evidences for each level of achievements in the form of rubrics. Weighting for each assessment outcome can be determined by the addition of more specific assessment outcomes by the supervisor/assessor according to their perceived importance for that particular project.

The project assessment report can be found in Appendix IV.

5.2 Project Demonstrations

The project demonstration provides the student with the opportunity to present a live demonstration of the project to both the supervisor and the assessor. However, it is recommended that the demonstration be organized so that the assessor is provided with a "guided tour", through all the features of the work that have been completed. It is also recommended that some support materials be available, particularly diagrams, to assist with any explanations which may be called for (of course, these may have been provided in the project report but they should also be available during the demonstration). This kind of preparation, together with intelligent answers to any questions that may be asked, will help maximize the mark awarded.

Another reason for devoting some time to preparation is the possibility of demonstrating a project to the public during City University open days, which may be scheduled during the summer after the completion of studies.

It is often the case that students do not manage to reach all the goals originally agreed between themselves and their supervisors. This may not necessarily be the fault of the student; there are a number of possible reasons why this situation may arise and it is up to both the supervisor and the assessor to provide a balanced judgment and to take into consideration any adverse factors that were beyond the student's control. However, under circumstances where a piece of hardware may not work properly, or may not work at all, or where software does not perform as expected, it is essential that students provide a good demonstration and explanation of problems they have encountered. For example, with a hardware project that does not work properly, it would still be possible to set the equipment up in some diagnostic mode (e.g. with oscilloscope, logic analyser, etc.) and centre the discussions around a detailed demonstration of the problem(s). This will provide the assessor, in particular, with a good opportunity to determine how much work the student has devoted to his/her project.

5.3 The Project Report

The general format of the project report is identical to that described in the Guide to Laboratories for formal reports. However, the precise format of your report will depend on the nature of the project. For example, a hardware oriented project may justify extensive explanations of circuit design (with diagrams), built in test features, circuit board implementation details, testing, etc., A software oriented project may require extensive treatment of the user interface, program structure, testing and debugging, and a user guide (perhaps as an appendix). What to include, or not to include, should be discussed between the student and the supervisor.

A guideline for the general format is given in appendix III and a template provided to students so that all reports will in general look the same. This will give a more professional appearance since electronic copies will be archived in the library.

The project report will in general be graded according to five general assessment outcomes and is shown in column 1 of Table 3.

Assessment Outcome for Project Report		No
General	Specific	
Organization	*Organization*	*1*
Content	*Engineering/theoretical analysis*	*1*
Relevance	*Use of appendices*	*1*
	Engineering/theoretical work	*2*
Writing style & grammar	*Spelling and grammar*	*1*
	Writing style	*2*
Presentation of material	*Visual, example: graphs/diagrams*	*1*

Table 3. General and specific project report assessment outcomes for a typical hardware engineering type project.

The more specific outcomes are shown in the second column of Table 3. Included in appendix II are descriptive evidence in the form of rubrics for each level of achievements. Weighting for each assessment outcome is determined by the supervisor/assessor according to their perceived importance for that particular project.

The project assessment report can be found in Appendix IV.

The writing of a project report can be a daunting task and there can be a tendency to copy material from textbooks, technical papers and to download material from the Internet. Plagiarism is a serious offence, its meaning as defined in Longman Dictionary of Contemporary English, 1987 is “to take (words, ideas, etc. from someone else’s work and use them in one’s own work without admitting one has done so”. Students should refer to their student handbook on how to avoid plagiarism, in particular on proper referencing and paraphrasing. Students will be required to fill in a declaration form stating the academic honesty of the work presented in their final year project and permission for their report to be electronically

scanned. The declaration form can be found in Appendix V. Furthermore, all FYP students must submit their reports to the Turnitin system for Plagiarism check and attach the Turnitin originality report to their project report before submission. It should be noted that special attention and comments should be made by staff in assessing projects reports against 'Plagiarism' if the Overall Similarity Index from the Turnitin System is over 24%.
Improper referencing that is not considered plagiarism will incur a penalty of a sub-grade.

5.4 Oral Presentations

Presentation is an essential element in FYP assessment. Students not delivering presentation to an FYP panel cannot pass the project course. The presentation lasts for 20 minutes. Students should prepare their presentation materials not exceeding 15 minutes and answer questions raised by the panel members for the remaining time.

The most concise indication of what is expected of a final year project student during their presentation is provided in the "Levels of Achievement for Final Year Project Presentation" which forms part of the Project Assessment Record.

Oral presentations are considered as an important part of the final year project assessment because of the importance placed on communications skills both in industry and academia. Please note that the term "communication skills" should not be taken to mean only your proficiency in spoken or written languages. Communication skills go beyond the constraints of a particular language and really refer to an individual's ability to transfer information in a manner that is interesting, informative, accurate, and concise. Consequently it is possible for a student with a lower level of proficiency in, for example, English to give a better presentation than his/her colleague who is better at English.

