كلية الخليج GULF COLLEGE

In academic affiliation with

Cardiff Metropolitan University

Assessment Brief

Module Code	Module Title		Module Credits
GIS5005	Developing Quality Software and Systems II		20
Academic Year	**Semester**	**Examination Board**	**Level & Block**
AY 2025-2026	1st Semester	Jan 2026	L5 - B1
Methods of Assessment		**Term**	**Weighting**
PRAC1		End-Term	70%
Module Leader		**Module Leader Email**	
Dr. Tarek Khalil		tarek.khalil@gulfcollege.edu.om	

Additional Information (if any)

Word Length: 2800 words equivalent.

There are two elements in this assessment:

1. The project documentation as a report in MS Word, to be accomplished as a group.

2. A project and system demo, to be accomplished individually.

Contents

Artificial Intelligence Models – Guidance for this assessment:

Artificial Intelligence (AI) models can be a powerful tool to support your learning. The University has provided some resources to support you in its appropriate usage:

- Library Services AI Hub
- Student Guide to AI and Assessment
- Code of Conduct for Students on the use of AI
- Cite Them Right resource on citing materials relating to AI (if permitted)

As per the academic regulations (Academic Handbook Ah1_08), in all cases you must submit work that is your own, acknowledging any part of it that has been informed by another source – including that which is AI generated. Upon submission of work, you will be asked to confirm the following statement:

> *I confirm that this assignment is my own work, except where I have acknowledged the use of works from other sources, including the use of any artificial intelligence (AI) tools, in accordance with what is allowable as described in the assessment brief.*

Please note the following:

- AI should not be used as a substitute for your own knowledge, and you should never include any material that you do not understand and could not explain if asked.
- Not being able to explain your work when asked is likely to be a key factor when considering cases of academic misconduct related to AI.

The following information provides specific guidance for this assessment about what level of AI use is appropriate for this assessment. Remember that in all cases you must submit work that is your own, acknowledging any part of it that has been provided by another source.

NO USE OF GENERATIVE AI EXPECTED • Your assignment should be produced using information sourced by you from your learning materials and academic sources and cited appropriately. • AI tools for checking spelling, grammar and referencing may be used.	☐
ACKNOWLEDGED • You can use AI tools to learn about your topic, as part of your study, or in preparing initial guidance on assignments (e.g. headline structure, suggestions for inclusion of topics). • Any materials that you have sourced from AI should be rewritten or reconfigured and integrated into your own work and referenced appropriately. It is recommended that this is confirmed by a relevant academic source. • Any support gained from AI should be acknowledged in a statement at the end of the assignment, making clear what the support was, and how you used it and developed it for your own work. Example statements are available in the Student Code of Conduct.	☑
EMBEDDED • Use of AI is an integral and expected part of the assessment. • The explicit inclusion of AI within the assessment means that instructions on the expected use will be part of the assessment brief. • Your assessment brief will describe how you should acknowledge the way in which you used AI tools.	☐

Further Information

Who can answer questions about my assessment?

Questions about the assessment should be directed to the staff member who has set the task/assessment brief. This will usually be the Module Leader. They will be happy to answer any queries you have.

Referencing and independent learning (Not applicable for Examination)

Please ensure you reference a range of credible sources, with due attention to the academic literature in the area. The time spent on research and reading from good quality sources will be reflected in the quality of your submitted work.

Remember that what you get out of university depends on what you put in. Your teaching sessions typically represent between 10% and 30% of the time you are expected to study for your degree. A 20-credit module represents 200 hours of study time. The rest of your time should be taken up by self-directed study.

Unless stated otherwise you must use the **HARVARD** referencing system. Further guidance on referencing can be found in the on Moodle. Correct referencing is an easy way to improve your marks and essential in achieving higher grades on most assessments.

Technical submission problems (Not applicable for Examination)

It is strongly advised that you submit your work at least 24 hours before the deadline to allow time to resolve any last minute problems you might have. If you are having issues with IT or Turnitin you should contact the IT Helpdesk on (+968) 92841521/ 92841217. You may require evidence of the Helpdesk call if you are trying to demonstrate that a fault with Turnitin was the cause of a late submission.

