



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Swansea
College of Art
Founded 1853

ACHA6013

Independent Project

Handbook

2021 - 2022

Automotive & Transport Design

KEY DATES

MODULE BRIEF SET -

Tuesday 19th October 2021

Task 1 Inquiry DEADLINE -

Wednesday 8th December 2021 (2pm)

Task 2 Design DEADLINE -

Wednesday 5th January 2022 (2pm)

FEEDBACK-

1- Wednesday 26th January 2022

2 - Wednesday 2nd February 2022

TABLE OF CONTENTS

WHAT IS AN INDEPENDENT INQUIRY?	3
DEFINING A TOPIC	3
RESEARCH	4
PRIMARY AND SECONDARY RESEARCH	5
PLAGIARISM AND TURNITIN	6
ETHICS	6
LENGTH AND PRESENTATION STRUCTURE	6
YOUR INTRODUCTION	8
YOUR CHAPTERS	9
YOUR CONCLUSION	9
STRUCTURE	9
ACADEMIC STYLE	10
CRITICAL ENGAGEMENT	10
WRITING – SOME COMMON PROBLEMS	10
REFERENCING AND BIBLIOGRAPHY	12
PRESENTATION	15
ASSIGNMENT BRIEF	16

WHAT IS AN INDEPENDENT INQUIRY?

An Independent Inquiry is a substantial piece of self-directed research on our undergraduate programmes. It gives the opportunity to examine, in some detail, a topic of your choice. To complete the Independent Inquiry, you will:

- Define a research topic and create an overarching research question
- Identify appropriate source material and carry out the necessary research
- Formulate key questions and evaluate and discuss your material
- Organise material logically in order to produce a coherent argument
- Present, reference and illustrate an argument to a high standard

Whatever the topic, enquiry must be grounded in **research**. Books, journal articles, image banks, films, exhibitions/catalogues etc. are the most usual source of information and ideas. What we are looking for is a personal and critical evaluation of the relevant source material. A good argument, thesis or analysis is always supported by evidence.

Occasionally, students have a style of learning where they think or process information visually rather than verbally (which can be monitored but may also be identified by academic staff). If this applies to you and your Independent Inquiry topic lends itself to visually structured arguments, it may be possible for you to organise your Independent Inquiry visually.

DEFINING A TOPIC

By the beginning of this module, you should already have a well-developed topic. You may have defined your main research question or a set of underlying questions to direct your research and thinking. You may not have started writing. This is not a race. The main thing to remember is that a good Independent Inquiry demonstrates understanding, interpretation, analysis, independent research and critical awareness of a self-directed area of study.

Choice of topic is most likely to emerge from contextual studies and studio practice. Connection with the theory, processes and products of art, architecture and/or design is essential, but the most important thing is that the topic should be of personal and academic interest, as it has to sustain interest for a long period of time. Choose a topic that offers scope for originality.

The process of research should be one of discovery; it helps to choose something that holds the promise of further exploration.

Ensure you can understand your research material – e.g. it is *not* a good idea to use psychoanalytic theory as part of your argument, if you find it difficult to follow the texts that deal with this.

Your topic does not have to be a question; it can simply be a statement of exploration.

RESEARCH

This is the foundation of your Independent Inquiry. All research must be thoroughly grounded in appropriate sources and these must be clearly acknowledged throughout your work.

Most students will make substantial use of the UWTSD's library resources for journals, books and online materials.

Use of the Internet is permitted, but we discourage overuse. Authored sites are preferred and all sites must be acknowledged in your referencing and bibliography. Please note that websites such as Wikipedia, while useful resources, are not acceptable, as research sources in your Independent Inquiry and you should avoid using them.

Library and Learning Resources

The Library and Learning Resources (LLR) aims to support all members of the University by providing access to high quality resources, sources of support and a variety of learning spaces to suit the needs of all its students, staff and researchers.

The LLR provides on and off campus access to thousands of online journals, eBooks, and subscribes to online databases relevant to each subject area; in addition to an extensive collection of printed resources, books and journals. Each Faculty has a designated Academic Liaison Librarian who will provide general induction tours of the Library, as well as more specialised sessions to help students to access the online resources, and to develop the skills required to find, use and evaluate information sources. This support can be provided face-to-face or remotely; by email, over the phone or via Skype. The LLR runs an InfoSkills programme which includes sessions on referencing, copyright, plagiarism and managing your online identity. The library offers access to a wide range of information sources in varied and accessible formats and has a designated member of staff who can help and advise students with disabilities or specific learning requirements, ensuring equality of provision and access to learning materials.