The project presentation is assessed in general both on content and delivery to ensure that the student is able to communicate project work done that is of a standard worthy of an honours degree. The project presentation will be graded according to five specific assessment outcomes and is shown in the second column of Table 4.

Assessment Outcome		No	Weight
General	Specific		
Content (To include Q&A)	*Relevance*	*1*	*25%*
	Accuracy	*2*	*25%*
Delivery	*Organization, preparation and effectiveness of delivery*	*3*	*25%*
	Style, pacing and body language	*4*	*25%*
	Time management	*5*	

Table 4. General and specific project presentation assessment outcomes for a typical hardware engineering type project.

Descriptive examples on what is required for each level of achievement in the form of rubrics can be found in appendix II.

The "magic" ingredients in giving a good presentation tend to be preparation, enthusiasm and confidence. Some tips for good presentation technique include the following:

Prepare professionally formatted power point presentations. (do not just copy and paste from the project report without proper formatting)

Do not try to put too much information on a single power point slide. Consider using nothing less than 16-point print.

Try to schedule some periods in the presentation to communicate directly with the audience (making eye contact) without any visual aids.

Consider very carefully whether a "live" demonstration of the project is necessary. A professionally prepared short video clip is much less likely to cause problems or delays during the presentation.

Attempt to understand and give comprehensive answers to any questions that are asked at the end of the presentation. Do not give an answer to a question that was not asked!

The project assessment report can be found in Appendix IV.

6. Industrial Attachment Scheme (IAS)

Students on IAS may on completion of their IAS be able to continue on a project related to their work done. The company the student was attached is assumed to propose the final year project. It will follow the same procedure as those final year projects proposed by academic staff, since the project will be carried out within the campus and will be supervised by academic staff on a continuous basis. Students should note that the company cannot guarantee a project, and it is advisable for students to select a final year project from the EE Department first, and then to swap it once the company has agreed to a project.

7. Students with the Co-operative Education Scheme

The Faculty of Science and Engineering Co-operative Education Centre will oversee students that are with the Co-operative Education Scheme. The method of assessment of students however remains the responsibility of the Department of Electrical Engineering. This is to ensure compatibility with the requirements of final year projects in the Electrical Engineering Department, which may not be the same as those for other departments in the same faculty
A mentor within the company that the student is associated with will be assigned to monitor and help with student's problems. Since students may not be located within the HKSAR, meetings between the student and his/her supervisor may be less frequent than that for students located within the HKSAR.

7.1 Project Detail Form

A project detail form shown in appendix VI is to be completed by all parties concerned, with the objective, description/abstract and time schedule forming the basis of the assessment of students. Thus it is important that the description/abstract part is filled in detailing the utilization of engineering/problem solving skills and extension of knowledge. Extension of knowledge is quite broad in coverage and does not necessarily mean a new invention which is inappropriate for most manufacturing industries. Extension of knowledge when applied to industry could mean innovative means of reducing the manufacturing costs just by a change in the electronic design. From the objective, the students will be

assessed on how well they have formulated the design problem and from the project schedule the students will be assessed on how well they have managed the project.

7.2 Timeline and Formal Assessment

As with final year projects carried out in the EE Department, formal assessments will follow a similar order but with a different time scale. This is shown below side-by-side for comparative purposes for students starting their co-op projects in January.

Item	Date for EE-FYP (FT)	Details	Date for Co-op
1	Semester B	Project proposal	January-March
2	Before summer term	Project allocation	March
3	Semester A, week 4	Project plan/assign assessor	March-April
4	Semester B, week 3	Interim report	July
5	End of Semester B	Demonstration	November-December
6	Semester B, week 11/12	Oral presentation	November-December
7	Semester B, week 13	Submission of thesis	December

Table 5. Comparative timeline and formal assessment between EE-FYP (FT) and co-op education scheme.

The timeline shown in Table 5 is primarily for FYP students starting in Semester A. However, students start their FYP in Semester B will have similar timeline shown above simply by replacing Semester A→B and B→A respectively.

