5.5.2 Criteria

The final report will be assessed using the following criteria:

- **Quality of work.** This should include but not limited to
  - **Motivation and Problem Statement.** *Does the report clearly identify the problem being solved, and motivate the reason a solution would be valuable?* For **ENGR** students, greater emphasis is placed on connection with real-world problems. For **COMP** or **ELCO** students, greater emphasis is placed on connection with existing academic research problems.
  - **Design.** *Does the report provide clear evidence of design?* This includes, but is not limited to: the identification of necessary constraints imposed by external forces (e.g. budget, operating environment, off-the-shelf components, etc); the discussion and resolution of various (high-level) design decisions encountered during the project; discussion of the high-level architecture; and, discussion of any experimental work performed to help decide between design decisions. For **ENGR** students, greater emphasis is placed on using diagrams and notation appropriate for the given specialisation.
  - **Implementation.** *Does the report provide clear evidence of technical competence?* In particular, that a sensible and well-crafted solution to the problem is given in concise, clear language using diagrams where appropriate. For **ENGR** students, greater emphasis is placed on craftsmanship and technical innovation. For **COMP** or **ELCO** students, greater emphasis is placed on novel contributions within the context of existing academic research.
  - **Evaluation.** *Does the report provide clear evidence that an appropriate (e.g. experimental) investigation of the artifact was conducted?* For example, to demonstrate that it is fit-for-purpose, or efficient (in some sense), or to confirm a hypothesis, or to discover hitherto unknown properties. For **ENGR** students, greater emphasis is placed on demonstrating the artifact is fit-for-purpose through experiment or other appropriate means. For **COMP** or **ELCO** students, greater emphasis is placed on the use of scientific experiment (e.g. to make critical observations), and mathematical rigour where appropriate (e.g a proof of correctness).
  - **Critical Thinking.** *Does the report provide clear evidence of critical thought?* This should be evident throughout the report and includes, but is not limited to, the following aspects: understanding technical issues from different perspectives; appreciating limitations of the artifact developed; consideration as to how the artifact could be further improved.
- **Presentation.** *Is the report written in an appropriate and professional manner, with due consideration given to presentation?* This includes, but is not limited to: overall report structure; spelling and grammar; consistent bibliography layout including all necessary information (e.g. journal/conference title, page numbers, year, author names, article title); presentation and layout of figures and tables; minimum requirements of written English.

These criteria are, by definition, subject to the examiner's individual interpretation. In any case where an examiner is uncertain regarding some aspect of the criteria or process, the course coordinator should be consulted.