

## Annexe A: New/Revised Course Content in OBTL+ Format

### Course Overview

Expected Implementation in Academic Year	AY2026-27
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1 Semester 2
Course Author * Faculty proposing/revising the course	Chang Guoqing (Asst Prof)
Course Author Email	guoqing.chang@ntu.edu.sg
Course Title	Final Year Project
Course Code	PH4422
Academic Units	8
Contact Hours	40
Research Experience Components	Final Year Project (FYP)

## Course Requisites (if applicable)

Pre-requisites	PHY MH1802, MH1803, MH2801, MH2802, PH1104, PH1105, PH1106, PH1107, PH1198, PH1199, PH2101, PH2102, PH2103, PH2104 (PPHY only), PH2198, PH2199, PH2301 (APHY only), PH3101, PH3103, PH3199, PS0001, PS0002  PHMS MH1100, MH1101, MH1200, MH1201, MH1300, MH1403, MH2100, MH2220, MH2500, MH2801, MH3100, MH3110, PH1104, PH1105, PH1106, PH1107, PH1198, PH2101, PH2102, PH2103, PH2198, PH2199, PH3101, PH3103, PS0001, PS0002
Co-requisites	
Pre-requisite to	
Mutually exclusive to	PH4421 Final Year Project
Replacement course to	
Remarks (if any)	

## Course Aims

Final Year Project aims to allow you to gain insights into the breadth and diversity of research work in Physics. You will learn to critically review scientific literature, systematically collect data, and logically analyze results in a selected specialized area of study. You will also develop and polish your oral and written communication skills. After going through the rigorous research process, you will be well-prepared for higher degree studies (M.Sc / Ph.D), or technically demanding and investigative work in the industries.

## Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Determine appropriate research methodologies.
ILO 2	Apply problem-solving and critical thinking skills in the research context.
ILO 3	Analyze and critically review scientific literature such as journal papers.
ILO 4	Analyze data in a systematic manner.
ILO 5	Analyze, evaluate and interpret results.
ILO 6	Explain findings in summarized form and justify your conclusions.
ILO 7	Describe the significance of problems addressed through the writing of report and presentations.
ILO 8	Explain and defend your work to reviewers.

## Course Content

You will experience independent learning through research work in your chosen project field under the supervision of one or more professors. At the end of the project, you are required to produce a thesis report, give a seminar-style presentation, and undergo an in-person oral examination (viva).

## Reading and References (if applicable)

Reading materials are dependent on the selected field of study and specific to each project. The supervising faculty will recommend reading materials, and you will be expected to carry out a comprehensive literature review as well.

## Planned Schedule

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
1	To be discussed and agreed on between you and your supervising faculty.	All	In-person		
2	To be discussed and agreed on between you and your supervising faculty.	All	In-person		
3	To be discussed and agreed on between you and your supervising faculty.	All	In-person		
4	To be discussed and agreed on between you and your supervising faculty.	All	In-person		
5	To be discussed and agreed on between you and your supervising faculty.	All	In-person		
6	To be discussed and agreed on between you and your supervising faculty.	All	In-person		
7	Submission of midterm report.	All	In-person		
8	Presentation of the midterm report.	All	In-person		
9	To be discussed and agreed on between you and your supervising faculty.	All	In-person		
10	To be discussed and agreed on between you and your supervising faculty.	All	In-person		

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
11	To be discussed and agreed on between you and your supervising faculty.	All	In-person		
12	To be discussed and agreed on between you and your supervising faculty.	All	In-person		
13	Submission of thesis	All	In-person		
14	Oral presentation and Viva	All	In-person		

## Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Active Learning	You will have the opportunity to learn to be responsible, independent, self-disciplined and self-motivated. You are expected to become better at managing your time, resources and emotions in this independent supervised research work. You would be acquiring critical and logical thinking skills, and creative problem-solving skills. You would gain confidence in your work and yourselves, and develop excellent oral and written communication skills. These skills would prepare you well for higher degree studies (M.Sc / Ph.D), or technically demanding and investigative work in the industries.

# Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Description of Assessment Component	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Report/Case study(Midterm Report (Supervisor Assessment))	1-3		10	In Week 7, students are required to submit a midterm report of at least 10 pages (12pt font, 1.5 line spacing), that consists of (a) an abstract (1/2 page), stating the research question to be addressed, (b) a comprehensive literature survey (5-7 pages including graphics) discussing the research question in relation to the field of research, any preliminary data (2-4 pages with graphics), and a conclusion/outlook. Parts of this report may be reused for the FYP final report. The midterm report will be assessed by the faculty supervisor.	Individual	Analytic	Relational
2	Summative Assessment (EXAM): Presentation(Final Year Project Presentation (Examiner))	6-8	Students are required to give a presentation of their FYP.	20	Please refer to the rubrics	Individual	Analytic	Extended Abstract

No.	Component	ILO	Related PLO or Accreditation	Weightage	Description of Assessment Component	Team/Individual	Rubrics	Level of Understanding
3	Summative Assessment (EXAM): Report/Case study(Thesis Report (Examiner))	1-7		30	Students are required to submit a thesis report.	Individual	Analytic	Extended Abstract
4	Summative Assessment (EXAM): Oral Test(Thesis Viva (Examiner))	6-8		20	Students are supposed to undergo a thesis viva.	Individual	Analytic	Extended Abstract
5	Continuous Assessment (CA): Others(Supervisor assessment of research experience demonstrated during FYP)	1-8		20	Please refer to the rubrics	Individual	Analytic	Extended Abstract

Description of Assessment Components (if applicable)

Formative Feedback

You will receive formative feedback in written or verbal form from your supervisor(s) on the progress of your research project.

## NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Collaboration	Advanced
Communication	Advanced
Creative Thinking	Advanced
Curiosity	Advanced
Problem Solving	Advanced

# Course Policy

## Policy (Academic Integrity)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

## Policy (General)

You are expected to complete all assigned readings and activities, attend all lab sessions/ research meetings punctually and complete all scheduled tasks by due dates. You are expected to take responsibility to follow up with notes, assignments and related announcements for research sessions you have missed. You are expected to participate in all research discussions and activities.

## Policy (Absenteeism)

Absence from lab sessions/ research meetings without a valid reason will affect overall course grade. Valid reasons include Medical Certificate\* or Official Letter of Excuse.

\* The medical certificate mentioned above should be issued in Singapore by a medical practitioner registered with the Singapore Medical Association.

## Policy (Others, if applicable)

### Diversity and inclusion policy

Integrating a diverse set of experiences is important for a more comprehensive understanding of science.

It is our goal to create an inclusive and collaborative learning environment that supports a diversity of perspectives and learning experiences, and that honours your identities; including ethnicity, gender, socioeconomic status, sexual orientation, religion or ability.

To help accomplish this:

If you are neuroatypical or neurodiverse, have dyslexia or ADHD (for example), or have a social anxiety disorder or social phobia;

If you feel like your performance in the class is being impacted by your experiences outside of class;

If something was said in class (by anyone, including the instructor) that made you feel uncomfortable;

Please speak to your teaching team, our school pastoral officer or a peer or senior (either in-person or via email) about how we can help facilitate your learning experience.

As a participant in course discussions, you should also strive to honour the diversity of your classmates. You can do this by: using preferred pronouns and names; being respectful of others opinions and actively making sure all voices are being heard; and refraining from the use of derogatory or demeaning speech or actions.

All members of the class are expected to adhere to the NTU anti-harassment policy. if you witness something that goes against this or have any other concerns, please speak to your instructors or a faculty member.

**Appendix 1: Supervisor’s Assessment Rubrics for Final Year Project Presentation  
Midterm Report (10%)**

	<b>Far Exceed Expectations (21-25)</b>	<b>Exceed Expectations in some areas (16-20)</b>	<b>Meet Expectations (11-15)</b>	<b>Meet Expectations in some areas (6-10)</b>	<b>Below Expectations (0-5)</b>	<b>Score</b>
<b>Research Question &amp; Plan</b> (has a clear research question been identified, based on gaps identified in existing literature in the relevant field of research?)	Research question is clearly motivated and interesting. Project is very challenging but realistic	Research question has been motivated. Project is challenging but realistic	Research question has been somewhat motivated. Project is realistic	Research question has been poorly motivated.	Research question has not been motivated at all.	<b>/ 25</b>
<b>Effort</b> (Is the report and preliminary data consistent with the required time for the project, i.e. 5 hours a week over 14 weeks?)	Report is far <u>above standard</u> <u>considering</u> the required time for the project.	Report is <u>commensurate with</u> the required time for the project.	Report is <u>somewhat commensurate</u> with the required time for the project.	Report is <u>hardly commensurate</u> with the required time for the project.	Report is <u>incommensurate</u> with the required time for the project.	<b>/ 25</b>
<b>Preliminary Data</b> (has preliminary data been included? If yes, is the error analysis appropriate? Are the figures and graphs informative?)	<u>A significant amount of high-quality, meaningful preliminary data has been included. Very productive discussions and deep analyses;</u> critique extends beyond the requirements of the project into new scenarios.	<u>A good amount of preliminary data was included. Productive discussions and analyses;</u> critique of how different aspects of the project interact with each other and their impact on the project.	<u>Some Preliminary data was included. Adequate discussions and analyses;</u> critique of more than one aspect of the project, but unable to connect them.	<u>Little preliminary data was included. Little discussions and analyses;</u> critique involved only a single aspect of the project.	<u>No preliminary data was included. Hence, no discussions, analyses or critique were presented.</u>	<b>/ 25</b>
<b>Overall Quality of Midterm Report – with particular emphasis on Literature Survey</b> (Is the report organized and coherent? Is the report properly cited? Supervisors should also take	<u>Very large number of cited works, both text and visual, were present to support the research question in the midterm report.</u>	<u>Large number of cited works, both text and visual, were present to support the research question in the midterm report.</u>	<u>Some cited works, both text and visual, were present to support the research question in the midterm report.</u>	<u>Very few cited works, both text and visual, were present to support the research question in the midterm report.</u>	<u>Absence of any cited works, both text and visual, to support the research question in the midterm report.</u>	<b>/ 25</b>

