

Bachelor's final project EE - Bachelor's final project (BEP) grading guidelines

Grades per category: 10 – excellent – top 2%, 9 – very good – top 5%, 8 – good, 7 – satisfactory, 6 – sufficient, <6 – fail

Scores per aspect: E – Excellent, VG – Very Good, G – Good, S – Sufficient/Satisfactory, F – Fail

One comment field per category.

Categories

Specialisation

- Quality of literature review

Orientation on literature, identification of relevant sources, evaluation and interpretation of relevance of sources for the investigation.

- Level of specialised knowledge

Level of knowledge and technical skill set relevant for execution of research project.

- Disciplinary knowledge

Broader knowledge on research area, total skill set, insight in scope and context of research, discipline of electrical engineering.

- Ability to connect problem definition to research field/sub-questions

Ability to deconstruct research problem(s) in sub-problems, connect to knowledge, and synthesize solutions.

Research and design skills

- Formulation of research questions

Quantification and clarity of problem formulation, clarity of research for project aims, formulation of sub-goals.

- Quality and quantity of established results

Quality of results in terms of scientific and/or functional value. Quantity of results in view of project time.

- Creativity, originality, innovative value

Originality of contributions, creativity of solution(s), innovative value.

- Critical attitude towards results, methodology, scope and perspective of research

Ability to critically assess, analyse and defend the relevance of contributions, scientific way of working.

Execution

- Level of independency

Pro-activity and independence in the execution and organization of the project, networking activities for acquiring knowledge.

- Commitment and dedication

Commitment in the project, problem-ownership, dedication, general level of responsibility, responsibility as team member.

- Time planning

Effectivity of time planning, ability to adhere to planning or adjust planning where necessary. General timing.

- Effectiveness

Ability to communicate with specialists and peers, organization of research, preparation and effectiveness of technical meetings.

Report

- Readability of report

Formulation, ease of understanding, perceptibility, correctness of English, good use of figures, graphs and tables.

- Problem formulation

Clarity of main objectives, problem definition, formulation of sub-questions.

- Quality of content

Scientific quality of report, clarity of summary, clarity of exposition, clarity of figures, clarity of reasoning, accuracy of proofs, (suitability for publication).

- Structure and organization of report

Introduction, literature review, problem formulation, methodology, analysis and results, conclusions.

Presentation and defense

- Coverage of research outcomes

Clarity of problem formulation, clarity on contributions and main conclusions from the research. Choice and relevance of presented material.

- Presentation skills

Didactic quality of presentation, clarity, pace, self-confidence, correctness of formulations, accuracy of timing, fitting for audience, ability to attract attention and interest from audience.

- Quality of supporting material

Effectiveness of visual support (slides), quality of demonstration, sound or other equipment.

- Discussion skills

Initiative and initiation of discussion, flow and focus in discussion, confidence in responses.