7.3 Supervisor's, Student's and Assessor's Responsibilities

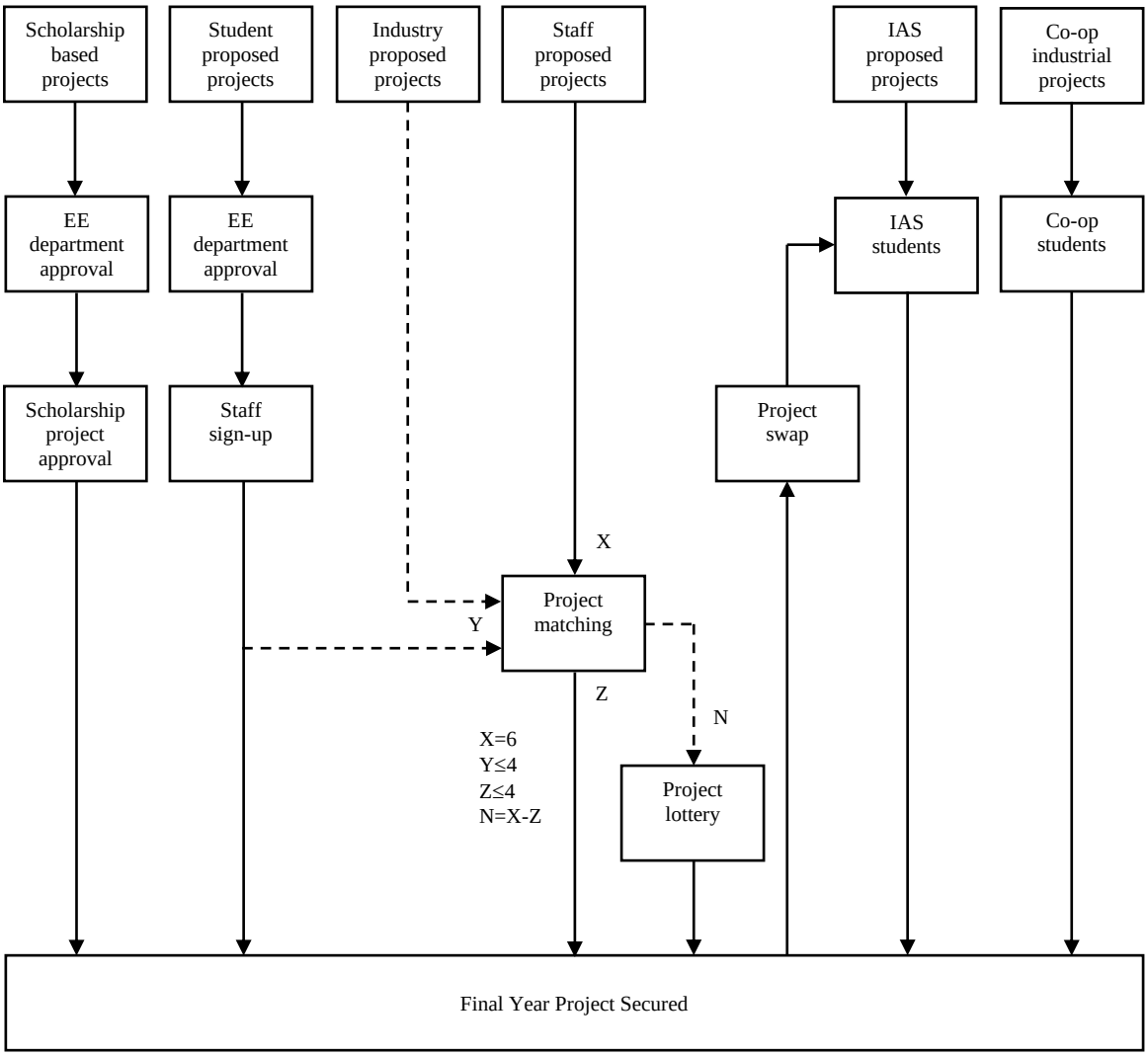
The responsibilities of the supervisors, students and assessors remain the same as those for final year projects carried out within CityU. However the supervisor's role in resource now rests with the company since this is out of his control. It is important for both the supervisor and assessor to maintain academic standard with special consideration of the nature of co-op projects.

The Co-operative education centre will oversee the arrangements of appointments for students with supervisors and assessors at the company site. For supervisors, there will nominally be 4 site visits whilst for the assessor visits will be encouraged where necessary. It is the responsibility of the student to maintain other regular contacts with the supervisor and assessor within the HKSAR.

8. Final Year Project Allocation

Project allocation is an annual exercise which starts in the middle of semester B and ends in mid May each year. Students intend to start their FYP in the following academic year (semester A or B) MUST follow the schedule of the FYP allocation procedure which can be found in the EE FYP Infonet. Students will not be allowed to start their FYP in the following academic year beyond the deadline of the FYP allocation exercise.

The project allocation tries to be as fair as possible as well as accommodating both staff and student's requirements. IAS proposed projects and co-op industrial projects follow a different path from those proposed entirely from within the EE department and has been mentioned earlier.



The allocation can be split into two main categories, either under matching or lottery. The matching process will invariably occur before the lottery and is aimed at "Matching" the staff with the student that is bound by the final year project. An agreeable relationship would thus be formed and an environment conducive to optimal learning set in place. Scholarship based projects, student proposed projects and a number of staff proposed projects falls under this matching process. Industry proposed projects can also be considered for Matching if they are received in time, similarly scholarship based projects can be put into the lottery process if no suitable students have been found for Matching. Note that scholarship based projects placed in the lottery process can only be chosen by students with a respectable CGPA. Students and staff's projects that have not been allotted in the matching process will then proceed to the lottery process. In the lottery process, students will be assembled together to pick a lottery ticket. The number on the lottery ticket will dictate the order in which the student will be allowed to choose a project starting from the number 1.