into account how much help the student needed to complete the report.						
					<b>Total:</b>	<b>/ 100</b>

**Appendix 2: Examiner’s Assessment Rubrics for Final Year Project Presentation  
Presentation (20%)**

	<b>Far Exceed Expectations (21-25)</b>	<b>Exceed Expectations in some areas (16-20)</b>	<b>Meet Expectations (11-15)</b>	<b>Meet Expectations in some areas (6-10)</b>	<b>Below Expectations (0-5)</b>	<b>Score</b>
<b>Overall Organization</b> (Did the student describe the background behind the project, framework for experimental, theoretical, or computational studies, emphasized the original results obtained and their significance, and concluded appropriately? Good time management?)	<u>Absolutely significant.</u> Background behind project was <u>described in extreme depth and original concepts developed.</u> <u>Excellent time management.</u>	<u>Reasonably significant or had made non-trivial improvements</u> on existing ideas. Background behind project was <u>described in great depth.</u> <u>Great time management.</u>	<u>Not totally significant</u> but had made <u>some minor improvements</u> on existing ideas. Background behind project was <u>described in depth.</u> <u>Good time management.</u>	<u>Not totally significant</u> but had made <u>modifications (not necessarily improvements)</u> on existing ideas. Background behind project was <u>described in some depth.</u> <u>Below average time management.</u>	The project was a <u>direct copy of (cited)</u> existing ideas <u>without the slightest modifications.</u> Background behind project was <u>not described in any depth.</u> <u>Poor time management.</u>	<b>/ 25</b>
<b>Visual Presentation</b> (Are the slides informative? Are review slides included? Are the slides too cluttered or too sparse?)	Visuals were <u>very helpful</u> to audience.	Visuals were <u>helpful</u> to audience.	Visuals were <u>somewhat helpful</u> to audience.	Visuals were <u>mostly unhelpful</u> to audience.	Visuals were <u>not helpful</u> to audience.	<b>/ 25</b>
<b>Oral Presentation</b> (Was the presentation audible? Was it monotonous, or did the student injected emphases at key points? Was the relevant physics brought across clearly and concisely?)	Ideas were presented <u>very clearly.</u> Provided <u>more than the required</u> information about the project; <u>completely accurate.</u>	Ideas were <u>presented clearly.</u> Provided <u>required</u> information about the project; <u>mostly accurate.</u>	Ideas were presented <u>somewhat clearly</u> (i.e. generally able to follow but could be more precise, concise). Provided <u>most of the required</u> information about the project; <u>mostly accurate.</u>	Ideas were <u>mostly unclear.</u> Provided <u>some of the required</u> information about the project; <u>some major errors.</u>	Ideas were <u>not presented clearly.</u> Provided <u>little to none of the required</u> information about the project; <u>major errors.</u>	<b>/ 25</b>
<b>Q&amp;A</b> (Did the student understand the questions, and answer to the point? Was the student confident in his/her answer?)	<u>Very productive discussions and deep analyses;</u> critique extends beyond the requirements	<u>Productive discussions and analyses;</u> critique of how different aspects of the project interact with each other	<u>Adequate discussions and analyses;</u> critique of more than one aspect of the project, but unable to	<u>Little discussions and analyses;</u> critique involved only a single aspect of the project.	<u>No discussions, analyses or critique.</u>	<b>/ 25</b>

	of the project into new scenarios.	and their impact on the project.	connect them.			
					<b>Total:</b>	<b>/ 100</b>