The LLR has a *Need More?* service which aims to provide a one stop shop for all learning resource needs, for example, if a book, journal or thesis is needed which is not in the library stock then it may be purchased or borrowed from another library or as an e-book rental. Further information can be found here: <http://www.uwtsd.ac.uk/library/library-guide/need-more/>.

For recent service developments, updates and contact information please visit the University Library website at <http://www.uwtsd.ac.uk/library/> or follow the LLR on Facebook and Twitter.

The two main databases for Art and Design are 'Art and Architecture Source' and 'Proquest Arts', but there is also "Proquest Central" for more humanities and social science based references.

PRIMARY AND SECONDARY RESEARCH

These are the two types of research. Most students use only secondary research (i.e. the ideas and opinions of others) as source material. Primary research might include interviews, visits to exhibitions, correspondence with galleries, museums, archives, arts organisations, studios etc. Remember to always document both types of research.

Questions for interviews should be carefully focused and formulated in advance. The outcomes should be cited or discussed where appropriate in your argument but not quoted verbatim at length.

Questionnaires?

Students are discouraged from using questionnaires in their research process. However, if you believe a questionnaire is essential to your Independent Inquiry, you should discuss your questionnaire methodology with your individual supervisor.

Gathering Information

You may just wish to scan some texts (looking for relevance) and others you may want to take a long time over. It is a good idea to break down sentences if you do not understand the text, and sometimes it is better to read something right through to get a sense of it first, before going back to make relevant notes from it.

Always try and read with your topic in mind

The best way to ensure are engaging your mind as you are reading is to use your pen. Writing your own notes forces you to make sense of what you read. You should question as you read - the underlying purpose of reading is not just to gather facts, but to *develop your understanding* of the subject and give you new ideas.

Underlining or highlighting a text is fine – only photocopies of books and journals, please. This will help focus attention, but you will still get the best understanding from making your own notes alongside those you have highlighted.

Remember to keep very careful records – it will save you a lot of time in the long run

1. What has been directly copied and may be used as a quote, and what is in your own words in notes, to ensure against inadvertent plagiarism.
2. Page numbers relating to your reading, which you will need for referencing ideas and quotes, which will ensure against inadvertent plagiarism.
3. All the information needed for References and Bibliography (author/s, date/s of publication, etc.)

If possible, keep all your bibliographical references listed in alphabetical order by author on a database and organise this properly from the very beginning. Remember to copy your Independent Inquiry drafts onto a memory stick or hard drive that is separate from your main computer. If for some reason, you cannot do either, send yourself an email with your Independent Inquiry as an attachment. *Never* finish working for the day without saving your Independent Inquiry to an external source.

How much Research?

You need to manage your reading by not over-loading with too much, and not opting for too little (set a reasonable target of reading) – your supervisor can advise. It is particularly important with something of this length to try and deal with reading in a manageable way. Monitor your progress, and re-set targets in the light of that progress.

It is better to have over-researched your topic and to leave some things out than the other way around.

PLAGIARISM AND TURNITIN

The University has adopted the use of **Turnitin** software for the detection of possible plagiarism in any work submitted for assessment by a student. By searching a database of reference material gathered from different sources, Turnitin enables academic staff to identify the original source of material that has been included in the work submitted. Turnitin highlights sections of text that have been found in other sources, it does not decide if that text is incorrectly cited or plagiarised. Your supervisor will receive an “originality report” on the submitted work and on the basis of that report will form an opinion of the level of citation or possible plagiarism.

The University considers that the proper citation and authenticity of work submitted by students is essential for the maintenance of academic standards, and that the use of Turnitin will help students to achieve this objective.

You will be required to submit your work as an electronic copy onto Turnitin. The digital submission will be the only submission.

REMEMBER: Plagiarism is passing another person’s work off as your own. This is intellectual theft. It is *always* taken seriously by the Institution and necessitates a formal enquiry and possible ‘unfair practice’ procedures. If you are found guilty of plagiarism, you risk failing your whole degree.

