



DEGREE ASSIGNMENT SPECIFICATION

Student name:		Student P number:	
Programme:	BSc (Hons) Architectural Technology		
Module:	Major Project	Module Level (4, 5, 6):	6
Module code:	M6X01850	Contribution to Overall Module Assessment (%)	90%
Lecturer:	Ian Standen	Internal Verifier:	Lara Hopkinson
Assignment Title:	PROPOSED STUDENT CENTRE SA1 FOR UWTSD	Assignment No(1 of 2):	1 of 2
Hand Out Date:	10 th November 2017	Submission deadline:	28 th April 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I declare that this assignment is all my own work and that I have acknowledged all materials used from the published or unpublished works of other people.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		Date:	
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. Apply design and creative skills in producing, presenting and justifying, in terms of financial, cultural and environmental value, proposals for new building designs and production drawings.	Students will develop a full design project, with an accompanying report. Developing from brief a set of design proposals, with background information about a given site with consideration of precedent for the building type chosen.
2. Utilise specialized skills and exercise significant judgment in presenting and communicating building designs through oral, graphical, CAD, model and textual media for exhibition purposes.	Detail the concepts to be used, including a portfolio of drawings to production standard (these should include continuity of performance of the building fabric, accurate interpretation of the building design and good buildability).

- 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

CONTENT

- 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 building of approximately 2500sq m (net) is required containing numerous administrative, support and social functions for students. A schedule of accommodation is issued for guidance purposes with this document. This brief can be extended or developed to suit the individual student project.
- The scope and detail is to be agreed between the student and the module leader; with initial ideas to be presented at a crit review towards the end of November / beginning December 2017. There will be 3 interim crit reviews dates within the project timeline to be confirmed.
- The student is responsible for undertaking initial research during the summer (obtaining site details, maps, etc.) and presenting these at reviews for discussion.
- Site visit and survey of site for the new building and analysis of brief. The building will typically be a medium sized, 2-3 storey building. It is also, typically be located on a sensitive and challenging site.

ASSESSMENT

The scope of the project will include:

- Design and access document to support and explain the design and chosen strategies – to the format issued by the module leader.
- Production of scheme design and final design for the new building.
- Oral presentation of design to clients.
- Alteration of design in response request from clients.
- Innovative design taking into account sustainability issues.
- Use of cost planning techniques to control cost of project.
- Production of selected production drawings, schedules details and specification for the design.
- Production of written technical report explaining decisions taken in producing the production drawings.
- Resolution of potential contract administration problems.
- Resolution of a conflict of interest problem involving advice to client on choice of procurement method.

You are to develop a technical report covering the above, circa 3000 words (+/- 10%), along with any associated CAD models, physical models, drawings and diagrams.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

Requirements

- You are required to submit by Turnitin a 3000 word formal report and a printed copy to the Departmental Secretary/ module leader with drawings.
- 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).
- 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 demonstration and exercises within a studio culture. The students will be required to produce high quality examples of computer generated text, presentations and drawings.

A series of interim assessments (crits) will ensure students make regular progress and are able to take full advantage of the advice available. Please note – some of these crit sessions will be assessed and therefore **mandatory**.

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 %	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	20 %	

3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	30 %	
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 %	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.	20 %	

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)	
	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 synthesise, 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	e 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.

						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:		Student number:	P
Programme:		Year of programme	
Assignment Title:			

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		Date	
Student's Signature			