

Name of the student

Student number

Project title

Grade for general aspects

Grade for physics aspects

* Has the report been

checked for plagiarism?

Research group

Course code

202000716 (15 EC)

Date of final presentation

Assessment committee

	Name	Signature**
Chair ¹		
External member ²		
Daily supervisor		
Additional member (optional)		

**

Explanation

How to use this form:

- Fill out the student name, number, title of the project, research group, course code and date.
- For each evaluation point, describe the most relevant positive points and suggestions for improvement; The assessment form serves as a basis for the two grades and also as feedback for the student.
- Use the test scheme and course information as guidelines to reach the two grades: One grade for the general aspects and one grade for the physics aspects of the assignment. Both grades should be given to one decimal place. Together the grades form the final result for the assignment.
- After the form has been completed, digitally sign the form. After each digital signature the form will be saved. After that, the next one can sign.***
- Save a copy of the completed form for the student and the research group (it can also be sent by email later.)
- The chair takes care of sending the form to BOZ (BOZ-TN@utwente.nl) and tn-tnw@utwente.nl.

* The student has the responsibility to somehow provide evidence that the report has been checked for plagiarism. For more information, contact the Applied Physics staff.

** After the chairman has digitally signed the form, it will be locked. It is only possible to add the other digital signatures.

*** See <https://www.utwente.nl/nl/tn/onderwijs/ict/Digital-signing/> for more information about digitally signing

¹ Responsible teacher (UD, UHD, Prof.)

² From other independent AP chair; at least doctoral degree.

General aspects

Evaluation points

Remarks and feedback

Reporting	Positive points: Suggestions for improvement:
Oral presentation & discussion	Positive points: Suggestions for improvement:
Research attitude	Positive points: Suggestions for improvement:
Professional communication	Positive points: Suggestions for improvement:
Research independence	Positive points: Suggestions for improvement:

Physics aspects

Research plan and context	Positive points: Suggestions for improvement:
Theoretical and/or experimental skills	Positive points: Suggestions for improvement:
Analysis skills	Positive points: Suggestions for improvement:
Scientific approach & handling of complexity	Positive points: Suggestions for improvement:

Test scheme bachelor assignment

Module level		Osiris level			Subject level		
<i>Topic</i>	<i>min. grade</i>	<i>Subject</i>	<i>min. grade</i>	<i>Weight</i>	<i>Subject</i>	<i>Way of assessment</i>	<i>Weight</i>
Bachelor assignment	≥ 5,5	General aspects	≥ 5,5	50%	Learning objective 1	Progress meeting with supervisor(s)	10%
					Learning objective 2	Attitude during the assignment and meetings	20%
					Learning objective 3	Observation from the supervisor(s)	10%
					Learning objective 4	Report	30%
					Learning objective 5	Presentation and discussion	20%
					Learning objective 6	Context in report and presentation	10%
		physics aspects	≥ 5,5	50%	Learning objective 7	Context in report and presentation	20%
					Learning objective 8	Observation supervisor(s); report; presentation	80%

Course information

Course description

The Bachelor programme in Applied Physics ends with the Bachelor assignment. This allows the student to apply the knowledge and skills gained from experiments, use of theoretical models, data analysis and oral and written presentations throughout the entire Bachelor degree to a real area of research.

The student is responsible for contacting a research group and designing the project description (the research group will help with the latter). Before the start of the project, the project description and names of the assessment committee must be submitted to the secretary of the exam committee for review (via the programme coordinator).

The Bachelor assignment lasts 10 weeks full time (longer in the case of part-time research) and is based in the research group of the Chair. A daily supervisor (tutor) and teacher are assigned to assist in the smooth running.

Course content

The Bachelor assignment begins with an introduction and literature review. Then, the student must design an appropriate research plan and schedule that, with appropriate supervision, will allow him/her to address the research question.

The proposed research must contain sufficient scope and complexity to satisfy the requirements of a Bachelor assignment. It usually fits within the framework of ongoing scientific research of the host Chair. Throughout the project, the student discusses progress with the supervisor and teacher and adjusts the future direction as appropriate.

The Bachelor assignment ends with a written report and oral presentation, at the level expected of B3-students of Applied Physics. Assessment is done by the tutor, teacher, and an external committee member. The external committee member and teacher must both hold PhDs and be independent researchers (e.g., academic staff), coming from two different Chairs within Applied Physics (The tutor/daily supervisor is exempt from these requirements).

<p style="text-align: center;">Learning objectives</p> <p>After finishing the bachelor assignment, the student is able to:</p>	<p style="text-align: center;">Way of assessment</p>	<p style="text-align: center;">Weight</p>
1. Organise and plan a research project, from problem analysis to inclusion of feedback.	Progress meeting with supervisor(s)	5%
2. Demonstrate independence in the preparation and implementation of a research project, including use of critical scientific thinking.	Attitude during the assignment and meetings	10%
3. Function professionally, in terms of communication with other students and teachers, as well as collaborate within the research community (including beyond Applied Physics).	Observation from the supervisor(s)	5%
4. Provide a clear, structured, content-based, written report.	Report	15%
5. Orally present his/her research, through a clear, structured, content-based presentation, including discussion and questions/answers with a scientific audience (other students, graders, etc).	Presentation and discussion	10%
6. Place his/her research in a social context, as well as take into account safety, environmental, and ethical issues.	Context in report and presentation	5%
7. Gather, select and process relevant scientific information with the use of concept and theories from the relevant field, including state of the art.	Context in report and presentation	10%
8. Conduct Applied Physics research at the level expected of a final year Bachelor student, including using a systematic/logical approach to: Problem analysis, formulation of research question, theoretical and/or experimental methods, data collection, and analysis (including computation where necessary); and to be able to explain, with reasoning, why these approaches have been chosen.	Observation supervisor(s); report; presentation	40%

Learning objectives 1 to 6 determine the general aspects (=50%); learning objectives 7 and 8 determine the physics aspects of the assignment (=50%).