ETHICS

If research involves live human (or animal) subjects, there may be issues of consent/co-operation/confidentiality so students may be required to fill in an **Ethics Approval Form**. You *must* demonstrate that all necessary precautions have been taken to protect the wellbeing of the subject. Such issues should be discussed with your supervisor.

LENGTH AND PRESENTATION STRUCTURE

The word count for the Independent Inquiry is 4,000 words. This excludes references, summary of topic, bibliography and lists of illustrations. Quotes in the main body of the text are included in the word count. This word count allows for a **minimum of 3,800** words and a **maximum of 4,500 words**. An Independent Inquiry that does not fit this range risks being penalised. You must state the word count on the cover page.

The most common structure for an Independent Inquiry is:

1. Title Page:

Title, name, the statement “Submitted in partial fulfillment of the requirements for the degree of BA (Hons) University of Wales Trinity Saint David, Swansea, and the date of presentation (i.e. 16th December 2016). NOTE: Your title does not have to be in the form of a question. It can be presented as a statement of enquiry. Remember to keep it short.

2. Table of Contents:

Chapter numbers and titles, and numbers of their first pages on the left hand side, page numbers of the right hand side. Also include the word count.

3. List of Illustrations:

List any figures/illustrations/tables by number (**Fig. 1**, etc.). You must include details such as the *artist, designer*, etc. including the *title* or *description* of the work (in italics), the *date* (and *location* if appropriate), *medium* (if appropriate), *dimensions* (if appropriate). If the work is known by more than one name, please put the alternative name in brackets. This takes a lot longer than you may think, so allow plenty of time. Full details of how to do this are shown on p.15.

4. Summary of Topic:

Approximately 50-100 words, which briefly and concisely describes the topic, aims and objectives of your Independent Inquiry. You can reproduce sentences from your introduction if you wish.

5. Introduction:

- a) Here you will **introduce** the **issues** you are going to **explore** or indicate the **focus** of your research. It is a good idea, especially if the Independent Inquiry relates to your studio practice, to tell the reader what enabled your interest in this particular topic. This could be something to do with your studio work background, a work experience, travel, friends, films or other.
- b) It is also appropriate here to give a **brief context or critical review of the sources of information used** e.g. course lectures, library, internet, other publications, films, exhibitions, etc. You should point out what are the most up-to-date approaches, which sources you found particularly interesting and useful and where and why there are gaps and difficulties in finding sources.
- c) Your introduction should briefly **describe** the **contents** of each chapter; for this reason it is sometimes easiest to write the introduction when you have finished the main body of the Independent Inquiry.

6. Chapters:

There is no right way to structure a Independent Inquiry, but two or three chapters are usual, depending on your material and the length of the introduction and conclusion.

7. Conclusion:

Depending on the approach you have taken, you will probably **either** give a brief statement about **what you have learned from your research**; or consider **whether or not the thesis (argument) you presented in the introduction has been supported by your findings**. In some cases, it may be helpful to set the opinions of one 'authority' against another and show why you favour one rather than the other.

8. Bibliography:

If extensive and varied, this may be broken down into **books, articles, websites**, and **other** sources.

The list above is the 'usual' structure. If you approach an Independent Inquiry that is organised differently, because you may apply visual strategies for example, your supervisor will advise you about an alternative presentation.

YOUR INTRODUCTION

This gives an overview of the issues explored, indicates the focus of your research (which might include mention of any theories you plan to apply), and describes the structure of your Independent Inquiry.

The introduction, and conclusion of your Independent Inquiry are extremely important – although both of these sections are likely to be the last things you will write, they are also the most crucial.

Your introduction (and summary of topic) will be the first thing an examiner might read. An otherwise excellent Independent Inquiry can appear weak if your introduction and conclusion do not adequately summarise your intent and your findings. Keep your introduction succinct and to the point (500 maximum). Say something like “This Independent Inquiry is an attempt to address the issue of...” Do not say it will ‘prove’ something, rather consider using language to suggest it will ‘argue’ something. You might like to use the conclusion to offer a set of solutions to the perceived problem which has been outlined and discussed throughout your text.