Students that have taken a lottery ticket but then do not choose a project will not be allowed to pick another lottery ticket. In subsequent allocations these students will be placed at the end according to their original lottery ticket number.

Students are only allowed to attend one lottery session.

Students that fail their final year project may be either allowed to continue with their existing projects and supervisors or to select one from the pool of projects left over from the allocation process.

Industry Proposed Projects.

For Industrial Final Year projects (IFYP), a mentor will be assigned by the company. The supervisor will liaise with the mentor from industry to closely monitor the student progress on a regular basis. It is the responsibility of the student to ensure that both the mentor and supervisor are kept informed of his progress on a regular basis with no less than 5 meetings per semester. Meetings can be arranged either together or separately with the mentor and supervisor.

Change of Supervisors.

Once the final year project allocation has ended, students are not allowed to change supervisors, unless under exceptional circumstances. Exceptional circumstances will be considered on an individual basis and will need approval first by the supervisor then by a panel consisting of the program leaders and the FYP co-ordinator who have to take into account the even loading of final year projects between academic staff. Under these exceptional cases, such approval process has to be completed by the University deadline for adding/dropping of courses in the first semester that the FYP commenced. An example of exceptional circumstances for the dropping of FYP before the deadline may include foreseeable prolonged medical treatment. Dropping of FYP after the deadline will not normally be approved except under the grounds of prolonged medical conditions or other unforeseeable circumstances not of an academic nature.

9. Final Year Project Competition

9.1 Objectives

The objectives of the final year project competition are:

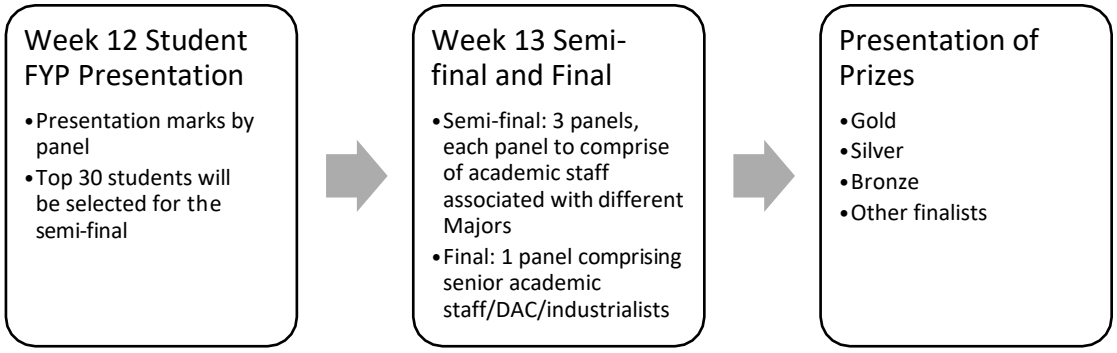
i) To promote the quality of student projects and strengthen winning students' resume.
ii) To enhance the students' communication and presentation skills.
iii) To cultivate a positive learning atmosphere and uphold the good tradition of the Department.

9.2 Judging Criteria

All entrants will be judged based on the merit of the projects and presentation skills. The assessment for the presentation will follow the same method as for the normal final year project presentations.

9.3 Order of Competition

The competition will be based on an approximately one hour poster session, followed by an oral/ppt presentation for the finalists.



Semi-final : The competition will start with the semi-finals based mainly on the top 30 FYP presentation marks. Students that reach the semi-finals would have a project that has reached a certain standard and thereafter more (but not entirely all) emphasis will be placed on their presentation skills. In particular their presentation skills of the contents of their project to a non-specialist. The semi-final will be split into sessions run in parallel, each session having 3 academic staff of the EE Department as panel judges. Candidates with the top six marks, irrespective of their Major will proceed to the finals.

Final : Short listed candidates will present their projects in front of a panel of judges from the departmental advisory committee, industrialists and senior academic staff chosen for their wide expertise which may not be the same as the projects that they are judging. Students, in particular third year students who are about to embark on their final year project will be encouraged to attend, so the presentation environment will be different from before.