Mitigating circumstances

Short extensions on assessment deadlines can be requested in specific circumstances. If you are encountering particular hardship which has been affecting your studies, then you may be able to apply for mitigating circumstances. This can give the teachers on your programme more scope to adapt the assessment requirements to support your needs. Mitigating circumstances policies and procedures are regularly updated. You should refer to your Academic Advisor for information on extensions and mitigating circumstances.

Academic Misconduct

Cardiff Met takes issues of unfair practice **extremely seriously.** The University has procedures and penalties for dealing with unfair academic practice. These are explained in full in the University's Unfair Practice regulations and procedures under Volume 1, Section 8 of the Academic Handbook. The Module Leader reserves the right to interview students regarding any aspect of their work submitted for assessment.

Types of Academic Misconduct, include:

Plagiarism, which can be defined as using without acknowledgement another person's words or ideas and submitting them for assessment as though it were one's own work, for instance by copying, translating from one language to another or unacknowledged paraphrasing. Further examples include:

- Use of any quotation(s) from the published or unpublished work of other persons, whether published in textbooks, articles, the Web, or in any other format, where quotations have not been clearly identified

as such by being placed in quotation marks and acknowledged.

- Use of another person's words or ideas that have been slightly changed or paraphrased to make it look different from the original.
- Summarising another person's ideas, judgments, diagrams, figures, or computer programmes without reference to that person in the text and the source in a bibliography/reference list.
- Use of assessment writing services, essay banks and/or any other similar agencies (NB. Students are commonly being blackmailed after using essay mills).
- Use of unacknowledged material downloaded from the Internet.
- Re-use of one's own material except as authorised by your degree programme.

Collusion, which can be defined as when work that that has been undertaken with others is submitted and passed off as solely the work of one person. Modules will clearly identify where joint preparation and joint submission are permitted; in all other cases they are not.

Fabrication of data, making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis, or acting dishonestly in any other way.

How is my work graded?

Gulf College uses Cardiff Metropolitan University's Generic Band Descriptors (GBD), in conjunction with programme-specific and/or assessment-specific descriptors that are developed in accordance with the principles underpinning the generic descriptors, as a reference in marking student work outputs. This is to ensure that marking is consistent across all Cardiff Met students' work, including the work outputs of students in Gulf College.

Assessment marking undergoes a meticulous process to make sure that it is fair and truly reflects the performance of students in their modules. Marking of work at each level of Cardiff Met degree programmes are benchmarked against a set of general requirements set out in Cardiff Met's Guidance on Assessment Marking. https://www.cardiffmet.ac.uk/registry/academichandbook/Documents/AH1_04_03.pdf

To find out more about assessments and key academic skills that can have a significant impact on your marks, download and read your Module Handbook from Moodle and your Programme Handbook from the college website.

Assessment Details

Assessment title	Abr.	Weighting
Practical Work	PRAC1	70%

Pass marks for undergraduate work is 40%, unless stated otherwise.

Task/Assessment Brief:

This group project focuses on implementing information system project management roles, responsibilities, and practices by identifying a problem or opportunity in a related field. The assessment aims to enhance practical skills in project management. The following steps should be followed:

- **Form groups consisting of two students. In exceptional circumstances, individual work may be allowed with the consent of the module leader.**
- **Conduct research to identify a current challenge or opportunity related to sustainability in one of the following domains. Based on your findings, propose and outline a software-based solution that addresses the identified issue or opportunity.**
  - Tourism: Basic booking system for a hotel in Oman.
  - E-Government: Complaint form for municipality services.
  - Fishing: Inventory tracker for a mock fisherman's daily catch.
  - Education: Quiz app.
- **As a part of the project management task, your group should complete the following:**
  - **System Analysis:**
    - Write a short overview of the project focusing on the problem or opportunity that your proposed system will solve or take advantage of.
    - Define objectives of the project.
    - Conduct system analysis procedures to collect and record the system requirements.
    - Identify functional and non-functional requirements and discuss how you would implement them or how they will be met in the system.
    - Construct a functional model **(Use Case)** and a behavioural model **(3 Sequence Diagrams Sequence diagrams with error handling flows)** using UML.
  - **System Design:**
    - Define a design strategy for the project.
    - Create design models, including a **UML Class diagram** and **a UML Component** diagram.
  - **System Implementation:**
    - Build and implement the software application prototype, **using an IDE, preferably Visual Studio-C#**, based on the analysis and design requirements.
    - Implement at least 5 identified functional requirements.

- Ensure database connectivity, using relevant programming/scripting languages and platforms.

- **System Testing:**
  - Perform system testing procedures with a proper plan and implementation.
- **System Evaluation:**
  - Evaluate the system in terms of user acceptance and system correctness.
  - Analyse and present the results of the system evaluation.
- **Project Documentation:**
  - Create comprehensive project documentation covering all aspects of the project from initiation to conclusion.
  - Include images of the developed user interfaces with appropriate labels or captions.

- **Minutes of Meetings:**
  - Hold weekly formal meetings and provide minutes for each meeting, including details such as meeting number, date, venue, agenda, attendance, discussions, recommendations, and the schedule for the next meeting.
  - Attach the minutes as an appendix to the report.

- **Project Demo**

  - **Individually** demonstrate your implemented prototype with database connection and conduct testing and validation during demo session.

Additional instructions:

Your student identification number must be clearly stated at the top of each page of the work.

- Each page must be numbered.
- Where appropriate, a contents page, a list of tables/figures and a list of abbreviations should precede your work.
- All referencing must adhere to School/Institutional requirements (Harvard Referencing Style)
- A word count must be stated at the end of your work.
- Your programme, year of study and the relevant module must be included as a “footer” on each page.
- Appendices should be kept to the minimum and be of direct relevance to the content of your work.
- All tables and figures must be correctly numbered and labelled.
- Your practical project report should be submitted by uploading it to Turnitin on the dates indicated for submission.
- Upload your report draft to MS Teams for formative feedback.
- Upload your implemented prototype and database in OneDrive.

REPORT FORMATTING DETAILS

- Use A4-sized paper.
- Margins of 1" on all sides of the paper.

- Apply 1.15 line spacing.
- Use Calibri font for the entire document.
  - size 14, bold, for the Section titles
  - size 12, bold for the Sub-Section Titles
  - size 11, for the section contents
  - size 9, italics, for figure numbers and labels.

Word count (or equivalent):	**2800 Words**

Academic or technical terms explained:

PRAC1, is a Practical Work assignment where the student needs to work in groups normally 2-3 students in each group to work on building a software solution for an identified problem using adequate System Development Methodology (SDM) and then report the results of the final products.

Submission Details

Submission Deadline:	**END:** 11th Dec 2025 (Tentative)	**Estimated Feedback Return Date**	**Main**: 18th – 29th Jan 2026
Submission Time:	By 23:59 pm on the deadline day.		

Moodle/Turnitin:	Any assessments submitted after the deadline will not be marked and will be recorded as a non-attempt unless you have had an extension request agreed or have approved mitigating circumstances. See the Gulf College website for more information on submission details and mitigating circumstances.
File Format:	The assessment must be submitted as a word document and submit through the Turnitin submission point. **Your assessment should be titled with your:** **Student ID number, Module code and Assessment ID,** **e.g. 2410500 GIS5005 PRAC1**
Feedback	Feedback for the assessment will be provided electronically via Turnitin / MS Teams / Face to Face. Feedback will be provided with comments on your strengths and the areas which you can improve. Module tutors give students two types of assessment feedback: formative, which is given when the student is working on the completion of an assignment or coursework, and summative, which is given upon completion of the module. A comprehensive assessment feedback on your performance will be given after the announcement of the results (10 Working Days).