If your Independent Inquiry has been confined to specific areas of research because of the need to restrict its length, or you have made choices to include or exclude certain material because of access to resources or other reasons, the introduction is where you make this clear. If you have chosen to apply particular theories to your work, this is where you state what those are. This is also where you tell the reader **why your Independent Inquiry matters and how it might enable further study**.

This is also the place where you might reveal what gave you an interest in your chosen topic. This could come from a link with your studio practice, or may be something more personal related to your experience. For this reason, it is fine to use the word ‘I’ in your introduction, even though you will avoid this in your main chapters.

In the final section of your introduction briefly tell the reader what is in the Independent Inquiry chapters that follow... “In Chapter one I introduced and discussed...” etc. You do not need to state what your conclusion is in your introduction, however – you are rather presenting what you intend to examine.

YOUR CHAPTERS

These constitute the main body of your Independent Inquiry. Your supervisor will help you organise your argument into chapters. It is best to see each chapter as being an entity in itself. Make sure to summarise each chapter at its conclusion. Chapters should be of roughly equal length, a chapter that is significantly shorter than any others will make it clear to anyone who marks your Independent Inquiry that it is most likely weaker too.

YOUR CONCLUSION

This will bring together the main area covered in your writing – **it will ‘look’ back and give final comments or make an evaluation of what has been learned from your research.** It may consider whether or not your argument has been supported in your findings. It might even be relevant to weigh up one argument against another – but do not always feel you have to come down on one side or the other. If your arguments have been complex, you may wish to summarise them, and simply point out the reasoning behind each viewpoint (i.e. you may leave it open-ended). You might also use it to speculate on future directions/thoughts related to your topic, but you should not use it to introduce new ideas/theories not covered earlier. Your conclusion should be a similar length to your introduction (i.e. 5-700 words).

STRUCTURE

If your introduction and conclusion combined amount to about 1,000 words, you then have around 4 -5000 to divide into chapters. You should try and keep chapters an equal length.

People work in different ways, and some of you might need to clarify what each chapter will cover before writing. Others will know what they want to write about and may prefer to get on with this and clarify structure later, but you should not leave this too long. **Having a clear structure will help to ensure you do not waste time researching or writing material which is unnecessary.** Keep checking your progress with your supervisor. Make a diagram or visual plan if it helps to do this.

Sometimes changing your structure can transform an otherwise unremarkable Independent Inquiry into something with much greater originality. **Make sure you do not just take the ‘easier’ option – think about how your gathered information and ideas might be organised differently.** Could you make your Independent Inquiry more interesting by changing the order of it? Do you have all the theories you have used squashed into one chapter? Would they be better spread across several chapters? Instead of dealing with one artist / photographer / designer / filmmaker in a chapter, and another in a different one, why not compare and contrast both together in your chapters – separating your chapters by theme or idea, rather than by artist?

Keep your thesis – the statement you are defending or central argument you are asserting – in the forefront of your mind as you write. Think of this central idea, and the logical development of your argument (train of thought) around this, as being the central path of your Independent Inquiry, and make sure that you do not stray too far away from this. Each section of your writing should further the central argument, by providing another angle on it, additional evidence, and evaluation of that evidence in relation to the central thesis.

ACADEMIC STYLE

Clarity and economy of writing style are what count. Try to present ideas and arguments objectively and tentatively. You also should be respectful to other writers (i.e. even when you disagree with someone, you should argue against their viewpoint rationally).

You need to illustrate points with examples and **provide evidence to support your arguments**. You will also need to explain and justify points made in your writing.

Make sure you understand the difference between information, description, interpretation, analysis and explanation (particularly in relation to visual description, analysis etc.), because your Independent Inquiry will work best if you have included all (or at least some) of these types of writing/investigation – this will help you avoid writing only descriptively.

CRITICAL ENGAGEMENT

You need to be aware that this does not just mean criticism (which can lack objectivity), but rather it means well-considered, constructive writing which examines and questions values (including your own). This allows you to make judgements, but only after you have analysed and interpreted the relevant ideas. There is always a need to question assumptions, and critical engagement is the primary way we can do this. Gathering evidence of divergent points of view also provides opportunities for evaluation and critical engagement.