9.4 Prizes

To reward the efforts of participants the following prizes will be awarded,

Gold – Certificate/trophy/coupons
Silver – Certificate/trophy
Bronze – Certificate/trophy
Other finalists – Certificate/plate
Semi-finalists – A certificate

10. Student Petty Cash Reimbursement

The Procedures and Guide-lines for Student Petty Cash Reimbursement are stipulated as follows:

1. Before purchase using petty cash, students should first check whether the required items could be obtained directly from their project related laboratories.
2. A university administrative software tool: Consumables Control System (CCS) has been installed with a hyperlink https://lsu.ee.cityu.edu.hk/system/login for reimbursement.
3. Regarding the logon of the System, students should first check out their Project Account Codes and password from Lab the project related to or from Counter at P1624 AC1, then browsing the system with an internet connected PC machine all throughout the Campus. If you're out of Campus, please use VPN to connect.
4. By means of the Petty Cash Request Form of the CCS, students can duly enter the 'Description' and the actual 'Amount' columns in the form for each receipt. If the amount is not in Hong Kong dollar, student should ask respective laboratory technical staff the exchange rate of foreign currency to Hong Kong dollar of the purchase item in that month. Then print out the request form.
5. All request form, first verified by respective laboratory technical staff, should then also be properly approved by authorized persons, usually the Project Supervisors.
6. Students have to write down their name, e-mail address and contact telephone numbers on the request form. If there are any queries on the request form and/or receipts, responsible technical staff will contact the students by phone.
7. Students can subsequently either drop their request form together with all the original receipts attached into the collection box in front of the Counter at P1624, or instead, to the 24 hours drop-in box on the timber door of the same office.
8. All Petty Cash Claims will be collected and passed to Finance Office in one batch on the 20th day of each Month. Cash Cheques will normally be granted issue starting from the 5th of the following month.
9. Successful claims will be individually notified through University's mailbox.
10. Students should present their Student ID Cards and sign to acknowledge receipt of the cash cheques in person; details on arrangements will indicated in the notified e-mail.
11. Petty cash claims have to be made within 3 months from the date of purchase. Cheques that are not collected after 3 months will be forfeited and the money will be returned to the Finance Office afterwards.
12. Students are liable to take notice of the closing date for petty cash claims near the end of academic year. Late submission of application forms will not be entertained

For enquiries, please contact

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Appendix I – Point to Mark Mapping for Reference

Mark	Grade	Point
90-100	A+	4.01-4.3
80-83	A	3.71-4.0
70-78	A-	3.31-3.7
65-69	B+	3.01-3.3
60-64	B	2.71-3.0
55-59	B-	2.31-2.7
50-54	C+	2.01-2.3
45-49	C	1.71-2.0
40-44	C-	1.31-1.7
30-39	D	1.01-1.3
0-29	F	0.00-1.00

Appendix II – Rubrics for Each Level of Achievements

Project Presentation Rubric

Areas of Achievements	No progress (F)	Unacceptable (D)	Basic (C)	Good (B)	Excellent (A)
	0	1 point	2 points	3 points	4 points
I. Content – Relevance of information presented	No progress	• Irrelevant to or inappropriate for the purpose, audience and setting	• Relevant to and appropriate for the purpose, audience and setting	• Relevant to and appropriate for the purpose, audience and setting • Audience is attentive.	• Relevant to and appropriate for the purpose, audience and setting • Audience is engaged in the presentation.
II. Content – Accuracy of information presented	No progress	• Contains major inaccuracies	• Covers main points but with limited facts and few details; • There may be minor inaccuracies.	• Statements or positions communicated clearly and accurately, with no major omissions.	• Statements or positions communicated clearly and strongly supported with accurate and appropriate details.
III. Delivery - Organization, preparation and effectiveness of delivery	No progress	• Appears uncomfortable & not confident in most parts of presentation • Little evidence of organization & preparation • Awkward and frequent errors in sentence structure; poor English	• Appears comfortable in only parts of the presentation • Some evidence of organization & preparation • Some errors in sentence structure; English just comprehensible	• Appears comfortable in most parts of presentation • Evidence of organization & preparation • Correct sentence structure; proficiency in English demonstrated	• Confident & relaxed throughout the presentation • Clear evidence of organization and presentation • Sentence structure consistently correct; good English
IV. Delivery - Style, pacing and body language; Time management	No progress	• Inappropriate separation from audience & communication appears distant • Distractive body stance & use of hands • Noticeably exceed or fall short of the time allotted	• Body stance & proximity to audience indicate some discomfort with the subject and audience • Distractive hand gestures • Speaker either rushes or rambles excessively to meet the time allotted. Time frame is "approximately" met.	• Body stance & proximity to audience indicate comfort with the subject and the audience • Hand gestures emphasize major points • The speaker uses time allotted, but the presentation is slightly rushed or delayed.	• Body stance & proximity to audience indicate confidence and comfort with the subject and the audience. • Hand gestures facilitate communication • Comfortably uses the time allotted, without evidence of compensation.

