## Informatics Project Proposal: Coursework 2

## 22 February 2021

## 1 Overview

In this coursework you will develop the Informatics Project Proposal that provides the detailed definition and plan of the project you intend to carry out to create your MSc dissertation. In this process you will be guided by your IPP tutor who can provide guidance on the generic and structural aspects of the IPP and your project supervisor who can provide guidance on the content of your project since the supervisor is the expert in this area.

You will develop your Informatics Project proposal in cooperation with your IPP tutor and your project supervisor. Your IPP tutorial meetings are COMPULSORY and you should raise as many questions there as you can. The IPP Piazza is also a useful resource and your supervisor can guide you in developing your IPP.

**Template:** You should use the provided Template for your submission. The template contains information on how to use it. You are permitted to change aspects of the structure by adding or removing sections if this is appropriate for your proposal. You are NOT permitted to change the template to increase the number of words contained in a page (e.g. you must not make the font size smaller, change margins, etc etc)

**Length:** Your Informatics Project proposal should comprise at most 8 pages, excluding the cover page and references.

Deadline: The deadline for submission is 11:59 on Monday 10 May 2021.

**Submission:** You should submit a PDF of your Informatics Project Proposal to the Turnitin submission in the Assessment section of the learn page.

Marking: Your IPP will be marked according to the attached rubric. This is identical to the rubric attached to the Turnitin submission. Please read the rubric carefully. This provides an explanation of the criteria on which your Informatics Project proposal will be marked. The template mentioned above also contains guidance on the main components of your IPP.

## 2 Rubric

This is a copy of the rubric that will be used to assess your final IPP submissions. The first three criteria will be graded by your tutor. This contributes 20% of the non-exceptional part of the grading. The last 5 criteria will be graded by your supervisor since they require knowledge of your topic to grade. This contributes 80% of the non-exceptional part of the grading The **Exceptional** criterion will also be graded by your supervisor.

Criterion	Unacceptable	Fair	Good	Excellent
Comprehensibility	The IPP makes very little at-	It is clear that the author has	It is clear that the author has	The introductory material avoids
(5%): The introduction	tempt to communicate the work	attempted to communicate the	attempted to communicate the	extensive use of specialised tech-
and motivation should	to a non-expert. Typically to	project to a non-expert but this	project to a non-expert and this	nical material and explains all
be comprehensible to a	be unacceptable the introduc-	attempt is unsuccessful in sig-	attempt is successful but there	the key concepts clearly, explains
non-expert. It should be	tory material will anticipate sub-	nificant respects. For exam-	are some more minor issues in	the question to be investigated
clear what the student	stantial expertise in the area and	ple, failure to explain specialist	the quality of explanation or in	and its significance to the area.
intends to investigate,	render it incomprehensible to the	terms; poorly structured expla-	expectation of background of the	The non-expert reader can gain a
what the question is and	non-expert reader.	nation that is difficult to under-	reader. The non-expert reader	clear idea of the proposed project
why it is significant.		stand; omissions; no clear state-	gains a reasonably clear idea of	from this description.
		ment of purpose, question or sig-	the project from this description	
		nificance of the project;	but may have some remaining	
			questions that need clarification.	
Structure (6%): The	The IPP has many significant is-	The IPP has some coherent	The IPP has coherent structure	The IPP has coherent structure
paper should make con-	sues. For example, missing sec-	structure but there remain some	and there are no major issues or	and there are no major issues or
sistent use of citation,	tions; failure to cite sources; no	significant issues. For example,	omissions but there are some mi-	omissions there are very few mi-
have clear captioning for	clearly structured plan and risk	missing sections; failure to cite	nor problems such as occasional	nor problems with the structure.
diagrams and have clear	assessment	sources; no clearly structured	omissions of citations, omitted	
reference in the text. The		plan and risk assessment	references,	
necessary information				
should be included: Moti-				
vation and introduction;				
clear problem statement;				
background; approach;				
Plan and Risk assessment;				
Bibliography.				