Because being objective means always being open to divergent points of view, it is perfectly acceptable to produce writing that is open-ended in its findings. Open-ended does not mean you need to be vague, only that you do not have to fix your arguments one way or another – it is often possible, particularly when interpreting potential meanings in the visual arts, to argue for more than one meaning/idea. Remember, one of the 1st class assessment criteria we list is “arguments may be complex and open-ended”.

WRITING – Some common problems

Plagiarism and pastiche

Plagiarism is the **word-for-word copying** of passages from books, articles, research papers etc. without acknowledgement, or passing off the work of other people as one's own. It is a serious offence (known as Unfair Practice) and is subject to disciplinary proceedings.

Pastiche is the transcription, with only slight alterations, of passages of text written by others, passing it off as your own. It can be very easily recognised and is also a serious offence. **You should rephrase everything you read in your own words.**

You must **not substantially repeat past written work** of your own. This is because you have already been assessed for that work and therefore cannot be assessed for it twice.

Also note, **you must not submit work for grading which is substantially different in its subject from the area of research discussed with your supervisor** and agreed at earlier tutorials. If you start to change the direction of your thesis make your supervisor aware of this in tutorials. To revise your work without consultation in this way is likely to raise questions of unfair practice (since your supervisor cannot confirm the authenticity of the development of your thesis).

Quotations:

These should be used sparingly and should usually be brief. They should not give information or views from basic textbooks, but should be used to illustrate or support a point you have made, or to introduce another person's interesting or unusual viewpoint. Using quotes also allows you to demonstrate your range of research.

Quotations under three lines long are kept within the main body the text in single (“...” inverted commas). Always remember to be consistent.

Longer quotations (30+ words or more) should be indented from the main body of text and appear as a separate, single-spaced block of text with *no* inverted commas. There should not be too many of these ‘block’ quotations.

Example:

As Gerrard (2016) points out,

The remit of the *Carry On* films was to ensure that the populace had a reflection of their own culture fed back to them. They were to provide easy laughs for an audience prone to Low Art and Low Culture ideals. That does not mean that the films are ‘simple’ or simply made. They reflect the ethos of a culture ingrained in both innuendo and smut, but simultaneously critique the very fabric of society that helped create them.

This is what a ‘block’ quotation looks like. Note the absence of quotation (speech) marks and that the text is fully indented from the left margin and single-line spaced. The *main* text of your Independent Inquiry must be *double* line-spaced.

Paragraphs

Paragraphs are a device to help the reader follow the key stages of an argument clearly. Each paragraph should make and discuss one particular point and should be linked to the paragraphs before and after in some way so that there is a logical development of the argument. Paragraphs should neither be too long (rambling and confused), nor too short (disjointed). Not less than 4/5 lines and not more than 20/25 lines is a rough rule of thumb. To make paragraphs clear, leave a space (i.e. press the return key) between paragraphs.

Personalising

Since your Independent Inquiry does not simply express your own personal point of view, but should present an argument based on reading, evidence and example, 'I feel', 'I believe', 'I think', 'in my opinion' etc. are often inappropriate. However, where a personal anecdote, viewpoint or piece of work is being described, 'I' may be appropriate. This should not happen often. Your introduction is probably the best place 'I' is best used, as it demonstrates you have an interest in your chosen topic and what you intend to research.

REFERENCING and BIBLIOGRAPHY

The function of references is to acknowledge the sources you have used in the main body of your text, this is called citation. **All quotations should be referenced as well as lines of argument derived from your research sources.** Providing references demonstrates how widely you have read around your subject – they tell a story to the reader (e.g. if all your references are from only one or two sources you have clearly not researched your topic widely). It is also important to use references to guard against accusations of plagiarism.

When using the Harvard system, you must be thorough and consistent.

You should be familiar with referencing by this stage of your studies, but below is a reminder.

If you are quoting a piece of writing which is already quoted in another source, you must reference the source you read it in and NOT the reference given for it in your source.

In-text Citations

These are used when referring to a source of information within the text of your assignment to show where it came from. They are abbreviated details of the source you are referring to and generally consist of the author's/editor's family name, year of publication and, if required, page numbers e.g. **(Smith, 2016, p.5)**. You do not need to include the author's surname in the in-text citation if it is referred to within the body of your work e.g. **According to Smith (2016, p.6)**. This would just be unnecessary repetition!

