

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA/MDes Automotive & Transport Design		
Module:	Automotive Design Methods – 2		Revised Brief
Module code:	M4X01361	Contribution to Overall Module Assessment (%):	CW2 - 50%
Lecturer:	Paul Morrow	Internal Verifier:	S. Fontanarosa
Assignment Title:	Classic Re-Design 2025	Word count (or equivalent):	4 elements 10 Credit
Submission deadline:	Mon 04.05.2020 (by 13:00)	Return date of provisional marks & written feedback:	01.06.2020
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. Execute design projects respecting the relation between brand and product and to develop a design through inspirational research.
2. Demonstrate appropriate skills and knowledge to successfully execute and present a solution to a given design brief.

TASK DESCRIPTION

Task:

Your job is to redesign your chosen car from the previous (Classic Design Study CW1) assignment for the year **2025** either as a Retro Evolution, Retro Redesign or a mixture of both. Sketch various ideas of how you want to project your car to 2025.

Pick your favoured direction and select a good front & rear perspective sketch and use them to produce quality front and rear $\frac{3}{4}$ perspective presentation renderings, in a manual style of your choice. No digital visualisation will be accepted.

To aid you in the resolution of your proposal you may produce a sketch model using your chosen direction supported by the package drawing for CDD Module M4X02236 produce a 1/16th scale form study model using high density foam (no wheels) & don't over detail.

Deliverables:

1. A3 or A2 Front $\frac{3}{4}$ perspective presentation rendering
2. A3 or A2 Rear $\frac{3}{4}$ perspective presentation rendering.
3. Optional – Sketch model. (If you're unable to complete due to the current circumstances please submit 5 more pages of sketch development).
4. Sketch Work (Min 15 page, A3 Sketch Book with a front sheet showing your name).

Submission:

Digital Portfolio in PDF format by 13.00 on 4th of May 2020

Please scan or photograph your sketch work and presentation renderings plus 2 photographs of your model.

Please submit via: **Wetransfer.com** to paul.morrow@uwtsd.ac.uk

(the file size limit is 2GB which should be more than enough for a compressed PDF).

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**:

2 - Knowledge & Understanding (35%): *The Design*

4 - Practical Application Skills (35%): *Sketch Work/Model*

5 - Transferable Skills for Life and Professional Practice (30%): *Professionalism & Quality.*

Feedback: You will be provided with written 'Summative' (marks) & feedback on or before the feedback date of **01.06.2020**

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.

Level 4	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
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	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	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	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	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.

			approaches or solutions though there may be errors.	appropriate solutions.	appropriate solutions.	in particular contexts and proposes appropriate solutions.	
5, Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	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. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate 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 for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