Assessment Criteria

Learning outcomes assessed

On successful completion of the module, a student should be able to

- Explain the concepts, principles, and practices of developing quality software and systems.
- Recognise issues surrounding the development of software.
- Employ an appropriate software development life cycle model to manage a software project.
- Develop software product components using appropriate software development methods and tools.
- Assess critically individual contribution, professional development, and outcome of a team-based software development project.

In addition, this assessment will assess all of the learning outcomes of this module.

Other skills/attributes developed

Graduate Attribute	Description
Ethical	Ability to display professionalism and integrity in all circumstances
Effective Organisational and Communication Skills	Ability to inspire, empower, and engage a team productively
Life-long Learning	Ability to continually undertake self-directed learning and take responsibility for one's own progress
Discipline Expertise	Ability to break down complex information to interpret or evaluate a problem or situation
	Ability to solve real-world problems by applying the learnt principles and concepts in the discipline

Marking/Assessment Criteria

Criteria / Task	Description	Marks Allocated
1.	System Analysis: Problem Statement and Objective	5
2.	System Analysis: Functional Requirements	5
3.	System Analysis: Non-Functional Requirements	5
4.	System Analysis: Functional Model - Use case Diagram	10
5.	System Analysis: Behavioural Model - Sequence Diagram	10
6.	System Design: Class diagram	10
7.	System Design: Component Diagram	5
8.	System Implementation	15
9.	System Testing	10
10.	System Evaluation	5
11.	Meeting Minutes	5
12.	Project & System Demonstration (Code)	15
Total		**100**

Assessment Criteria

Grade	% Mark	Requirements
F (Fail)	0	No answer has been attempted or there is evidence of unfair practice.
	1 – 9	The work presented for assessment may be incomplete and/or irrelevant and demonstrates a serious lack of comprehension and/or engagement with the set task. Attainment of the learning outcomes is minimal and assessment criteria are not addressed.
	10 – 19	Misunderstanding or misinterpretation of the set task, providing a short and/or largely irrelevant response. Consequently, no learning outcomes are met in full although there may be minimal attainment in relation to one or two.
	20 - 29	Minimal understanding of the set task and little knowledge and understanding of the field of study relevant to the task is demonstrated. Limited ability to communicate simple concepts and/or factual information is shown. Significant difficulties in the report's structure and organisation detract from the clarity and meaning overall. Evidence of individual reading and investigation is negligible, and the limited referencing of literature and other sources is frequently inaccurate. Some ability to describe and report knowledge gained but very little evidence is available to indicate an ability to engage in critical evaluation and reflection.
	30 – 39	Partial understanding of the set task and some of the associated learning outcomes are met at a basic level. Factual inaccuracies, errors and misconceptions are evident in important areas and elements of the assessed work which may be irrelevant to the task. If attempted, the presentation of arguments and more complex ideas may be confused and