collected project and plan that there are significant it appears that the plan is creditation.  start of the MSc dissertation.  problems such as: significant in the plan; mirral—required time frame. There are between the proposed activities some issues with the IPP that and the purpose of the project;  Give this grade if the evaluation Give this grade if there is some Give this grade if the evaluation of the sumple IPP is and the purpose of the course.  The IPP contains egregious tech—reading of the technical details of the proposed project but there is no systematically pre—repair if the project is to proceed project but the retained approach to the project in the IPP.  There is no systematically pre—required the student of clarity.  The IPP.  There is no systematically pre—required the student of clarity.  The IPP.  There is no systematically pre—required the student of clarity.  There is no systematically pre—required what the student of clarity.  The IPP.  There is no cocasional lack of clarity.  The IPP manner of the project but there standings that should not improject.  The approach to the project in the project but there should not improve a proposed project but the project but the project but the project of the project of a coher—the project but approach is described in a coherent manner at an approprimation of the IPP.  There is an outline of a coher—the project but an approprimation of the IPP.  There is an outline of detail. There are proposed to do.  The propose to do.  The proposed project but are level of detail. There are proposed project but it alone of the project but are student should not improve the project but are student should not improve the project but are student should not improve the project but are project but are student should not improve the project but are student should not incomply the IPP.  There is an outline of a coher—the project but are level of detail. There is an outline of a coher—the project but are level by the project but are level of detail. There is an outline of		Coherence (5%): The	It is not clear that there is a	There is evidence of design and	The quality of design and plan-	The quality of design and plan-
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likely to be adequate to allow the student to draw conclusions pertinent to the goals of the project.		he experimental design			clarity.	
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		the goals of the project.				

Feas	Feasibility (13%):This	The proposed project is clearly	The proposed project is clearly	The proposed project is clearly	The proposed project is clearly
criter	criterion covers whether	infeasible in the available time	infeasible in the available time	feasible in the available time and	feasible in the available time
$\parallel$ the	the project is feasible	and other resources and it is diffi-	and other resources but it is pos-	other resources apart from minor	and other resources and the IPP
withi	within the available time	cult to see how to repair the IPP	sible to repair the IPP to ensure	defects. The IPP makes a good	makes an excellent job of justify-
and	and other resource avail-	to ensure feasibility.	feasibility.	attempt at justifying the feasibil-	ing the feasibility of the proposed
$\parallel$ able.	able. The task is to do			ity of the proposed project.	project.
noue	enough work to allow the				
prodı	production of a satisfac-				
tory	tory dissertation in the				
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Qua	Quality (13%): This is	The quality of the IPP is low.	The quality of the IPP is fair.	The quality of the IPP is good.	The quality of the IPP is excel-
to ass	to assess the quality of the	It is difficult to understand what	In outline, it is possible to un-	There is an understandable de-	lent. The explanation of what
$\parallel$ expla	explanation of the purpose	is being proposed and to dis-	derstand what is being proposed	scription of what is being pro-	is proposed and the activities of
of th	of the project and what	cern how the student proposes to	and how the student proposes to	posed and how the student pro-	the project are completely clear.
$\parallel$ the s	the student proposes to do	carry out the project.	carry out the project but there	poses to carry out the project.	There may be some minor infelic-
$\parallel \text{in th}$	in the proposed project.		are important parts that remain	There may be minor slips and er-	ities but these are insignificant.
			quite unclear and require signifi-	rors but they do not detract sig-	
			cant work to gain clarity.	nificantly from the description.	
$\overline{\text{Inde}}$	Independence $(12\%)$ :	The student required almost con-	The student made a fair contri-	The student made significant	The student made many signif-
The	supervisor has	tinuous guidance and the result-	bution to the work of creating	conceptual contributions to the	icant contributions to the final
work	worked with the student	ing IPP is mainly a result of de-	the IPP but the final shape of	final IPP and the IPP demon-	form of the IPP and through-
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a ga	a gauge of how indepen-		supervisor input and the student	student to its final form.	demonstrated the capacity to
dent	dent the student was in		did not make significant concep-		bring useful and interesting ideas
creat	creating the IPP.		tual contributions to the IPP.		to the development of the IPP.