

DEGREE ASSIGNMENT SPECIFICATION

Student name:	Sandro Lindinho	Student P number:	P143636
Programme:	BSc (Hons) Architectural Technology		
Module:	Major Project	Module Level (4, 5, 6):	6
Module code:	M6X01849	Contribution to Overall Module Assessment (%)	50%
Lecturer:	Ian Standen/ Ryan Stuckey	Internal Verifier:	Lara Hopkinson
Assignment Title:	PROFESSIONAL PRACTICE AND LAW COURSEWORK	Assignment No(1 of 2):	1
Hand Out Date:	28 th March 2018	Submission deadline:	11 th May 2018

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Disclosure:	I declare that this assignment is all my own work and that I have acknowledged all materials used from the published or unpublished works of other people. All references have been duly cited.		
Student's Signature:	Assignments will not be accepted without a signature here <i>Sandro Lindinho</i>	Date:	11.5.18
Turnitin: Lecturer to tick to indicate if an electronic version of the assignment must be submitted to Turnitin. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Both electronic and paper versions MUST be submitted by the same deadline. No marks will be released until both submissions are received. Late submission of either the electronic or paper version will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, Refer.			YES
			NO ☒

Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Critically appraise options for forming professional appointments within the framework of the law of contract.	Develop an understanding of the concept of 'professionalism' and describe the various roles that architectural technologists play in the development process and the construction industry.
2. Evaluate the impact of the law of negligence on the activities of a construction professional.	Identify the legislation that must be complied with when designing and constructing buildings in the UK.
3. Examine professional ethics and management operations within professional offices and commercial processes within contracting organisations and critically assess appropriate standards.	Describe the key issues in the procurement of construction working including the selection of design teams and the control of the short and long term cost of construction.

						throughout.	
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence.	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form			
Student name:	Sande Lindino	Student number:	P 143636
Programme:	Bsc. Architectural Tech.	Year of programme	3
Assignment Title:	Professional Practice and Law Coursework		

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding of Subject	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
3. Analysis and Evaluation	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
4. Practical Application and Justification	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
5. Skills for Professional Practice	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name	Sandra Lindinho	Date	11. May, 2018
Student's Signature			

- Please submit the assignment parts in a suitable report folder/ portfolio – not in polypockets.
- This form (ALL PAGES) MUST be at the front of the paper submission. Assignments will not be accepted without this form as it is a requirement that you sign the disclosure regarding referencing convention.
- DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.
- You MUST complete the Student Self Evaluation form.

TASK DESCRIPTION

CONTEXT

- Plans to create a vibrant SA1 Swansea Waterfront development situated in a modern waterfront location with easy access to the city centre are well underway. The SA1 Swansea Waterfront development will provide a new home for the Faculties of Architecture, Computing and Engineering, Education and Communities, as well as housing a new library. Coupled with this is the need for a Student Centre to provide a focal point for the Student experience.
- A new building of approximately 2500sq m (net) is required containing numerous administrative, support and social functions for students. The construction value of the project will be in the order of £6,000,000

ASSESSMENT

The scope of the coursework will include the following tasks:

Your own practice

Create your own architectural practice, name and logo

- Create a company business card with letterhead
- Outline your Unique Selling Point (USP) and research competitors
- Create a drawing border for A3 drawings with all necessary information

Appointment, Programme and design team

The client is inviting Architectural Services for the proposed Student Centre Swansea.

- Prepare a letter to the client on headed paper accepting the commission and setting out terms and conditions of engagement.
- Complete the Agreement for Architectural Services covering the scope of work you believe is required for the project.
- Provide a programme to cover schedule of services – pre contract (before building work starts) and contract showing duration of the build period.
- Identify other consultant professionals who will be in your design team and why you have chosen them?
- Identify key project risks for the client.
- List the typical drawings that you will prepare for the project.

Drawing and information management

Produce a drawing register for your design project using your letterhead.

This should include all of the drawings that would have been required from you if the project had really been built.

Produce a typical A3 room data sheet for your design project using the A3 your designed drawing border and choose a typical room from your project to use.

Procurement and contracts

You are making progress with the project design and you need to advise the client on the project procurement. It is clear from your detailed discussions that the priority for the client is on the quality of build.

Prepare a letter to the client:

- a. highlighting the options for a building contract.
- b. Describing the differences between traditional and Design & Build procurement methods highlighting the advantages and disadvantages of both in relation to your design for the Student Centre.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

Requirements

- You should answer properly in a formal English writing. Text should be in Arial 11 pt, black, single line spaced, justified, with paragraphs separated by a line space and started left-aligned (i.e. not indented).
- Electronic submission to the module leader via e mail plus a hard copy in A4 or A3 format.
- The report should have suitable cover page, table of contents, and headings (and sub-headings if necessary). A short introduction should be included explaining relevance of this report and aim.

Assessment considerations

- Feedback will be given twenty working days after the deadline.

LEARNING AND TEACHING STRATEGY

This module will have a strong 'hands-on' practical application; the teaching will be by lectures, demonstration and exercises within a studio culture.

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

1. Research-informed Literature

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, typically published within the last five years or so, though seminal works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use a recognised referencing system.

2. Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *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. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

3. Analysis

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. 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 all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are

necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

4. Practical Application and Deployment

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations 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, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

5. Skills for Professional Practice

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

Essential Resources:

- Resources listed on the lecture schedule and on Moodle
- The student handbook

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion 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.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.	10 %	
SOME STRONG DOCUMENT LANGUAGE BUT NO REFERENCING	5	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	20 %	
THE DOCUMENTS PROVIDED ARE CONSISE, BUT ELEMENTS MISSING. CONTACT ADVICE ETC.	8	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection;	30 %	

organisation of ideas and evidence		
YOU COULD EXPAND AN A FEW ELEMENTS, I.E. WHAT INVOLVEMENT WILL THE DESIGN TEAM HAVE.	14	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.	20 %	
LOGO IS GREAT BUT NO "BUSINESS CARD AND LETTER HEAD REQUIRES DETAILS. ADDRESS ETC. NOT A COORDINATED PACKAGE OF INFO.	8	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.	20 %	
OK, BUT YOU NEED TO RAISE THE GAME WHEN DEALING WITH PROFESSIONAL CLIENTS.	10	

Assignment 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)		45.
	Up to one week late	40 %	
	Over one week late	0 %	

COMMON ASSESSMENT AND MARKING CRITERIA

	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Assessment Criteria	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%

1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research-informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings	Evidence of some logical, analytical thinking and some attempts to synthesis, albeit with some weakness	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently

	unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	es. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	argument s, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	ently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	ently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	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 use of examples, where relevant. 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, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.