PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David
SWANSEA - ABERTAWE

RESULT	

BACHELORS DEGREE ASSIGNMENT SPECIFICATION

Student name:		**Student P number:**	
Programme:	**ARCHITECTURE**		
Module:	**HISTORY AND THEORY 2**	**Module Level (4, 5, 6):**	**5**
Module code:	**M5X01981**	**Contribution to Overall Module Assessment (%):**	**25%**
Lecturer:	**Ian Standen**	**Internal Verifier:**	**Lara Hopkinson**
Assignment Title:	**Welsh Architecture**	**Assignment No (x of x):**	**2 of 3**
Hand Out Date:	**13/03/2018**	**Submission deadline:**	**27/04/2018**

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, title of book, 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I declare that this assignment is all my own work and that I have acknowledged all materials used from the published or unpublished works of other people.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 the electronic 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	**x**

Learning Outcomes tested (from module syllabus)	Assessment Criteria To achieve each outcome a student must demonstrate the ability to:
Describe building style and history by appropriate analysis/ findings; recording features and information pertinent to architecture.	Produce, reasoned coherent, well organised information to describe methods of recording and describing buildings.
Identify different types and styles of building from different periods/ regions identifying cultural, historic and contextual significance.	Identify with some comparative analysis key stylistic features issues regarding material and structural selection and use for buildings.
Engage in an informed discussion of the factors that have influenced the design of the built environment in the last two centuries in Wales.	Use appropriate media/ presentation methods to organise and present information showing knowledge and understanding of the subject area.

- **Please submit the assignment parts in a suitable report folder/ portfolio– not in polypockets. All drawings must be flat in a suitable folder or portfolio. NO rolled up drawings will be accepted.**

- **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

HISTORY AND THEORY 2 - ASSIGNMENT 2

Write a 1250 WORD ESSAY + OR – 10%.

Architecture in Wales or Welsh architecture? Does Wales have an identifiable Architecture unique to Wales? Discuss

Remember that I am available for help and discussion, email contact during the Easter period. In each case, your essay will be evaluated in terms of:

- argument
- richness and specificity of observations/ analysis
- coherency of writing

Notes:

Each essay will also be checked for plagiarism and by a plagiarism-searching software program.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF THE ESSAY

Written Work Guidelines

Essay Writing Standards:
Guidance for Learners

Presentation

Write out the full question.

Use headers or footers for pagination, your name and assignment number.
Incorporate a word count at the end of the assignment.
Do not include the bibliography in the word count.
Work should be presented as one complete document.

Fonts

Use an easy to read sans serif font such as Calibri, Arial or Verdana. The use of informal fonts such as Comic Sans is not recommended except in special circumstances. Some people with dyslexia find the use of comic sans helpful.
Do not use more than 3 different fonts in the same piece of work.
Font size: 11 or 12 point is recommended for the body of text. Headings and titles can be a size or two larger.
Avoid the use of underlining except when really necessary.
Line Spacing: 1.15 to 1.5 for the body of text is easy to read.
Use spaces after paragraphs and headings.

Spelling
Correct spelling is required. The occasional error will not be penalised, but frequent errors and obvious lack of proof reading will result in referral of work for re-submission. Use spell check frequently when composing your essay.
Grammar and punctuation
Grammar is concerned with the correct structure of sentences. If sentences are ungrammatical the correct meaning can be obscured. Each sentence should contain just one idea. It should start with a capital letter and conclude with a full stop or question mark. Beware of using exclamation marks as they signify the emotion of the writer. Beware of too many question marks. The writer's aim is to answer the question, not to ask the questions.
It is important to incorporate the correct use of: capital letters, commas, full stops, colons, semi colons and apostrophes.

Structure

Most academic essays follow a structure that starts with an **introduction** followed by paragraphs forming the **body of the** essay, which elaborates on the introduction, and finishes with a **conclusion.** Not all assignments will fit exactly into this structure and you may find the use of headings and sub headings more appropriate on occasion.

Introduction

The introduction sets out the topic of the essay and summarises how the subject will be tackled. Key terms may be defined here. Quotations are not usually used in the introduction as this is author's response to the topic not the *view* of others.