		clumsily expressed. Some enquiry and analysis relevant to the task attempted but outcomes may be naïve, simplistic and/or unconvincing. Limited knowledge of current research/scholarship in the discipline is demonstrated. A restricted range of sources are used but overall, there is an over-reliance on programme materials with little evidence of individual reading and investigation. There are frequent errors in the referencing of literature and other sources. The work is largely descriptive and arguments, if attempted, are rarely substantiated.
D (Third)	40 - 49	Demonstrates a basic understanding of the set task and an ability to have met the associated learning outcomes. Assessment criteria are addressed at a threshold level. Basic knowledge and understanding of many aspects of the field of study relevant to the task is displayed. Errors and misconceptions are evident, but these are outweighed by the degree of knowledge and understanding demonstrated overall. More success is achieved in describing and reporting factual information rather than communicating complex ideas. Generally, the work is appropriately structured although key points may not be logically sequenced. Some limited analysis and enquiry relevant to the task/discipline are included and has intermittent success in presenting and commenting on outcomes. A limited ability to critically evaluate and reflect is shown. Although some critical reflection is evident, the balance within the work is likely to be in favour of description and factual presentation.
C (Lower Second)	50 - 59	A secure understanding of the set task and an ability to have met the associated learning outcomes is demonstrated. Assessment criteria are addressed at a satisfactory level. A sound knowledge and understanding of most key aspects of the field of study relevant to the task are evident as well as an ability to apply such knowledge. Some evidence of independent thinking beyond programme notes is also shown. Overall, the structure and format of the work are appropriate. There are occasional faults in the presentation of work, but overall, these do not detract from the clarity of expression. Examples of research/scholarship referred to in the work demonstrate individual reading and investigative ability to critically evaluate and reflect although there may be some over-reliance on description and factual presentation. Arguments are usually substantiated.
B (Upper Second)	60-69	A full understanding of the set task and an ability to have met the learning outcomes is demonstrated. Assessment criteria are addressed at a good level. A detailed knowledge and thorough understanding of key aspects of the field of study relevant to the task are shown. There is clear evidence of an ability to apply such knowledge and, in some contexts, to extend and transform it. Discussion of complex concepts is often tackled successfully and there is evidence of independent thinking. An ability to communicate information, ideas and concepts clearly and succinctly is displayed. Work is well presented and the format appropriate. Key points are appropriately organised, and the writing style is fluent and arguments are well articulated. Detailed analysis and critical enquiry relevant to the task/discipline is undertaken by making use of appropriate techniques and has considerable success in presenting and commenting on outcomes. There is some linkage between theory and practice. Examples referred to indicate a breadth and depth of individual reading and investigation that extend beyond the sources provided. The referencing of literature and other sources is almost always accurate. Arguments are clearly considered and substantiated and there is evidence of an ability to make appropriate judgements and to suggest solutions to problems.
A (First)	70 – 79	A full and detailed understanding of the set task and an ability to have met the learning outcomes is demonstrated. Assessment criteria are

		addressed at a very good level. A detailed knowledge and systematic understanding of key aspects of the field of study relevant to the task are evident. There is strong evidence of an ability to extend, transform and apply such knowledge. The student also demonstrates an ability to engage in confident discussion of complex concepts and to recognise the limitations and ambiguity of disciplinary knowledge. Independent thinking and original insights are also present in the report. Ability shown in communicating information, complex ideas and concepts in a coherent and succinct manner is shown. The standard of presentation is high and the format appropriate. Key points are logically organised and in written work, the style is lucid and mature. Detailed and thorough knowledge of current research/advanced scholarship in the discipline are evident. The use of scholarly reviews/primary sources is confident and a breadth and depth of individual reading and investigation, extending beyond the sources provided, is apparent. The referencing of literature and other sources is accurate and in line with academic conventions. An ability to engage in critical evaluation of concepts/arguments/data and to make appropriate and informed judgements is shown. Arguments are well developed, sustained and substantiated. Where relevant, assumptions are challenged and there is clear recognition of the complexities of academic debate. Appropriate and sometimes innovative solutions are offered to problems.
	80 - 89	Beyond the above, a full and detailed understanding of the set task and an ability to have met the learning outcomes is demonstrated. Assessment criteria are addressed at an excellent level.
	90 - 100	Beyond the above, demonstrates a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an outstanding and exceptional level. Work is of a standard deemed to be worthy of publication. Reference citations extend significantly beyond the main body of reading normally expected in the discipline/field of study.

Acknowledgement of the Use of AI

Student Name:	
Student ID Number:	
Module Code:	GIS5005
Assignment Title:	Developing Quality Software and Systems II
Date:	Enter a date.