Example: (**NOTE** - colours are only used below to highlight the relationships. Do **not** use colours in a bibliography)

In-text citation: **(Smith, 2016, p.5)**

(Author's surname, year of publication, page number)

Reference list / Bibliography:

The purpose of the in-text citation is to refer you to the full details of the publication within a full reference list or bibliography at the end of your work. Full publication details of the citation should be found in the reference list at the end of your assignment. This contains the full bibliographical record of the references cited in your text e.g.

Smith, E. (2016) *How to improve your research project*. 2nd Ed. Plymouth: Kiln Press.

It should enable any reader to locate your original source. A reference list is arranged in **alphabetical order** by the author's family name or, if there is no author, by title. A bibliography is usually required for a Independent Inquiry. A bibliography is a list of all the sources you have read for your assignment, whether or not you have cited them in your text and therefore more exhaustive than a reference list.

Example: (NOTE - colours are only used below to highlight the relationships. Do **not** use colours in a bibliography)

Smith, E. (2016) *How to improve your research project*. 2nd Ed. Plymouth: Kiln Press.

- Author's surname and first initial
- Publication year in brackets
- Title in *italics*
- Edition (if relevant)
- Place of publication: Publisher

Referencing – general comments:

If there is no known author, then you must state as such – i.e. 'Author not known'

Bibliography – general comments

Your bibliography should list all the books, articles and websites you have read and any other sources you may have used in researching your Independent Inquiry, including all those you have cited as references. It should not be an attempt to bulk out your Independent Inquiry. This will become obvious to the supervisor and the Independent Inquiry marker. Separate books, articles, journals, websites, etc. into their constituent parts under sub-headings.

We would expect your Bibliography to contain at least 15 and more likely 20-30 items or more.

Websites should not normally constitute more than 25% of your source material.

Illustrations

In order to *show* your ideas as well as write them, you may wish to use *visual images* such as diagrams, maps, illustrations, photographs, or paintings in your Independent Inquiry. These may be placed in the text or in an appendix at the end. If you present visual images, you should create a *List of Illustrations*.

Underneath each image write: *Fig. 1 + title, Fig. 2 + title*, etc. Gather these *figures* sequentially into the *List of Illustrations* and include further details such as, artist name, title of image, [materials], date of image or accessed date if from an internet source, etc.

Example: Under an image:



Fig. 1: *Madonna*

List of Illustrations:

Figure 1: Dali, S. (1958) *Madonna* [Oil on canvas]. Available at: <http://www.oxfordartonline.com> (Accessed: 24 July 2018).

Order of information [Online Source] :

Figure 1: Dali, S. (1958) *Madonna* [Oil on canvas]. Available at: <http://www.oxfordartonline.com> (Accessed: 24 July 2018).

Figure + Number: Artist name, Initial. (year) *Title of Work* [Medium] Available at: url (Accessed: date)

Other sources listed may include a whole range of material: films, videos, reviews, newspaper articles, reports, unpublished lectures and conference proceedings, letters and diaries, replies to questionnaires, interviews and the Internet. They should be described clearly, giving author, title, date and place if possible. They should be in alphabetical order.

In the case of interviews, a transcript or tape-recording should be available to the examiner, but not necessarily enclosed with the Independent Inquiry. Consult your supervisor about what to do with videos, films etc. which you have made or used.

VERY IMPORTANT – *The Referencing Handbook* (Harvard) produced by the Library and Learning Resources at UWTSD has additional information on referencing websites, blogs etc. Please check their pages if your referencing question is not answered here.

PRESENTATION

Leave plenty of time for the final stages of typing: proof reading, checking references, ordering and numbering pages, illustrations etc., takes a long time. It is very disappointing when careless presentation spoils a good Independent Inquiry. Most computers have spell and grammar checks *but do not rely fully on them*. Presentation should be of as high a quality as possible, always bearing in mind that beautiful presentation cannot compensate for an inadequate text.

