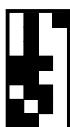


Assessment matrix for Individual Projects

1. Quality of Technical Work & Continuous Assessment of Student Performance (worth 20%)

(To be completed by project or placement supervisor only.)

Grade Range (Highest to Lowest)	A1, A2, A3, A4, A5	B1, B2, B3	C1, C2, C3	D1, D2, D3	E1, E2, E3	F1, F2, F3	G1, G2, H	Grade Awarded
Descriptor	Excellent	Very Good	Good	Satisfactory	Weak	Poor	G: Very Poor H: No Attainment	
Planning (Weighting = 1)	High-quality planning, made excellent use of time and resources.	Very well planned project, only occasional evidence of deficiencies.	Mostly project was well planned, but some deficiencies observed.	Planning was satisfactory generally, but could have been better in some areas.	Poor planning, often tending to inefficient use of time and resource.	A disorganised project, often lacking focus and direction.	Little or no evidence of any planning.	<input type="text"/>
Initiative (Weighting = 1)	Made major input to the content and direction of the work; took ownership of the project.	Regularly overcame problems with minimum reliance on supervisor.	Showed moderate levels of initiative by occasionally contributing to project direction.	Overall student required regular assistance and seldom provided any contribution to project.	Student required regular and substantial assistance from supervisor to remain on track.	Student relied heavily on supervisor and contributed little to the project	Student contributed nothing to the project.	<input type="text"/>
Professional Conduct (Weighting = 1)	Student was able to integrate fully into the research/ engineering environment and contributed to the unit's activity as a peer.	Student worked well within the research/ engineering environment with only occasional difficulties.	Student never quite managed to integrate into research/ engineering environment but was still able to function well.	Only superficial interaction within the professional environment and this compromised the level of performance.	Student did not integrate into the research/ engineering environment and had difficulty operating on a day-to-day basis	The student found operating in the professional environment challenging, so achieved very little	The student struggled to operate at any meaningful level in a professional environment	<input type="text"/>
Technical Quality of Work (Weighting = 2)	Excellent work of scientific/engineering value and of publishable quality. A rigorous treatment of the subject.	Really good quality work of a very high standard for a masters/bachelors undergraduate.	Competent work, results can be trusted but perhaps insufficient insight into problem.	Reasonable work one might expect from an average masters/bachelors undergraduate.	There are some signs of good quality work, but overall attainment is at a very modest level.	Very little evidence of masters/bachelors level work and results may be somewhat dubious.	No output of any value.	<input type="text"/>



49000

Student Number

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Student name

Supervisor name

Supervisor feedback on quality of Teachnical Work & Continuous Assessment of Student Performance

Student Number

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49000

Assessment Matrix for Individual Projects

2. Report (To be completed by School of Engineering staff only.) (worth 65%)

Grade Range (Highest to Lowest)	A1, A2, A3, A4, A5	B1, B2, B3	C1, C2, C3	D1, D2, D3	E1, E2, E3	F1, F2, F3	G1, G2, H	Grade Awarded
Descriptor	Excellent	Very Good	Good	Satisfactory	Weak	Poor	G: Very Poor H: No Attainment	
Writing (Weighting = 1)	Exceptionally clear, precise and concise English. Excellent spelling & grammar, few typos.	Clear and well written, easy to understand, and mostly free of errors.	Most of the text is clear and easily understood. There are some issues with grammar and spelling.	The text can be understood, but some elements are not entirely clear. A sizeable volume of errors is noticeable.	Hard to understand much of the text. Significant spelling errors and grammatical flaws.	The volume and nature of the grammatical errors, combined with poor writing makes this report difficult to read.	Unintelligible. Impossible to read due to exceptionally poor use of English.	
Presentation & Figures (Weighting = 1)	Professional standard of presentation. All illustrations are well formatted and presented.	A clear and consistent presentation style making it easy to read. Most of the figures are clear and well presented.	There are some minor flaws in the presentation and the clarity of the figures, but overall a well presented report.	A number of basic errors present – inconsistent use of styles, margins etc. Figures are satisfactory.	Significant flaws in the presentation detracting from the overall impression of the report. Flawed figures – badly drawn and untidy.	Unacceptable presentation: untidy and inconsistent use of styles. Figures are messy and unclear.	A messy report – no evidence of any effective effort on the quality of the presentation. Report is hard to follow due to unclear figures.	
Organisation & Structure (Weighting = 1)	Structure is entirely correct with all sections correctly placed. Reading contents gives clear overview.	A well organised report with all sections logically placed enhancing understanding of work.	A report which is sufficiently well organised to make reading the report easy.	There may be some issues with the structure, but these do not detract from overall quality.	There are flaws in the way the report is structured which damages the overall quality of the report.	Serious flaws in structure which makes it difficult to read and understand the report.	No discernable structure. Illogical placement of sections. Impossible to follow argument.	
Literature Survey (Weighting = 1)	Exemplary range of references used and discussed in great depth, indicating comprehensive background reading.	An appropriate range of relevant references used and discussed suggesting substantial background reading.	Sufficient references used and discussed to indicate a good level of background reading.	Perhaps just enough references used and discussed to suggest some background reading was undertaken. Too many "www" references.	Too few relevant references used and discussed and possibly an over reliance on www sources indicating insufficient background work.	Only a few references used and discussed and majority are irrelevant. Little evidence of background reading.	Very few (or no) references used or discussed. No evidence of any background reading.	
Technical Content & Quality of Analysis (Weighting = 3)	Well informed and authoritative discussion and a comprehensive analysis of a significantly complex technical problem.	Clear and reasoned arguments backed up with a significant analysis indicating a very good grasp of a difficult technical problem.	Arguments presented are of a reasonable technical level, supported by a good quality analysis, and have been well considered and clearly stated.	The arguments presented are of reasonable technical depth, supported by some analysis and show a satisfactory understanding.	Only limited critical discussion of the technical problem studied. Little analysis or a low level of analysis. Suggests limited understanding of problem.	Very little evidence of critical discussion of technical work or results. Superficial understanding of problem. Minimal analysis included.	The lack of quality of the technical argument suggests that the student has very little understanding of the problem. No analysis.	