**Appendix 3: Examiner’s Assessment Rubrics for Final Year Project Presentation  
Thesis Report (30%)**

	<b>Far Exceed Expectations (21-25)</b>	<b>Exceed Expectations in some areas (16-20)</b>	<b>Meet Expectations (11-15)</b>	<b>Meet Expectations in some areas (6-10)</b>	<b>Below Expectations (0-5)</b>	<b>Score</b>
<b>Difficulty &amp; Originality</b> (Is the project a new initiative, or is it similar to a previous or ongoing project? Is setting up the experiment or analyzing the data challenging? Does the project involve very sophisticated theory, or does it require very heavy and challenging code development?)	Project was <u>very challenging</u> in carrying out.	Project was <u>challenging</u> in carrying out.	Project was <u>moderately challenging</u> to carry out.	Project was <u>slightly challenging</u> to carry out.	Project was <u>not challenging at all</u> to carry out.	<b>/ 25</b>
<b>Effort</b> (Is the work done consistent with the required time for the project, i.e. 5 hours a week for 28 weeks?)	Work done was <u>very consistent</u> with the required time for the project.	Work done was <u>consistent</u> with the required time for the project.	Work done was <u>somewhat consistent</u> with the required time for the project.	Work done was <u>mostly inconsistent</u> with the required time for the project.	Work done was <u>totally inconsistent</u> with the required time for the project.	<b>/ 25</b>
<b>Original Contribution</b> (Has the student designed or constructed equipment? Has the student developed theoretical models? Has the student written computer programmes?)	<u>Absolutely original and groundbreaking.</u>	<u>Not totally original</u> but had made <u>non-trivial improvements</u> on existing ideas.	<u>Not totally original</u> but had made <u>some minor improvements</u> on existing ideas.	<u>Not totally original</u> but had made <u>modifications</u> (not necessarily improvements) on existing ideas.	The project was a <u>direct copy of existing ideas without the slightest modifications.</u>	<b>/ 25</b>
<b>Quality of Thesis</b> (Is the thesis clear? Is the organization and prose coherent? Was a proper literature review conducted? Were the references properly cited? Is the error analysis appropriate? Are the figures and graphs informative?)	<u>Very productive discussions and deep analyses;</u> critique extends beyond the requirements of the project into new scenarios.  <u>Very large number of cited works, both text and visual,</u> were present to support the	<u>Productive discussions and analyses;</u> critique of how different aspects of the project interact with each other and their impact on the project.  <u>Large number of cited</u>	<u>Adequate discussions and analyses;</u> critique of more than one aspect of the project, but unable to connect them.  <u>Some cited works, both text and visual,</u> were	<u>Little discussions and analyses;</u> critique involved only a single aspect of the project.  <u>Very few cited works, both text and visual,</u> were present to support the	<u>No discussions, analyses or critique.</u>  <u>Absence of any cited works,</u> both text and visual, to support the ideas proposed in the thesis	<b>/ 25</b>

Supervisors should also take into account how much help the student needed to complete the thesis.	ideas proposed in the thesis.	<u>works, both text and visual</u> , were present to support the ideas proposed in the thesis.	present to support the ideas proposed in the thesis.	ideas proposed in the thesis.		
					<b>Total:</b>	<b>/ 100</b>