Project Report Rubric

Areas of Achievements	**No progress (F)**	**Unacceptable (D)**	**Basic (C)**	**Good (B)**	**Excellent (A)**
	0	**1 point**	**2 points**	**3 points**	**4 points**
Organization					
1)Organization		The report is disorganized to the extent that it prevents understanding of content.	The organization is unclear.	The organization is generally good, but some parts seem out of place.	Written work is well organized and easy to understand.
Content					
1)Engineering/ theoretical analysis		Little engineering/theoretical analysis is presented.	Engineering/theoretical analysis consists of trivial calculations and is poorly explained.	Engineering/theoretical analysis is poorly explained or so detailed that the audience loses interest.	Engineering/theoretical analysis is presented with sufficient detail to be understood at peer level.
Relevance					
1)Use of appendices		Considerable amount of material is misplaced. Appendices are not documented or referenced in text.	There is some misplacement of information in the text vs. the appendix. Appendices are poorly documented and referenced in text.	Information is appropriately placed in either the main text or an appendix. Documentation and referencing in text are somewhat incomplete.	Information is appropriately placed in either the main text or appendix.
2)Engineering/ theoretical work)		Engineering/theoretical work presented is totally irrelevant to the work performed.	A lot of the engineering/theoretical work presented is either trivial or not used in the work performed.	Most of the engineering/theoretical work presented is relevant to the work performed.	Engineering/theoretical work presented is entirely relevant to the work performed.
Writing style and grammar					
1)Spelling and grammar		There are frequent mis-spelled words and serious grammatical errors, indicating that time was not taken to spell-check and proofread	There is more than one spelling or grammatical error per page.	There are a few spelling and grammatical errors.	The work has been thoroughly spell-checked and proofread.
2)Writing style		The writing style is difficult to read and the writing disorganised, making understanding a difficult task.	The writing style is readable, but difficult to follow.	The writing style indicates planning that makes reading easy.	The writing style indicates planning that makes reading easy and the flow of material makes understanding easy.
Presentation of material					
1)Visual, example; graphs/diagrams.		There are few visual aids, and those used are carelessly prepared.	Most visual aids are sloppy and hard to read.	Visual aids are good, but a few are sloppy or difficult to read.	Visual aids are used frequently. They are easy to read and understand, and are of professional quality.

Project Implementation Rubric

Area of achievement	**No progress (F)**	**Unacceptable (D)**	**Basic (C)**	**Good (B)**	**Excellent (A)**
	0 point	**1 point**	**2 points**	**3 points**	**4 points**
Exploration					
Material research	No progress	• Material acquired from questionable sources • Unrelated materials acquired.	• Material acquired from several sources. • Some relevant acquire material.	• Material acquired from different sources. • Material acquired are relevant.	• Material acquired from different, reliable and reputable sources. • Different material acquired are relevant and form a good amalgamation.
Required skill acquisition	No progress	• Unaware of what skills are required. • Unable to acquire new skills.	• Aware of what skills are required. • New basic skills and knowledge acquired.	• Aware of skill and knowledge required. • New skills and knowledge acquired.	• Aware of skills and knowledge required and their limitations. • More advanced new skills and knowledge recognized and acquired.
Growth					
Formulation of design problem and its solution	No progress	• Design problem is not formulated clearly. • No practical solutions presented.	• Problem formulation is unclear in some respects and does not appear to be well thought out. • Practical solutions require further thoughts.	• Problem formulation is clear, but the scope is not well defined • Some practical solutions.	• Design problem formulation is clear and well thought out. The problem scope is well defined. • Clear and practical solutions presented.
Use of technical and/or practical skills (Engineering, mathematical, simulation, measurements, etc.)	No progress	• Engineering skills are infrequently used. • When used, it appears trivial and leads to obvious conclusions. • No assumptions are stated.	• Some engineering skills included, but it is not very detailed or challenging. • Many steps are not supported by calculations. • Assumptions are stated but none are justified.	• Engineering skills are detailed and challenging. • Some steps do not appear to be supported by calculations • Assumptions are stated, but some are not justified.	• Engineering skills are detailed and challenging. • They are used at every stage of the design process. • All assumptions are stated and justified.