26331

Student Number

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Student name

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Supervisor name

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Supervisor feedback to student on the Report

Student Number

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26331

Assessment matrix for MEng and BEng Individual Projects

3. Oral Presentation (To be completed by School of Engineering staff only) (worth 15%)

Grade Range (Highest to Lowest)	A1, A2, A3, A4, A5	B1, B2, B3	C1, C2, C3	D1, D2, D3	E1, E2, E3	F1, F2, F3	G1, G2, H	First Supervisor Grade Awarded	Second Supervisor Grade Awarded	FINAL GRADE AWARDED
Descriptor	Excellent	Very Good	Good	Satisfactory	Weak	Poor	G: Very Poor H: No Attainment			
Delivery (Weighting = 1)	Confident, clear and unhesitating delivery. Held attention of audience. Easy to follow arguments.	Was confident but perhaps a few minor flaws (such as hesitation, talking too fast etc).	Perhaps slightly lacking in confidence or possibly not speaking quite clearly enough.	Overall a reasonable delivery, but there were issues regarding clarity, or fluency.	A hesitant or unclear delivery made understanding the presentation difficult.	Hesitant, unclear, monotonous, hard to maintain attention. Difficult to follow argument.	No fluency or clarity. Too many basic errors, e.g. mumbling or talking to screen.			
Slides (Weighting = 1)	Exceptionally clear slides. Simple design, large enough font, not too much material on slides. A professional quality presentation.	Clear slides but perhaps the occasional flaw (font size, colour scheme etc), but overall impressive presentation.	There may be a number of errors, on the slides but overall still clear and flaws do not detract significantly from content.	Consistent errors on many slides but not of a significant nature. A reasonable effort but flaws have detracted from presentation.	Significantly flawed slides. Basic errors such as small font size, too much content on slides, over-elaborate design.	Not only are slides poor, but they make it difficult to follow argument.	Very poor slides, basic errors on every slide. Impossible to follow technical argument.			
Technical Content (Weighting = 2)	There is a good quantity of high level technical content in the presentation.	Overall, the content is sufficient to give the audience a clear account of a challenging technical task.	The presentation has a good level of technical content with only a small amount of superfluous information.	There is some irrelevant non-pertinent material, but overall the technical content is satisfactory.	The presentation has only limited technical content with too much general background information.	The technical content is relatively low in terms of level and quantity.	Superfluous or possibly no relevant technical content evident.			
Structure (Weighting = 1)	Structure of the presentation makes understanding the technical arguments exceptionally clear.	A very well structured presentation with everything where it should be to provide clarity.	Overall a well structured presentation but perhaps one or two slides are misplaced.	Some elements of the presentation are not clear as the structure is slightly confused.	A badly structured presentation giving a confused picture of the project making it difficult to follow arguments.	Although there is some structure to the presentation it is very confused and it is almost impossible to follow.	No discernable attempt at a logical structure.			
Response to Questions (Weighting = 2)	Answered all questions clearly and confidently. Gave the impression of having an excellent grasp of the subject.	Answered all questions competently. Has clearly developed a very good understanding of the subject	Answered most questions well enough to conclude that the student has a developed a good understanding of the subject.	Gave some good answers but also some poor ones. Evidence of reasonable understanding of the subject.	Answered the majority of the questions poorly suggesting a lack of knowledge in the subject.	Gave some superficial answers, but appears to have very little understanding of the subject.	Unable to give any sort of competent answer to any question.			



54623

Student Number

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Student name

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Supervisor name

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Student Number

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Supervisor feedback on Presentation

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54623