## Solent University - Coursework Assessment Brief

|  |  |
| --- | --- |
| Module Title: | Dissertation Project (Computing Programme) |
| Module Code: | CDA600 |
| Module Leader: | Martin Reid |
| Level: | 6 |
| Assessment Title: | Project Report |
| Assessment Number: | AE2 |
| Assessment Type: | Report |
| Restrictions on Time/Word Count: | 10,000 (-/+10%) words |
| Consequence of not meeting time/word count limit: | This assignment should be presented appropriately in line with the restrictions stated above. |
| Individual/Group: | Individual |
| Assessment Weighting: | 60% |
| Issue Date: | Monday 1st February 2021 |
| Hand in Date: | **Friday 7th May 2021 16:00hrs** |
| Planned Feedback Date: | With 4 weeks of submission deadline |
| Mode of Submission: | On-line |
| Number of copies to be submitted: | 1 |
| Anonymous Marking | This assessment is exempt from anonymous marking |

**Learning Outcomes**

C1 Select, apply and evaluate the appropriateness of methods, tools and technologies in the synthesis of meaningful project outcomes.

P1 Undertake a significant self-managed project in a planned and systematic fashion.

P2 Identify, interpret and integrate theory drawn from a range of appropriate sources.

T1 Communicate clearly and concisely verbally and in writing

**Assessment Task**

This report should cover the entire project, from background and context/literature review through selection of methodology, design, implementation and testing to evaluation of the extent to which your project objectives have been met.

Detailed instructions for the presentation and formatting of your report, including an example title page can be found on the module SOL.  
  
**This assessment will be double marked by your supervisor (first grader) and second grader, who will then discuss and agree your final grade mark. Then sample moderated internally and externally.**

Remember to include a link in your Report to the completed artefact/s and/or information how it can be accessed

Suggested Final Report Structure - The following suggested structure is offered for guidance and you should discuss this with your project tutor before writing your report:

**Title Page -** Use dissertation template on the assessment tab

**Acknowledgements-** The acknowledgments are a paragraph which thanks everyone who has helped you.

**Acronyms-** A list of any abbreviations used within the report  
  
**Abstract** - This should clarify to the reader why they should read your report, Abstracts are a short summary, one paragraph 300 words max. giving a snapshot of your entire project; why, how, results and conclusions/ recommendations. The Abstract needs to work as a “standalone” so avoid using any citations. Write your Abstract last.

**Contents Page -** This helps your reader find information easily

**List of tables & Figures** -These will be two separate lists for your tables & Figures (charts, photos, illustrations etc.)

**1. Introduction & Background** research question, problem statement or hypothesis  
An introduction is an expansion of your project title with a clearly defined problem statement along with a research question or hypothesis. It will present a clear statement of your purpose – Why did you carry out the research? Why are you writing this report?

It will also indicate the scope of your research and define any key terms which aid understanding in the introduction.

**2. Literature Review**  
This is a referenced review of books, journals, scholarly articles, documentation and other quality peer-reviewed sources relevant to your project. It allows you to critically evaluate relevant sources to demonstrate to your readers how your research fits within a larger field of study. It will allow discovery of current ideas, current practice and processes to support the Project’s aim.

You need to set your work in the context of previous work with your field of study or problem to solve and identify any gaps in current practice and/or literature, explaining how you intend to address them.

**3. Project Specification/Requirements** (software product/build project)  
This section will vary depending on the type of your project but will outline and justify key decisions taken in relation to both functional and non-functional aspects of the artefacts developed, or the criteria being investigated, platform support, and performance requirements.

**4. Methodology**  
This section will discuss and justify all aspects of the [project methods](http://libguides.usc.edu/writingguide/methodology) used to undertake the project which could include: How was an initial survey data collected to justify the aims of the project and how they were analysed? How will the project be implemented and tested?  How was the finished artefact evaluated? If using qualitative research how are sample sizes -representative of your prospective user base?

**Professional, Legal and Ethical issues**  
How you undertook ethical research and a discussion of all professional, legal and ethical issues associated with your project. A mention of your ethical release will appear in this section with a link to its placement within an appendix.

**5. Design & implementation**  
This section will document the implementation, testing or the conduct of the investigation of your project. There will also be a discussion on any issues/problems that arose and how each was resolved.

**6. Results**  
This section summarises and provides evidence of what has been achieved and will reference additional materials in the appendices.   For projects that test a theory or concept, it will analyse the results of the investigation in relation to original expectations and draw conclusions about the theory or concept.