Area of achievement	No progress (F)	Unacceptable (D)	Basic (C)	Good (B)	Excellent (A)
Contribution					
Help and guidance provided	No progress	Help, guidance and correction is required almost all the time.	Help and guidance required even for simple problems.	Some help and guidance required but only for the more difficult problems.	Able to resolve problems with minimal help and guidance in the form of advice rather than instruction.
Project output	No progress	• Unreasonable output with poor quality. • Software/hardware development not completed, even for the most basic parts. • Software/hardware developed is not functional.	• Output reasonable though not publishable. • Software/hardware development is partly completed. • Software/hardware developed is functional with acceptable quality.	• Output with potential for academic publication. • Software/hardware development is mostly completed. • Quality of software/hardware developed is good, but below that of a commercial product.	• Output with academically publishable quality. • Software/hardware development is fully completed. • Quality of software/hardware developed is equivalent to that of commercial products.
Extension of knowledge	No progress	• Prerequisite course content or material provided is not applied correctly. • New areas are not included.	• Prerequisite course content or material provided is used. • New and unfamiliar areas are not introduced.	• Prerequisite course content or material provided is used easily. • Some material beyond is included.	• Concepts beyond those in the prerequisite course or material provided are frequently used. • The professor may have learnt something new.
Novelty and Innovation	No progress	No innovative work initiated.	Innovative work initiated but of minimal importance.	Innovative work initiated but of minimal impact.	Evidence of some promising innovative work initiated.
Project Management					
Usage	No progress	Little evidence of project management.	Use of project management techniques but little evidence of its application.	Use of project management techniques with evidence of its use.	Use of project management techniques with evidence of its continuous use.
Resource Management	No progress	Little evidence of good resource management such as late component sourcing and unplanned late laboratory usage.	Some evidence of resource management but mainly on a reactive basis.	Some evidence of proactive utilization of resources but also some reactive utilization.	Evidence of the proactive utilization of resources such as planned laboratory usage and working within the confines of existing EE resources.
Meetings	No progress	Infrequent, unprepared and unproductive meetings with supervisor.	Irregular, somewhat prepared but unproductive meetings with supervisor.	Regular, somewhat prepared and productive meetings with supervisor.	Regular, well prepared and productive meetings with supervisor.

Appendix III – General Format for Final Year Project Report

Document Title : Format for Final Year Project Report Prepared by : Dr Wing Shing Chan (FYP Coordinator) Date : 13th July 2018

1) ***Format of Final Year Project Report :*** Final year project report should strictly follow the right order as below:

    1. The standard cover template having information of your name, ID no, major programme, supervisor and assessor
    2. The Student Declaration Form
    3. Turnitin Originality Report
    4. Abstract
    5. Acknowledgements
    6. Contents
    7. List of Figures
    8. List of Tables
    9. Introduction
    10. Background
    11. Methodology
    12. Results
    13. Discussion
    14. Conclusion
    15. Appendix
    16. References

2) ***Font Size, Line Spacing and Margins :*** For the single-sided main text, the font used should be Times New Roman. The font size should be 12 points for text, bold 14 points for paragraph titles/headings and bold 16 points for chapter name. Line spacing should be 1.5. Top/Bottom margins are 1.5 inches and Left/Right margins are one inch.

3) ***Number of Pages and Page Numbering :*** The report should be at least 40 pages (excluding appendices) from 4. Abstract to 14. Conclusion. Reports that do not follow this requirement will incur a penalty of a sub grade. Page numbers should be inserted at the bottom centre, with page 1 being the first page of the main text of the report. Page numbering prior to the main text should follow a lower case roman numeral (i, ii, iii, iv, ...) starting from the contents.

Appendix IV – Project Assessment Record

Department of Electrical Engineering
Undergraduate Final Year Project Assessment Form
(Progress)

Section A: **General Information**

Staff Name :_____Status: * Supervisor / Assessor (*delete as appropriate)

Student Name :_____ ID No. : _____

Programme :_____ Course Code : _____

Project Title : _____

Project Code : _____

Section B: **Project Assessment** (please tick the appropriate box)

***** Please refer to the assessment guidelines printed overleaf when assigning points to each item.***

Project Implementation	****Grade**				
	F	D	C	B	A
Formulation of design problem					
Tasks and milestone					
Progress / performance / quality of work					

General Comments:

_____

_____

_____

Overall Performance:

☐ Point

Point-Grade Mapping Table

Point	4.01-4.30	3.71-4.00	3.31-3.70	3.01-3.30	2.71-3.00	2.31-2.70	2.01-2.30	1.71-2.00	1.31-1.70	1.01-1.30	0.00-1.00
Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F

Signature :_____ Date : _____

Final Year Project Progress Form

Areas of Achievement	No Progress (F)	Unacceptable (D)	Acceptable (C)	Good (B)	Excellent (A)
Formulation of design problem	No progress	Not formulated clearly	Clear, in some aspects and requiring further improvements	Clear and the scope properly defined	Clear, well thought out and scope well defined
Tasks and milestones	No progress	Vague and inappropriate	Identified, with improved changes	Identified, with more realistic tasks and milestones	Clearly and appropriately identified with minimal changes
Progress/ performance/ quality of work	No progress	little progress made	Progress with some quantifiable results	On schedule with quantifiable and some promising results	Ahead of schedule with either more than expected quantifiable results or expected results with superior performance

Department of Electrical Engineering
Undergraduate Final Year Project Assessment Form
(Implementation and Report)

Section A: General Information

Staff Name :_____ Status: * Supervisor / Assessor *(*delete as appropriate)*

Student Name :_____ ID No. : _____

Programme :_____ Course Code : _____

Project Title :_____

Project Code :_____ Turnitin – Overall Similarity Index (note-iii) ☐

Section B: Project Assessment (please tick the appropriate box)

***** Please refer to the assessment guidelines printed overleaf when assigning points to each item.***

Exploration	****Grade**					
	F	D	C	B	A	
Material research						Sub-overall
Required skills acquisition						