1. Independent Inquiries must be double spaced, with a 2.5cm margin at each side. Pages must be numbered.
2. You must ask permission from your supervisor if you wish to submit your Independent Inquiry in another format.
3. All titles of books, periodicals, paintings, films etc. referred to in your text should be *italicised* or underlined – again, either/or, but never both.
4. All pages should be numbered consecutively.
5. *List of Illustrations* should be included.
6. The typefaces Geneva, Helvetica and Arial are recommended. Type size should be 12 point.

ASSIGNMENT SUMMARY – Please see the Task briefs for full details.



APPENDIX GA36b

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) Automotive & Transport Design		
Module:	Independent Project		
Module code:	ACHA6013	Contribution to Overall Module Assessment (%):	100% 1 - 50% 2 - 50%
Lecturer:	Paul Morrow	Internal Verifier:	S Fontanarosa
Assignment Title:	Portfolio of Course Work: Task 1 - Independent Inquiry Task 2 - Independent Design Project	Word count:	3 Elements 10000 word equivalent
Submission deadline:	Task 1 - 2.00pm 08.12.21 Task 2 - 2.00pm 05.01.22	Return date of provisional marks & written feedback:	By 26.01.22 By 02.02.22
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

1. Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
2. Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
3. Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
4. Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

ASSIGNMENT DESCRIPTION

CONTEXT:

This module is designed to develop the ability of students to engage critically and innovatively with theory and/or practice relevant to your studied subject areas in order to produce a discipline specific in-depth project.

TASKS:

1. Independent Inquiry.
Produce a self-directed *Independent Inquiry* that demonstrates the ability to search for knowledge by critically exploring appropriate social, historical and/or contemporary theoretical contexts and to communicate your researched investigation effectively.
2. Independent Design Project / Competition
This Project serves as an opportunity to showcase your critical thinking and design acumen and creative output in presenting a body of work in response to a self-generated project brief or external competition.

Please see the Task briefs for full details.

SUBMISSION DELIVERABLES:

Independent Inquiry/Extended Essay (5000 words)
Independent Project/Competition Portfolio

ASSESSMENT CRITERIA

Each task element of your Independent Project will be assessed in relation to the module learning outcomes using the common assessment criteria 1, 2, 3, 4, 5 (these weightings are specified in your task brief documents).

RESOURCES:

1. Seminar presentations & reference material on Moodle.
2. Library & Internet resources.
3. Design Studio, Workshops, CAD Studio.

SUBMISSION DEADLINE:

Independent Inquiry 5000 words: **2.00pm 08.12.2021** via '**Turnitin**'
Independent Design Project Portfolio: **2.00pm 05.01.2022** via '**OneDrive**'

FEEDBACK:

You will be provided with written SUMMATIVE feedback during week commencing the 31st January 2022 and invited to discuss your performance in scheduled tutorials arranged by specific module tutor throughout the 1st term.

STUDENT FEEDBACK FORM (UG)

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Student Name:		Student ID Number:	
Programme:	BA Automotive & Transport Design		
Module:	Independent Project – Task 1		
Module Code:	ACHA6013-1	Contribution to Module:	50 %
Assignment Title:	Independent Inquiry – 5000 words		

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	25	
2. Knowledge and Understanding Skills	25	
3. Cognitive and Intellectual Skills	25	
4. Practical Application Skills	0	
5. Transferable Skills for Life and Professional Practice	25	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

STUDENT FEEDBACK FORM (UG)

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Student Name:		Student ID Number:	
Programme:	BA Automotive & Transport Design		
Module:	Independent Project – Task 2		
Module Code:	ACHA6013-2	Contribution to Module:	50 %
Assignment Title:	Independent Design Project		

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	0	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	0	
4. Practical Application Skills	40	
5. Transferable Skills for Life and Professional Practice	40	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced,

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
incomplete); logic, argument and judgement.)	of any credible evidence.	unsubstantiated opinions. Ideas sometimes illogical and contradictory.	inconsistency / mis-interpretation. Asserts rather than argues a case.	support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	appropriate and valid judgements.	and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		Weak problem-solving skills in complex and unpredictable contexts.	Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	unpredictable contexts.			
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively ; use appropriate media to communicate effectively; fluency of expression; clarity and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
effectiveness in presentation and organisation.)	in graduate employment.	relevant). Limited evidence of the skills required in graduate employment.	some areas of minor weakness.				

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