

**BACHELORS DEGREE ASSIGNMENT SPECIFICATION**

Student name:		Student P number:	
Programme:	BSc Built Environment Portfolio		
Module:	Construction Technology 3 Civil Engineering Construction 3	Module Level (4, 5, 6):	6
Module code:	M3X8754 M3X8752		50%
Lecturer:	M.J. Cullis	Internal Verifier:	John Greville
Assignment Title:	External Envelope	Assignment No (x of x):	1 of 1
Hand Out Date:	1st October 2012	Submission deadline:	11th March 2013

+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I declare that this assignment is all my own work and that I have acknowledged all materials used from the published or unpublished works of other people.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:	<i>Assignments will not be accepted without a signature here</i>	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. Only Year Tutors and the Programme Director may grant an extension.			YES	✓
			NO	

Learning Outcomes tested (from module syllabus)	Assessment Criteria To achieve each outcome a student must demonstrate the ability to:
Evaluate the factors influencing the choice of a range of construction technology challenges.	Critically evaluate design and construction processes Demonstrate an understanding of the interrelationships of building elements and components.
Appraise the issues that affect decisions relating to environmental functional and economic matters relating to construction technology.	Evaluate significant issues affecting construction design and production. Appraise relevant case studies to demonstrate understanding of solutions to construction technological challenges.

- Please submit the assignment parts in a suitable report folder– 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.

TASK DESCRIPTION

Introduction

Decisions made at the design stage will have significant implications when planning the construction process. Importantly, production issues will need to take into account factors such as: performance, physical, legal and resource constraints. The design stage then needs to explore these implications for production at the earliest stage

Aims/Objectives

The basis of this assignment is structured around the façade to the building shown on the accompanying drawing. The proposal detailed on the drawings allows for precast concrete cladding panels. The client is keen to ensure time, quality and cost are given prime consideration, but not at the expense of sustainability. Currently no final decision has been made regarding the envelope and the client requires further information on alternatives.

Requirements

Prepare a report for analysis by the client's team that details alternatives for the cladding to the proposed building.

It is anticipated that the following areas will need to be investigated:

- (a) The merits and demerits of the alternatives put forward for the cladding.
- (b) Consideration of the performance requirements, prevailing conditions and the constraints that will determine and/or influence the preferred choice.
- (c) Key details and/or specifications for the preferred design.

(1800, excluding references, drawings and appendices)

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

Assessment forming part of the BSc will be in accordance with Swansea Metropolitan University's assessment regulations. In addition, for this project the following criteria are appropriate:

- Content is succinct with relevant information.
- Appropriate time management.

- Effective use of details, drawings and any other visual presentation techniques.
- Logical and coherent structure.
- Clear understanding of key issues and concerns.
- Good understanding of research methods and reference use.

Timings

The final report, suitably presented, will be handed to the client on Monday 11th March 2013. A studio session will be made available on Monday 26th November 2012 to discuss the issues raised in the brief.

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. Coherence of approach; structured presentation of argument and logical format of debate	20	
3. Analysis and Evaluation Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	30	
4. Practical Application and Justification Deployment of methods, application of concepts; formulation of innovative and creative solutions to solve problems.	20	
5. Academic skills and Referencing Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of	20	

appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation. Academic use of secondary information, appropriately cited using Harvard System.		

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	Ref	

COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	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 & Evaluation 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 unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract 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	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Justification 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 throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Academic Skills Demonstrates attributes expected in professional practice including: individual	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative.	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team,	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well

initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Work is poorly structured and/or largely incoherent.	Work lacks structure, organisation, and/or coherence	in group activities. Work lacks coherence in places and could be better structured.	with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	contribution to group activities. Work is coherent and fluent and is well structured and organised.	leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.
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Student Self Evaluation Form

Student name:		Student P number:	
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			