Growth	****Grade**					
	F	D	C	B	A	
Formulation of design problem and its solution						Sub-overall
Use of technical/or practical skills						

Contribution	****Grade**					
	F	D	C	B	A	
Help and guidance given						
Project output						
Extension of knowledge						Sub-overall
Novelty and innovation						

Project Management	****Grade**					
	F	D	C	B	A	
Usage						
Resource management						Sub-overall
Meetings						

Project Report	****Grade**					
	F	D	C	B	A	
Organization						
Content						
Relevance						
***Writing style and grammar** (note (ii))*						Sub-overall
Presentation of materials						

#Overall Performance: ***Recommended for Project Competition***

☐ Point ☐ Yes ☐ No

#Supervisor and Assessor are required to provide justification for the 'Point' given to this project.

_____

_____

_____

_____

Point-Grade Mapping Table

Point	4.01-4.30	3.71-4.00	3.31-3.70	3.01-3.30	2.71-3.00	2.31-2.70	2.01-2.30	1.71-2.00	1.31-1.70	1.01-1.30	0.00-1.00
Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F

Signature:_____ Date: _____

Note:

(i) The Final Point of a project is determined by summing up the points obtained proportionally from the Progress Report (15%), Supervisor (40%), Assessor (25%) and Project Presentation (20%).

(ii) Notwithstanding (i) above,
- # If the points given by both the Supervisor and the Assessor are below 1.01, the project should be assigned a Final Grade of 'F'.
- # A project will not be given a Final Grade of 'A-' or above if the Grade for **"Writing Style and Grammar"** is below "B".

(iii) Special attention and comments should be made by staff in assessing project reports against 'Plagiarism' if the Overall Similarity Index from the Turnitin System is over 24%.

City University of Hong Kong
Department of Electrical Engineering

Marking Sheet for Final Year Project Presentation (Panel Members)

Session A1

Date:
Venue:
Chairman:
Member:

Please refer to the Assessment Guidelines printed overleaf when assigning points (0, 1, 2, 3, 4) for items I to IV defined as:

Item	Areas of achievements
I	Content - Relevance
II	Content - Accuracy
III	Delivery - Organization, preparation and effectiveness of delivery
IV	Delivery - Style, pacing, body language and time management

Student Name	Project Code	Project Title	0,1,2,3 or 4 points				Total Points
			I	II	III	IV	

Staff signature: _____

Name: _____

Date: _____

City University of Hong Kong
Department of Electrical Engineering

Marking Sheet for Final Year Project Presentation (Panel Chairman)

Session A1

Date:
Time:
Venue:

Please refer to the Assessment Guidelines printed overleaf when assigning points (0, 1, 2, 3, 4) for items I to IV defined as:

Item	Areas of achievements
I	Content - Relevance
II	Content - Accuracy
III	Delivery - Organization, preparation and effectiveness of delivery
IV	Delivery - Style, pacing, body language and time management

Student Name	Project Code	Project Title	0,1,2,3 or 4 points				Total	Members' Total		Grand Total
			I	II	III	IV		1	2	

Staff signature: _____

Name: _____

Date: _____

Appendix V – Student Declaration Form

Department of Electrical Engineering
Academic Honesty Regarding Final Year Projects

The following are examples of academic dishonesty extracted from "Student Handbook" that are more applicable to final year projects.

- plagiarism, i.e., the failure to properly acknowledge the use of another person's work;
- submission for assessment of material that is not the student's own work;
- collusion, i.e., obtaining assistance in doing work which is meant to be solely the student's own work;
- use of fabricated data claimed to be obtained by experimental work, or data copied or obtained by unfair means;

It is important that the student reads the Student Handbook and understands the seriousness of academic dishonesty. The student should pay particular attention on how to avoid plagiarism.

Student Final Year Project Declaration

I have read the student handbook and I understand the meaning of academic dishonesty, in particular plagiarism and collusion. I declare that the work submitted for the final year project does not involve academic dishonesty. I give permission for my final year project work to be electronically scanned and if found to involve academic dishonesty, I am aware of the consequences as stated in the Student Handbook.

Project Title : _____

_____

Student Name : _____ Student ID: _____

Signature _____ Date : _____

Appendix VI – Co-op Education Centre Project Detail Form

City University of Hong Kong

Faculty of Science and Engineering

Co-operative Education Centre

Co-operative Education Scheme 2003

Final Year Project

Student Name : _____

Student ID No. : _____

Department : _____ Programme : _____

FYP Supervisor / Dept : _____ Programme Leader / Dept : _____

Training Company : _____

Company Mentor/ Leader : _____

FYP Details

Project Title : _____

Objective : _____

Brief Description/ Abstract _____

Project Time Schedule : _____

Expected Completion Date : _____ Current Progress : Completed _____ %

Endorsed by *(FYP supervisor)* : _____