**7. Conclusions**  
This section will evaluate both the process and products of your project based on your previously developed criteria.   Note that the ‘products’ of your project include not just the principle artefact that you have developed, but also design and other documentation associated with the development process.   It is also appropriate to discuss the results of any external validation of your artefacts in this section.  The evaluation of the process should consider all elements of your project methodology as well as project management issues

**8. Recommendations for Further Work and/or discussion**  
Based upon your evaluation of the process and products of the project you should make recommendations about how the project could be carried forward in the future. For example, what improvements could be made to your system or experiment if you were able to continue further work on your project?   If your project was re-scoped at the review stage to ensure it was achievable, this section is likely to discuss elements removed at that point.  If your project consisted of creating a design document for a complex system, it might discuss how your design might be implemented.

**9. References List**  
You must include a list of references, in alphabetical order by author, at the end of your report, before the appendices. This must be in the correct [SSU Harvard referencing format.](https://portal.solent.ac.uk/library/help/factsheets/resources/referencing-harvard.pdf)   The sources listed in your references section must reflect all those cited in the text of your report.  However, don’t forget that all words and work must be your own and not direct quotes from third party sources. Use the [Digital Object Identifier (DOI)](ps://library.uic.edu/help/article/1966/what-is-a-doi-and-how-do-i-use-them-in-citations/) link for the papers and journals in this list so your supervisor/marker can easily locate and check them.

**10. Bibliography List**  
Bibliography lists sources that you did not cite in your report, but that you referred to for information during the project.   This list should also be presented in [SSU Harvard referencing format](https://portal.solent.ac.uk/library/help/factsheets/resources/referencing-harvard.pdf) in alphabetical order by author. Remember to use [Digital Object Identifier (DOI)](ps://library.uic.edu/help/article/1966/what-is-a-doi-and-how-do-i-use-them-in-citations/) on this list too.

**13. Appendices**  
An [appendix](https://learn.solent.ac.uk/course/view.php?id=31634&section=3) normally includes research related material that does not fit easily or suitably in the body of the paper.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A1-A2** | **A3-A4** | **B1-B3** | **C1-C3** | **D1-D3** | **F1-F3** |
| **Presentation, Reporting, Referencing & Citation. Introduction, Background/context, Requirements/Specification (LO P2, T1)** | | | | | |
| **Exceptional writing style, presentation and organisation of work** and fluent communication in all contexts. **Exemplary referencing/citation.** Report shows 400 hours of study | **Excellent writing style, presentation and organisation of work** and fluent communication in most contexts. **Referencing/citation comprehensive. Proof of 400 hours of study.** Report shows of 400 hours of study | **Writing style, presentation and organisation of work appropriate to context and purpose,** communication clear. **Referencing/citation consistent and accurate.** Report shows of 400 hours of study | **Satisfactory writing style, organisation and presentation of work, communications mostly appropriate** to the context/purpose. **Referencing/citation largely consistent/accurate**. Report show of 400 hours of study | **Organisation, writing style and presentation of work and communications adequate in most contexts**, with some mistakes/irrelevancies.  **Some errors in referencing/citation.** Report fails to show of 400 hours of study | (F1) **Elements of disorganisation/poor presentation/poor communication** or expression or (F2-F3) Communications too brief or rambling, inappropriate to context or purpose, with many errors/omissions, inadequately expressed/presented. (F1) Errors or (F2-F3) Substantial errors omissions in referencing/citation, or none. Report fails to show of 400 hours of study |
| **Literature Review (LO P2)** | | | | | |
| **Consistent high-level competence in all the required** specialised practical, technical, scholarly or workrelated skills, with mastery in many areas and developed understanding of professional contexts and expectations. **ALL sources of high quality/peer-reviewed** | Consistent competence in all the required specialised practical, technical, scholarly or work-related skills, with indications of mastery in some areas and clear understanding of professional contexts and expectations. **MAJORITY of sources of high quality/peer-reviewed** | Competence in all the required specialised practical, technical, scholarly or work-related skills, with indications of more developed ability in some areas and awareness of professional contexts and expectations. **MOST sources of high quality/peer-reviewed** | Achieves a basic level of competence in all the required specialised practical, technical, scholarly or work-related skills, with more developed capability in at least one area, and some awareness of professional contexts and expectations. **SATISFACTORY number of sources of high quality/peer-reviewed** | Basic competence in all the required specialised practical, technical, scholarly or work-related skills, and partial awareness of professional contexts and expectations. **VERY FEW sources of high quality/peer-reviewed** | (F1) Marginally or (F2-F3) fails to achieve basic competence in (some of) the required specialised practical, technical, creative, scholarly or work-related skills, and (F1) little or (F2-F3) lacks awareness of professional contexts and expectations. **VERY FEW or NO sources of high quality/peer-reviewed** |
| **Project Methodology, Project Management & Professional Practice, Design/Implementation, Testing, Artefact/s & supporting Documentation (LO C1, P1)** | | | | | |
| Designs methods that convincingly address/solve complex, unfamiliar and unpredictable issues/problems. **Exceptional artefact that goes far beyond what has been delivered on course, attention to industry standards and expectations for a Level 6 student.** | Applies and refines appropriate methods to address/solve complex, unfamiliar and unpredictable issues/problems. **Excellent artefact that goes beyond what has been delivered on course, attention to industry standards and expectations for a Level 6 student.** | Selects and applies appropriate methods to address/solve complex,  unfamiliar/unpredictable issues/problems. **Very Good artefact that goes beyond what has been delivered on course, attention to industry standards and expectations for a Level 6 student.** | Uses appropriate (often given) methods to analyse complex/ unfamiliar and/or unpredictable issues/problems, with some evaluation and synthesis of information. **Artefact does not go beyond what has been delivered on course, attention to industry standards and expectations for a Level 6 student.** | Uses appropriate methods to analyse complex issues/problems, with little evidence of evaluation or synthesis. **Artefact falls below what has been delivered on course, attention to industry standards and expectations for a Level 6 student. Functionality basic** | (F1) Superficial analysis of complex issues/problems, lacking in evaluation or synthesis. or (F2-F3) Relies on description rather than analysis with no evidence of evaluation or synthesis. **Poor Artefact which falls below what has been delivered on course, attention to industry standards and expectations for a Level 6 student. Lacks functionality/does not work** |
| **Evaluation, conclusions & Recommendations (C1)** | | | | | |
| **Creative/original/compelling conclusions** or practical solutions; convincingly justified/argued/evidenced. | **Insightful conclusions/ practical solutions closely argued/**evidenced showing originality and creativity in several aspects. | **Conclusions/practical solutions logically argued**/evidenced, with some aspect of insight, creativity or originality. | **Mostly relevant argument/evidence supports logical conclusions**/practical solutions showing some critical insight and limited creativity or originality. | **Few conclusions/practical solutions sparsely argued/evidenced**, mainly derivative and with little critical insight. | (F1) Sparse conclusions/practical solutions insufficiently argued/evidenced and mostly derivative, with marginally insufficient critical insight or creativity or originality. or (F2-F3) Conclusions/practical solutions absent/superficial/flawed, insufficiently argued/evidenced and lacks critical insight or creativity or originality. |

