

Learning Objectives

- 1) Discuss the process of identifying a relevant project, and appraise his or her own performance
- 2) Justify the choice of project made. Identify relationship of personal interest and learning that has taken part in other parts of the course.
- 3) Identify the methodological, organisational and technological challenges to the successful planning and carrying out of the project. Justify approaches taken on these issues.
- 4) Demonstrate a clear grasp of the subject matter and a full understanding of principles.
- 5) Develop and work to a specification and set requirements.
- 6) Demonstrate independent work.
- 7) Coordinate all activities needed to produce the agreed deliverables.
- 8) Show competence to document appropriately and demonstrate the results of their work.
- 9) Demonstrate an awareness of the relevant professional, social, legal and ethical aspects.
- 10) Critically appraise his or her own performance in undertaking the project itself and identify the lessons learned from undertaking it.

Project Timetable

How to show planning

- Outline goals and targets for project. Small goals that are achievable over a short time span that build to a larger goal.
- Outline a weekly/monthly plan on achieving my end results
- Research and gain background information in the targeted field.

How to show work ethic

- Keep a work log.
- Using version control (GitHub) to show work and progress.
- End report.

Deadline	Activity
12:00-12:50 28 th September	Brighton L6 project briefing and writing your proposal by the project coordinator
Then identify your project area and find a supervisor
23.55 Thursday, 19 th October	Submit your Project Proposal to Student Central (on the form in Appendix A, which can also be downloaded from studentcentral) including your agreed Supervisor's name.
Then the project coordinator will confirm supervisors and allocate second readers. Supervisors will be appointed if students cannot find one themselves, by early November.
23.55 Thursday, 30 th November	Submit the Interim Planning and Investigation Report to Student Central.
5 th December onwards	Project Vivas take place – you should contact your supervisor and second reader as soon as you have handed in the Interim Planning and Research Report to arrange a date.
By Friday, 11 th December	All vivas completed and feedback provided.
15.30/23.55 Thursday, 11 th May	Hand in one copy of the final deliverables and submit on-line
	Complete your Folio page
Wednesday, 24 th May all day	Brighton Project Exhibition Day with invited industry guests.

Figure 1: Project timetable

Showing results

- End report. (90%)
- Show the project in full
- Viva/oral exam and presentation to outline what I have done. (10%)

Breakdown of learning

Total hours of learning 400

- 10h Taught
- 12h Supervised
- 378h Independent

Assuming 30 weeks (During term times) = approx 13 hours per week / 2 hours per day.

Tuesday is a free day so 6 hours will be used as follows:

- 10:00 - 12:00 = Working on project. (2h)
- 12:00 - 13:00 = Lunch break
- 13:00 - 15:00 = Working on project. (2h)
- 15:00 - 15:30 = Short break.
- 15:30 - 17:30 = Working on project. (2h)

For the last work session most work will be updating documentation and pushing any completions to version control.

Mark scheme

Assessment criteria 2015/16							
Grade	Technical grasp	Understanding of problem area	Project management	Report quality	Evidence of learning	Research effort	Project Exhibition (10%)
A+ 80-100%	Outstanding technical understanding, exploration and insight	Original approach, execution and performance	Outstanding professional level of project management with all stages /changes thoroughly documented	Outstanding organisation, structure and standard of presentation	Evidence of very high quality analysis, synthesis, evaluation and critical evaluation	Evidence of intellectual rigour, independence of judgement and insightful contextualisation	Inspirational, innovative and authoritative. Professional standard Folio presence.
A >70%	Excellent technical insight demonstrated to a professional level	Showed professional level of insight into the whole area in which the project is embedded	Completely successful and entirely self-managed	Excellent – clear, substantial, fluent, correctly organised, convincing and with no omissions	Mature reflection on the whole process, showing professional level of insight	Competent and thorough coverage of the field with excellent research in many areas. Research clearly influenced outcomes	Excellent – clear, substantial, fluent, convincing, with a poster and Folio page exemplifying these qualities
B 60-70%	Good technical insight in nearly all areas	Showed a wide understanding of the problem area – few questionable aspects	Good planning, self-motivation and control of activities	Clear, thorough and convincing in almost all respects	Convincing evidence of learning across several different aspects of project activity	Competent and thorough coverage, with excellent research in some areas, clearly influenced outcomes	Clear, thorough and convincing in almost all respects including the Folio entry.
C 50-60%	About normal technical grasp for a Level 3 student	Adequate overall, but some significant aspects of the problem space were not fully appreciated	Adequate planning self-motivation and control of most activities – some lapses	Substantially satisfactory, but with some sections weak or missing	Evidence of some learning, normally in more than one aspect of project activity	Fairly thorough and mainly convincing research effort, some evidence of research influencing outcome	Substantially satisfactory, but with some explanations or Folio page weak or missing
D 40- 50% PASS	Below typical for Level 3 – some weak aspects	Shows a largely immature, narrow or distorted view of the setting in which the product sits	Student required a substantial amount of management or guidance	Disappointing overall, with only about half the areas adequately treated	Only limited evidence of having learnt to do anything differently next time	Some evidence of research, though the connection between research and other outcomes is limited	Disappointing overall, with largely inadequate explanation and no or poor poster or Folio
E <40% REFER	Weak in many respects - below pass standard, but not completely irretrievable	Weak in most respects, but student shows some understanding and could improve	Could not function without external control	Weak in most respects, below pass standard, but could be improved	Little evidence student has benefited from the experience; additional learning and reflection required	Either little relevant research or little connection between research and other outcomes	Weak in most respects, below pass standard, but could be improved
F <30% FAIL	Completely unsatisfactory	Completely unsatisfactory	Completely unsatisfactory	Completely unsatisfactory	No evidence that the student has benefited	No evidence of research	Completely unsatisfactory

1. These grade indicators are intended to help unify standards across the project assessment process and indicate where examiners have detected merit or the lack of it. There is no algorithm for applying the different categories. Students will gain the bulk of their marks from a mixture of areas 1 & 2 (balance depending on the nature of the project), but all six areas should be taken into account. Where significant research has gone into a project, this should also be assessed. The criteria should be used in conjunction with the School grading scheme.

2. The assessment should take into account the need for the relevant social, ethical and legal issues to be addressed where appropriate.

3. If significant plagiarism is suspected, the work must be reported through the School procedures.

Figure 2: Mark Scheme

Project proposal

Find in project handbook