Main body / Development

The main points of the essay and supporting evidence are developed in a series of paragraphs.
It can be helpful to think of each paragraph as being a sub heading of the main title. Within each paragraph there should be one main idea which is often expressed in a *topic sentence.* Other sentences expand this idea by developing the argument or providing illustration. Words or phrases such as "however ", "on the other hand" or "in conclusion" can carry the meaning forward from one paragraph to the next.

Conclusion

This is the summary of the discussion/ arguments so far and a clear statement of conclusion if required. New ideas are not introduced at this stage.

Quotations

Quotations are used to *convey* the *exact* idea of a particular author or to provide *evidence* for a point the writer of the essay is making. The over-use of quotations is to be avoided. A common mistake is that an essay just becomes a list of quotations without interpretation or evaluation of the quotations.
When using quotations the following rules should be followed:
• Quotation marks must be used with acknowledgement of where the quotation comes from in brackets [Author, date, page number].
• A longer quotation should be on a separate line, indented, single spaced and acknowledged as above.
• Quotations must be absolutely accurate; if a word is inserted it must be indicated by the use of square brackets - [ ]- and if a word is omitted, it must be indicated by the use of three dots (an ellipsis) - ... .

References and bibliography

It is recommended that the **Harvard System of Referencing** is followed. An excellent resource for detailed information on the Harvard system is http:/ / libweb.anglia.ac .uk/referencing/harvard .htm.
The bibliography is always at the end of the essay. A bibliography should contain full and accurate references of each item from which the writer has quoted or referred to in the body of the text, as well as any other used in the research. According to the Harvard Method, references are arranged in alphabetical

sequence name of author, followed by date of publication. If there is no author, the item should be listed by title.
Drawings and sketches can be used in the main body of the text or added as an appendix at the rear of the document.

Essay Checklist

(for optional use by learners)

Title	**Have I written out the full question?**	***YES***	***NO***
Introduction:	Have I commented on the topic of the essay? E.g. what are the main issues.		
	Have I included which aspects I will be dealing with?		
Main Body	Does each paragraph have a clear purpose?		
	Is there enough explanation/ discussion?		
Conclusion	Is there a sense of ending?		
	Have I fallen into the trap of repeating the introduction?		
General	Have I analysed and answered the question asked?		
	Is there order and organisation of material?		
	Have I enough material as a whole?		
	Have I put in irrelevant material or unnecessary padding?		
	Have I been careful to distinguish between my ideas and those of other authors by citing and acknowledging all sources?		
	Have I added a complete bibliography of all sources including those not directly cited in the text?		
	Have I checked my spelling, grammar and punctuation?		
	Have I added the word count?		
	Have I used a sans serif plain font, size 11 or12? Have I spaces after paragraphs and headings?		
Header and/ or footer	Is my name, assignment number and page number on every page?		

(Lecturer – please insert guidance for students here. Please link the task to the five common assessment criteria overleaf)

Requirements

- You are required to submit by electronically in PDF 1250 +/_10% word formal report with sketches/drawings as necessary and a printed copy to the Department Secretary Christine Lucas.
- You should answer properly your chosen topic, in a formal English writing as guidance notes.

Assessment considerations

- Research-informed literature: Correct referencing according to the Harvard Referencing System.
- Knowledge and understanding of Subject: Understanding of topic developed. Knowledge shown.
- Analysis: Organisation of ideas and discussion in depth. Comparison to different information and other analysis
- Practical application and deployment: Examples of application, methodologies, case studies, synthesis schemes and graphics, originality and personal contribution.
- Skills for professional practice: Capacity for expressing ideas and writing. Initiative for the introduction of new aspects and vision.

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	**Late Submission Penalties (tick if appropriate)**		
	Up to one week late	40%	

Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Over one week late	0%	

COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL 0-29%	UNSATISFACTORY 30-39%*	SATISFACTORY 40-49%	GOOD 50-59%	VERY GOOD 60-69%	EXCELLENT 70-79%	EXCEPTIONAL 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 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 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 throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
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 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		3rd	2:2	2:1	1st	1st
	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	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
4. Practical Application and Deployment	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			