Acknowledgement (Check mark ☑ the appropriate)
☐ No content generated by Artificial Intelligence (AI) technologies has been presented as my own work. ☐ I acknowledge the use of **[name of AI + URL]** to generate materials for background research and self-study in the drafting of this assessment. ☐ I acknowledge the use of **[name of AI + URL]** to generate materials that were included within my final assessment in modified form.
The following prompts were input into [name of AI + URL]:
List prompts here
The output was changed by me in the following ways:
Explain the actions taken here

Student's Signature (Digital)

Marking Criteria / Rubrics

AY: 2025-2026 **/ 2nd** Semester

CRITERIA	5 EXCELLENT	4 VERY GOOD	3 GOOD	2 SATISFACTORY	1 POOR	0 VERY POOR
Criterion 1 Preliminary analysis 5 marks	-The purpose and problem statement of the project is clear, and evidence to support the problem is well prepared. The need for the project is well justified.	-The purpose and problem statement of the project is clear, but the provided evidence needs improvement. The need for the project is justified in a very good manner.	-The purpose and problem statement of the project is stated. The problem statement and justification of the need for the project can be improved	-The problem or Purpose is stated Reason for the project lacks proper justification or evidence documentation.	-The purpose is not stated (or missing). The reason for the project is not evident	Not provided
Criterion 2 Functional Requirements 5 Marks	- Each statement describes the operation or workflows that the software product must perform. - It specifies or describes the format and validity of data to be input or output by the software. - It shows user interface behaviour - They are categorised according to user type accessibility - They are realistic and achievable. - They are stated in terms of what the software's outputs do in response to its inputs and are in active forms.	- One item in the Excellent column is not met	- Two items in the Excellent column are not met.	- Three items in the Excellent column are not met.	- Only one item in the Excellent column is met.	Not provided
Criterion 3 Non-Functional Requirements 5 Marks	- Presents some constraints on the design and construction of the software - It describes how the software should be designed or built. - It shows how the software should behave - They provide a measure of software quality - They are stated in active forms.	- One item in the Excellent column is not met	- Two items in the Excellent column are not met.	- Three items in the Excellent column are not met.	- Only one item in the Excellent column is met.	Not provided
Criterion 4 UML Use Case Diagram 10 Marks	- Use case diagram components are presented correctly, with proper labels and relationships - The goal of the system and users are clearly communicated. - When, who, or how the use case is triggered is clear. - Flow of events and user interactions are presented - Any internal or external influences on the system are shown if there are any. - The Use Cases are supported by use case specifications.	- One item in the Excellent column is not met	- Two items in the Excellent column are not met.	- Three items in the Excellent column are not met.	- Only one item in the Excellent column is met.	Not provided
Criterion 5 UML Sequence Diagram 10 marks	- 3 Sequence diagram are presented correctly in a swim lane, with proper labels - Minimum one error handling flow should be shown - The start and end of the object's lifeline are clearly represented. - Activation boxes are correctly indicated. - The sequence of messages passed between objects is clear and logical - Any control structures between objects are also specified.	- One item in the Excellent column is not met	- Two items in the Excellent column are not met.	- Three items in the Excellent column are not met.	- Only one item in the Excellent column is met.	Not provided