This assessment will enable students to demonstrate in full or in part the learning outcomes identified in the Module descriptors.

Late Submissions

Students are reminded that:

1. If this assessment is submitted late i.e. within 5 working days of the submission deadline, the mark will be capped at 40% if a pass mark is achieved;
2. If this assessment is submitted later than 5 working days after the submission deadline, the work will be regarded as a non-submission and will be awarded a zero;
3. If this assessment is being submitted as a referred piece of work then it must be submitted by the deadline date; any Refer assessment submitted late will be regarded as a non-submission and will be awarded a zero.

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/2o-assessment-principles-regulations-temporary-amendments-for-covid-19-contingency-plans.pdf>

Extenuating Circumstances

The University’s Extenuating Circumstances procedure is in place if there are genuine circumstances that may prevent a student submitting an assessment. If students are not 'fit to study’, they can either request an extension to the submission deadline of 5 working days or they can request to submit the assessment at the next opportunity (Defer). In both instances students must submit an EC application with relevant evidence. If accepted by the EC Panel there will be no academic penalty for late submission or non-submission dependent on what is requested. Students are reminded that EC covers only short term issues (20 working days) and that if they experience longer term matters that impact on learning then they must contact the Student Hub for advice.

Please find a link to the EC policy below:

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/2p-extenuating-circumstances.pdf>

Academic Misconduct

Any submission must be students’ own work and, where facts or ideas have been used from other sources, these sources must be appropriately referenced. The University’s Academic Handbook includes the definitions of all practices that will be deemed to constitute academic misconduct. Students should check this link before submitting their work.

Procedures relating to student academic misconduct are given below:

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/4l-student-academic-misconduct-procedure.pdf>

**Ethics Policy**

The work being carried out by students must be in compliance with the Ethics Policy. Where there is an ethical issue, as specified within the Ethics Policy, then students will need an ethics release or an ethical approval prior to the start of the project.

The Ethics Policy is contained within Section 2S of the Academic Handbook:

<https://staff.solent.ac.uk/official-documents/quality-management/academic-handbook/2s-solent-university-ethics-policy.pdf>

**Grade marking**

The University uses a letter grade scale for the marking of assessments. Unless students have been specifically informed otherwise their marked assignment will be awarded a letter grade. More detailed information on grade marking and the grade scale can be found on the portal and in the Student Handbook.

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/2o-annex-3-assessment-regulations-grade-marking-scale.docx>

**Guidance for online submission through Solent Online Learning (SOL)**

<http://learn.solent.ac.uk/onlinesubmission>