CMP060L050 MSc Project Independent Marking Criteria

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| **Student Name** |  |
| **Student ID** |  |
| **Project Title** |  |
| **Programme** |  |
| **Supervisor** |  |

# Grading Criteria

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| **Criteria** | **Excellent** | **Satisfactory** | **Not Satisfactory** |
| Self-manage a significant piece of individual work using appropriate project management techniques. | Attended all meetings with supervisor in a well-prepared manner, and gradually took the lead in the meeting. | Attended most meetings with the supervisor in a well-prepared manner, occasionally took the lead in the meeting. | Attendance and preparedness for meetings was poor strong lead by the supervisor throughout. |
| Kept and evidenced high quality documentation including a log of all supervisory meetings and their agreed outcomes. | Kept and evidenced documentation and log of most supervisory meetings and their agreed outcomes. | Little evidence documentation and log of supervisory meetings and agreed outcomes. |
| Developed a high-quality plan of work from the outset and self-monitored progress, adapting and planning to suit changes in scope and requirements. | Developed a plan of work and generally monitored progress throughout the progress, updating the plan as required. | Only a minimal plan developed and rarely updated to meet changing scope and requirements. |
| Showed clear initiative and organisational independence in the management of the project. | Occasionally showed initiative and organisational independence in the management of the project. | Rarely showed initiative and organisational independence in the management of the project. |
| Clearly demonstrated the ability to respond to advice regarding the organisation of the project. | Would often demonstrate the ability to respond to advice regarding the organisation of the project. | Would rarely respond to advice regarding the organisation of the project. |

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| Synthesise information, ideas, and practices to define a quality solution to a problem. | Undertook a very demanding problem given previous experience and domain of study. | Undertook a reasonably demanding given previous experience and domain of study. | Problem undertaken was not very demanding given previous experience and domain of study. |
| Problem defined is focused and clearly understood. | Problem could be better defined and is not completely understood. | Problem is not well defined and is not well understood. |
| High-quality investigation has been undertaken and evidenced into the problem context. | Good investigation has been undertaken with suitable evidence into the problem context. | Minimal investigation undertaken with little evidence into the problem context. |
| Clear evidence of reading and investigation around the problem area, such as other products and other methodologies. | Some evidence of reading and investigating around the problem area, maybe including alternative products and methodologies. | Little evidence of reading and investigating around the problem area, with little consideration of alternative products/methods. |
| An excellent range of literature and/or technology has been reviewed. | A good range of literature and/or technology has been reviewed. | Little literature and/or technology has been reviewed. |
| Excellent critical appraisal of the literature and/or technology reviewed. | Good critical appraisal of the literature and/or technology reviewed. | Little critical appraisal of the literature and/or technology reviewed. |
| Clear evidence of an understanding of the underlying principles behind the problem. | Some evidence of some understanding of the underlying principles behind the problem. | Little evidence of an understanding of the underlying principles behind the problem. |
| The investigation clearly informs the actual work undertaken within the project to solve the problem. | The investigation somewhat informs the actual work undertaken within the project to solve the problem. | Little evidence that the investigation was used to inform the work undertaken to solve the problem. |

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| Apply practical and analytical skills present in computer science as a whole. | The product delivered involved creation and/or mastery of something new to the student. | The product delivered involved creation and/or mastery of some new ideas to the student. | The product delivered could be achieved without extending taught techniques/knowledge. |
| Clear evidence of the outcomes and deliverables being evaluated against the initial project aims and work of others. | Some evidence of the outcomes and deliverables being evaluated against the initial project aims and work of others. | Little evidence of the outcomes and deliverables being evaluated against the initial project aims and work of others. |
| Clear evidence of having assessed alternative approaches to solving problems and making sound decisions on how to proceed. | Some evidence of having assessed alternative approaches to solving problems and making generally reasonable decisions on how to proceed. | Little to no evidence of having assessed alternative approaches to solving problems. |
| Clear evidence of ability to benefit from technical advice and choosing to backtrack to produce a better solution. | Some evidence of ability to benefit from technical advice and maybe choosing to backtrack to produce a better solution. | Little to no evidence of ability to benefit from technical advice and choosing to backtrack to produce a better-quality solution. |
| Clear evidence of self-reliance and resourcefulness in solving technical problems demonstrated by seeking of technical information, understanding, then applying it. | Some evidence of self-reliance and resourcefulness in solving technical problems demonstrated by seeking of technical information, understanding it, and then generally applying it. | Little evidence of self-reliance and resourcefulness in solving technical problems with little to no demonstration of seeking technical information, understanding it, and applying it. |

