

BEng Building Services Engineering Final Year Project Marking Form

Student Name		Student ID	
Project Title			
Supervisor	Name	Signature	Date
Second Marker	Name	Signature	Date

	Maximum Mark	Mark Given
<p>Management of project</p> <p>Marking criteria:</p> <ol style="list-style-type: none"> 1. Initiative 2. Independent working 3. Original thinking 4. Appreciation of the most important aspects of the project 5. Time management 6. Regularity of contact <p>Comments:</p>	<p>Supervisor only</p> <p>5</p>	
<p>Research question formulation and methodology</p> <p>Marking criteria:</p> <ol style="list-style-type: none"> 1. Introduction to the topic and impetus for the research; relevance/importance of the research for engineering explained 2. Clear statement of aims and objectives 3. Clear statement of expected outcomes <p>Comments:</p>	<p>10</p>	
<p>Literature review</p> <p>Marking Criteria:</p> <ol style="list-style-type: none"> 1. Quality and relevance of sources; key references included 2. State of the art /currency of sources 3. Analysis, synthesis and critical evaluation of information <p>Comments:</p>	<p>10</p>	

<p>Application of Engineering Techniques</p> <p>Marking Criteria:</p> <ol style="list-style-type: none"> 1. Justification of methodology 2. Analysis of requirements 3. Investigation into the possible application of novel solutions 4. Analysis and application of engineering techniques <p>Comments:</p>	<p>40</p>	
<p>Results and conclusions</p> <p>Marking Criteria:</p> <ol style="list-style-type: none"> 1. Analysis and interpretation of findings 2. Evaluation of the results and the techniques used (incl. limitations) 3. Conclusions and suggestions for further work <p>Comments:</p>	<p>20</p>	
<p>Communication and presentation</p> <p>Marking criteria</p> <ol style="list-style-type: none"> 1. Structure of the report and individual chapters is clear, logical, coherent and well balanced 2. Clear text and illustrations 3. Consistent presentation style 4. Appropriate use and presentation of tables, figures, drawings etc. 5. Concise and efficient writing 6. Use of English 7. Appropriate summary 8. Appropriate referencing <p>Comments:</p>	<p>15</p>	

Marking Guidelines

%	Definition	Descriptor
70-100	Excellent Outstanding	For all learning outcomes work that extensively exceeds the threshold standard. It displays consistently thorough, deep and/or extensive knowledge and understanding; originality and/or very high ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of a high degree of autonomy and independent judgement.
60-69	Very good Commendable	For all learning outcomes work that is well above the threshold standard. It displays consistently very good level of knowledge and understanding; high ability in analysis, evaluation, problem solving or other process skills; high ability in professional practice skills, where relevant including exercise of significant independent judgement.
50-59	Good Highly competent	For all learning outcomes work is clearly above the threshold standard. It displays generally good knowledge and understanding; good ability in analysis, evaluation, problem solving or other process skills; evidences highly competent performance of professional practice skills where relevant.
40-49	Satisfactory Competent	For all learning outcomes work is at the threshold standard. It displays generally satisfactory knowledge and understanding in most key aspects; competence in analysis and most other process skills; evidences competent performance of professional practice skills (where relevant).
30-39	Unsatisfactory	Student work is marginally below the threshold standards for these learning outcomes. It displays knowledge and understanding but this is incomplete or partial; limited ability in analysis and other process skills; evidences lack of or partial competence in professional practice skills (where relevant).
<29	Very unsatisfactory	Student work is well below the threshold standards for these learning outcomes. It displays very limited knowledge and understanding; evidences very limited or no analytical or other process skills; very little competence over a range of professional practice skills.