

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA/MDes Automotive & Transport Design		
Module:	Creative Design Development		
Module code:	M4X02236 (CW2b)	Contribution to Overall Module Assessment (%):	Assignment 4 25%
Lecturer:	Paul Morrow	Internal Verifier:	S Fontanarosa
Assignment Title:	Evolution 2050	Word count (or equivalent):	2 Elements. 10 credits
Submission deadline:	07.05.2021 by 2:00 PM	Return date of provisional marks & written feedback:	04.06.2021
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. Understand ergonomic & anthropometric principles and their relationship to the vehicle design process.
2. Execute design projects using an appropriate blend of creative and systematic methods to determine the volume & form of vehicles.

TASK DESCRIPTION

Introduction:

Now that you've evolved your chosen classic from the 1950/70s to 2030 and had a reality check by producing a scale package drawing. What next?

As car designers we normally work a generation ahead of the general population. When starting a project for a future deadline, initial sketch/idea generation you would benefit from aiming a generation ahead i.e. take a risk. The worst that can happen is having ideas disregarded or deleted at the selection phase of a project. However from free thinking & risk taking you may land on a winning idea/concept.

Brief:

Using your previous project 'On Package' as a start point, your task is to evolve your design to the year 2050. Either aesthetically or conceptually (to suit your future predictions of transportation).

Deliverables:

1. An A3 presentation board, showing:
 - Top - A scale side view package drawing (quality line drawing with colour coded elements). The 5% female & 95% male driver, 95% male passengers, drive train & fuel storage are required. Basic dimensions should be shown
 - Bottom - Using the above as an undelay – produce an orthographic side view shaded visual using pencil shading (ideally) and line-work or a digital visualising software. Save as a PDF file.
2. A3 Sketch development book – Minimum 20 pages of sketch work, which the 1st few pages should include $\frac{3}{4}$ perspective views of your revised 2030 design. Also include any influence imagery and mind maps to support your ideas.

Note: Don't forget to title (top left) & put your name (bottom right) on the board. And produce a front sheet (your name and project title) for your sketch book.

Submission:

Deadline Fri 7th May 2021 by 2:00 PM.

Create a folder labelled **4_Evo2050_Your Surname.Initial**

Place your submissions in the above folder and place the folder in your OneDrive Folder M4X02236.

Feedback: You will be provided with written 'Summative' (marks) feedback on or before the feedback date **of 4th June 2021**

Assessment Criteria:

The project will be assessed in relation to the specific deliverables as follows: **L01 & L02** - Will be assessed using the following **Common Assessment Criteria:**

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

2 Knowledge and Understanding Skills (*Marks Available: 25 out of 100*)

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: Ergonomic, Technical layout & Content of the package drawing

3 Cognitive and Intellectual Skills (*Marks Available: 25 out of 100*)

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: The final design proposal

4 Practical Skills (*Marks Available: 50 out of 100*)

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: The sketch book & professionalism.

Assignment Title:

Evolution 2050

Student name:

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.

Marks will be allocated based on how well the student has met the generic assessment criteria in each task.	Marks available	Marks awarded
1. Engagement with Literature Skills	0	
2. Knowledge and Understanding Skills <i>Ergonomic, Technical layout & Content of the package drawing</i>	25	0
3. Cognitive and Intellectual Skills <i>The final design proposal</i>	25	0
4. Practical Application Skills <i>The sketch book & professionalism.</i>	50	0
5. Transferable Skills for Life and Professional Practice	0	

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%)

0 %

GENERIC ASSESSMENT CRITERIA – Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

	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%
2. Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
3. Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate

make sound judgements.)		generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	underdeveloped or with a little inconsistency / mis-interpretation.				and valid judgements.
4. Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.