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| Produce a project deliverable that meets a real need in a wider context. | Product delivered is of professional quality. | Product delivered is of a somewhat professional quality. | Product delivered is not of a professional quality. |
| Product has successfully met the original aims of the project. | Product has successfully met most of the original aims of the project. | Product has only successfully met a few or none of the original aims of the project. |
| The product developed is of significant scope and complexity given the degree of study. | The product developed is of a satisfactory scope and complexity given the degree of study. | The product developed is of an unsatisfactory scope and complexity given the degree of study. |
| The internal elegance/engineering/quality of the product delivered is high. | The internal elegance/engineering/quality of the product delivered is satisfactory. | The internal elegance/engineering/quality of the product delivered is not satisfactory. |

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| Critical self-evaluation of the overall project process and deliverables. | Clear reflection on the project process, demonstrating achievements in overcoming issues faced during the project lifetime. | Some reflection on the project process, with some demonstration of achievements in overcoming issues faced during the project lifetime. | Little evidence of reflection on the project process, with little to no evidence of achievements in overcoming issues faced during the project lifetime. |
| Clear evidence of what would have been done differently with hindsight. | Some evidence of what would have been done differently with hindsight. | Little evidence of what would have been done differently with hindsight. |
| Clear description of relevant future work which could be undertaken with the project. | Some relevant future work directions of the project described. | Little to no future work directions described. |

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| Recognise the legal, social, ethical, and professional issues relevant to a project. | Clear evidence of understanding of any legal issues related to the project as demonstrated by statements made in the project report. | Some evidence of understanding of any legal issues related to the project as demonstrated by statements made in the project report. | Little to no evidence of understanding of any legal issues related to the project. |
| Clear evidence of understanding of any social issues related to the project as demonstrated by statements made in the project report. | Some evidence of understanding of any social issues related to the project as demonstrated by statements made in the project report. | Little to no evidence of understanding of any social issues related to the project. |
| Clear evidence of understanding of any ethical issues related to the project as demonstrated by statements made in the project report and suitable ethical clearance being sought and granted. | Some evidence of understanding of any ethical issues related to the project as demonstrated by statements made in the project report and suitable ethical clearance being sought and granted. | Little to no evidence of understanding of any ethical issues related to the project. |
| Clear evidence of understanding of the professional aspects of the project as demonstrated by statements made in the project report. | Some evidence of understanding of the professional aspects of the project as demonstrated by statements made in the project report. | Little to no evidence of understanding of any professional issues related to the project. |

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| Produce a report that describes and summarises the entire project deliverable and process, including evaluation. | Report conforms to standards regarding the quality and format of presentation, including correct usage of project report template. | Report mostly conforms to standards regarding the quality and format of presentation, and generally uses the project report template. | Report poorly conforms to standards regarding quality and format of presentation, and generally does not use project report template. |
| Excellent quality of written expression, clearly conveying the work done using appropriate technical language. | Good quality of written expression, and generally conveys the work done using appropriate technical language. | Poor quality of written expression and doesn’t really convey the work done in suitably technical language. |
| Fully appreciates the academic context of the work undertaken as evidenced by the scope and depth of the literature review. | Appreciates the academic context of the work undertaken as evidenced by the reasonable scope and depth of the literature review. | Little appreciation for the academic context of the work undertaken demonstrated by the limited scope and depth of the literature review. |
| Demonstrated clear independence and resourcefulness in the conduct of the academic production of the work. | Demonstrated general independence and resourcefulness in the conduct of the academic production of the work. | Little demonstration of independence and resourcefulness in the conduct of the academic production of the work. |
| Clearly demonstrates analytical thought as demonstrated by high-quality argumentation, weighing of evidence, succinct summarisation, enlightened commentaries, and the making of novel connections. | Demonstrates some analytical thought as demonstrated either through argumentation, weighing of evidence, summarisation, commentary, or the making of novel connections. | Little demonstration of analytical thought with little to no evidence of argumentation, weighing of evidence, summarisation, commentary, or the making of novel connections. |
| High-quality self-appraisal as evidenced in the summing up, comparing achievements to aims, evaluating the strengths and weaknesses of the work, comparison to the state-of-the-art, and areas of future work. | Good self-appraisal with evidence of summing up, comparing achievement to aims, evaluating the strengths and weaknesses of the work, comparison to the state-of-the-art, or defining areas of future work. | Little self-appraisal with little to no evidence of summing up, comparing achievements to aims, evaluating the strengths and weaknesses of the work, comparison to the state-of-the-art, or areas of future work. |
| **TOTAL** |  |  |  |

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| **Individual Feedback** |

# Grade

Please tick the grade you believe should be given to the project. See the grading guidance for help on how to arrive at this grade.

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| **100** | **92** | **85** | **82** | **78** | **75** | **72** | **68** | **65** | **62** | **58** | **55** | **52** | **48** | **45** | **42** | **38** | **35** | **25** | **15** | **5** | **0** |
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| **Staff Name** |  |
| **Staff Signature** |  |
| **Role in Project** |  |