**Appendix 4: Examiner's Assessment Rubrics for Final Year Project Presentation  
Thesis Viva (20%)**

	<b>Far Exceed Expectations (21-25)</b>	<b>Exceed Expectations in some areas (16-20)</b>	<b>Meet Expectations (11-15)</b>	<b>Meet Expectations in some areas (6-10)</b>	<b>Below Expectations (0-5)</b>	<b>Score</b>
<p><b>Understanding of Theory</b> (Did the student have a firm grasp of the physical theories behind the project? Does the student appreciate the motivation behind the project, and the significance of the study?)</p>	Demonstrated <u>extremely thorough understanding</u> of the research project.	Demonstrated <u>thorough understanding</u> of the research project.	Demonstrated <u>considerable understanding</u> of the research project.	Demonstrated <u>limited understanding</u> of the research project.	Demonstrated <u>completely no understanding</u> of the research project.	<b>/ 25</b>
<p><b>Understanding of Implementation</b> (Did the student have a good understanding on the experimental design, instrumentation, data acquisition and analysis? Did the student have a good understanding of theoretical or computational frameworks and methods?)</p>	Identifies, with an <u>extremely high degree</u> of understanding, how research skills and knowledge can be applied.	Identifies, with a <u>high degree</u> of understanding, how research skills and knowledge can be applied.	Identifies, with a <u>considerable degree</u> of understanding, how research skills and knowledge can be applied.	Identifies, with <u>some degree</u> of understanding, how research skills and knowledge can be applied.	Identifies, with <u>no degree</u> of understanding, how research skills and knowledge can be applied.	<b>/ 25</b>
<p><b>Independent &amp; Original Contribution</b> (Did the student receive any help from graduate students in the group? How much guidance did the student received from the supervisor? Did the student frequently inject original ideas into the project?)</p>	Shares research ideas, and plans with an <u>extremely high degree of independency.</u>	Shares research ideas, and plans with a <u>high degree of independency.</u>	Shares research ideas, and plans with a <u>considerable degree of independency.</u>	Shares research ideas, and plans with <u>some degree of independency.</u>	Shares research ideas, and plans with <u>no degree of independency.</u>	<b>/ 25</b>
<p><b>Q&amp;A</b> (Was the student able to make educated guesses when asked open-ended questions? Did the student employ sound arguments in his/her reasoning?)</p>	<u>Very productive discussions and deep analyses;</u> critique extends beyond the requirements of the project into new scenarios.	<u>Productive discussions and analyses;</u> critique of how different aspects of the project interact with each other and their impact on the project.	<u>Adequate discussions and analyses;</u> critique of more than one aspect of the project, but unable to connect them.	<u>Little discussions and analyses;</u> critique involved only a single aspect of the project.	<u>No discussions, analyses or critique.</u>	<b>/ 25</b>

					<b>Total:</b>	<b>/ 100</b>
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**Appendix 5: Supervisor’s Assessment Rubrics for Research Experience Demonstrated During FYP (20%)**

	<b>Far Exceed Expectations (21-25)</b>	<b>Exceed Expectations in some areas (16-20)</b>	<b>Meet Expectations (11-15)</b>	<b>Meet Expectations in some areas (6-10)</b>	<b>Below Expectations (0-5)</b>	<b>Score</b>
<b>Initiative &amp; Motivation</b> (Did the student appear motivated to complete the tasks assigned to him/her? Did the student take the initiative to read up on project, and proactively clarify doubts with his/her supervisor and colleagues?)	Demonstrated <u>extremely strong motivation and initiative</u> throughout the research project.	Demonstrated <u>strong motivation and initiative</u> throughout the research project.	Demonstrated <u>reasonably strong motivation and initiative</u> throughout the research project.	Demonstrated <u>a moderate amount of motivation and initiative</u> throughout the research project.	Demonstrated <u>a lack of motivation and initiative</u> throughout the research project.	<b>/ 25</b>
<b>Practical Ability and Creativity</b> (Did the student complete his/her assigned tasks satisfactorily? Did the student expect supervisor input for simple problems, or did the student come up with innovative solutions of his/her own?)	<u>Completed all assigned tasks, with an extremely high degree of understanding, how research skills and knowledge can be applied.</u>	<u>Completed most of the assigned tasks, with a high degree of understanding, how research skills and knowledge can be applied.</u>	<u>Completed a considerable number of assigned tasks, with a considerable degree of understanding, how research skills and knowledge can be applied.</u>	<u>Completed a few of the assigned tasks, with some degree of understanding, how research skills and knowledge can be applied.</u>	<u>Completed none of the assigned tasks, with no degree of understanding, how research skills and knowledge can be applied.</u>	<b>/ 25</b>
<b>Personal Discipline</b> (Did the student have a good management scheme for the data and calculations done for the project? Is the student neat, and focused on his/her work?)	Developed an <u>excellent</u> management scheme for the data and calculations done for the project.	Developed an <u>above average</u> management scheme for the data and calculations done for the project.	Developed an <u>average</u> management scheme for the data and calculations done for the project.	Developed a <u>below average</u> management scheme for the data and calculations done for the project.	Developed an <u>extremely bad</u> management scheme for the data and calculations done for the project.	<b>/ 25</b>
<b>Group Dynamics</b> (Did the student provide regular updates to his/her supervisor? Did the student work well with other members of the research group?)	Shares research ideas, and plans with an <u>extremely high degree of effectiveness.</u>	Shares research ideas, and plans with a <u>high degree of effectiveness.</u>	Shares research ideas, and plans with a <u>considerable degree of effectiveness.</u>	Shares research ideas, and plans with <u>some degree of effectiveness.</u>	Does not share research ideas, and plans with <u>extremely bad degree of effectiveness.</u>	<b>/ 25</b>
					<b>Total:</b>	<b>/ 100</b>