CRITERIA	5 EXCELLENT	4 VERY GOOD	3 GOOD	2 SATISFACTORY	1 POOR	0 VERY POOR
Criterion 6 UML Class Diagram 10 Marks	- Class diagram elements are presented correctly. - Class names are appropriate and clearly represent the objects they model. - Relationships or associations and multiplicities are clear and logical. - An appropriate set of attributes are specified for each class - Relevant and logical methods are specified for each class	- One item in the Excellent column is not met	- Two items in the Excellent column are not met.	- Three items in the Excellent column are not met.	- Only one item in the Excellent column is met.	Not provided
Criterion 7 UML Component Diagram 5 Marks	- The diagram presented shows the structural relationship of components of the given software system -Show which software elements are deployed by which hardware elements. -Illustrate the runtime processing for hardware. -Provide a view of the hardware system's topology. -The component diagram drawn with appropriate software tool.	- One item in the Excellent column is not met	- Two items in the Excellent column are not met.	- Three items in the Excellent column are not met.	- Only one item in the Excellent column is met.	Not provided
Criterion 8 System Implementation 15 marks	- The implemented prototype completely reflects the functional requirements of the software application - The interfaces are well organised and well developed - The interfaces capture or shows the required data or information - A logical flow of interfaces or pages is maintained. - The interfaces worked as expected. - Appropriate messages are displayed to guide the user.	- One item in the Excellent column is not met	- Two items in the Excellent column are not met.	- Three items in the Excellent column are not met.	- Only one item in the Excellent column is met.	Not provided
Criterion 9 Testing 10 Marks	- The 5-test plan is introduced and described clearly. - The type of testing to do is specified and justified. - At least 5 test cases are correctly presented and completely documented - Each test case complements with the use cases or functional requirements. - Each test case shows all relevant elements, labelled accurately and appropriately. - 'Before' and 'After' screenshots are included in each test case. - A concluding paragraph describing the result or outcome of testing is included.	- One item in the Excellent column is not met	- Two items in the Excellent column are not met.	- Three items in the Excellent column are not met.	- Only one item in the Excellent column is met.	Not provided
Criterion 10 System Evaluation 5 Marks	- Employs valid evaluation tools/techniques - System evaluation criteria are based on standards. - Bases for the evaluation are clear and relevant - The discussion and presentation of the work and the results provided is clear and well-structured - There is a concluding paragraph that discusses the results of system evaluation.	- One item in the Excellent column is not met	- Two items in the Excellent column are not met.	- Three items in the Excellent column are not met.	- Only one item in the Excellent column is met.	Not provided
Criterion 11 Meeting Minutes 5 Marks	Four (4) complete meeting minutes, with clear and complete inputs describing the various aspects required to record the necessary information. - The minutes presented is organised in chronological order - It reflects the items discussed during the team meeting - It records the interaction of the team members about the item discussed. - Items discussed reflect the requirements of the assignment. - At least four (4) complete entries are in the minutes presented.	- One item in the Excellent column is not met	- Two items in the Excellent column are not met.	- Three items in the Excellent column are not met.	- Only one item in the Excellent column is met.	Not provided

CRITERIA	5 EXCELLENT	4 VERY GOOD	3 GOOD	2 SATISFACTORY	1 POOR	0 VERY POOR
Criterion 12 Project & System Demonstration (Code) 15 Marks	-Gives an appropriate introduction, lays out the problem well and establishes a framework for the rest of the demo. - System is presented in a logical manner - Important code snippet used in implementing the project is thoroughly discussed. - SQL script is discussed. - Uses a clear, audible voice. - Good language skills and pronunciation are used. - The DEMO is concluded with a summary of the presentation.	- Two items in the Excellent column is not met	- Four items in the Excellent column are not met.	- Three items in the Excellent column are not met.	- Only one item in the Excellent column is met.	Not provided

CARDIFF METROPOLITAN LINK TUTOR COMMENTS:			EXTERNAL EXAMINER COMMENTS:		
☒	**Please check the appropriate box below**		☒	**Please check the appropriate box below**	
☐	I confirm that I have considered the above draft assignment/exam and I am happy to approve the content. **Assessment can now be forwarded to the External Examiner for approval.**		☒	I confirm that I have considered the above draft assignment/exam and I am happy to approve the content. **Assessment can now be released to the students.**	
☐	I confirm that I have considered the above draft assignment/exam and I am happy to approve the content subject to the above amendments. **Assessment can be forwarded to the External Examiner once these changes have been implemented and verified.**		☐	I confirm that I have considered the above draft assignment/exam and I am happy to approve the content subject to the above amendments. **Assessment can be released to students once these changes have been implemented and verified.**	
☐	I confirm that I have considered the above draft assignment/exam and suggest the above amendments. **I would like to see the final amended version before I confirm approval.**		☐	I confirm that I have considered the above draft assignment/exam and suggest the above amendments. **I would like to see the final amended version before I confirm approval.**	
Cardiff Metropolitan Link Tutor:	**Link tutor signature:**	**Date:** Enter a date.	**External Examiner:**	**EE Signature:**	**Date:** Enter a date.