Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA/MDes Automotive & Transport Design**		
Module:	**Creative Design Development**		**Revised Brief**
Module code:	**M4X02236**	**Contribution to Overall Module Assessment (%):**	**P3 - 25%**
Lecturer:	**Paul Morrow**	**Internal Verifier:**	John Hill
Assignment Title:	**Classic Redesign 2025** **Package Drawing CW2_P3**	**Word count (or equivalent):**	1 Elements. 5 credits
Submission deadline:	**04.05.20** (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. Understand ergonomic & anthropometric principles and their relationship to the vehicle design process. 2. Execute design projects using an appropriate blend of creative and systematic methods to determine the volume & form of vehicles.

TASK DESCRIPTION

Introduction:

As vehicle designers you will generally style around given package drawings, which dictate the occupant positions & 'hard points' which must be avoided. A good understanding of general ergonomic & technical packaging & package experimentation will give you the confidence to challenge engineers.

Brief:

Produce package a drawing to support the assignment for module ADM-2 M4X01361. CW2-50 Classic Redesign 2025

Deliverables:

An A3 printed presentation board, showing a scale (depending on vehicle size) three view (front, side & top) package drawing (quality line drawing with colour coded elements) in 3rd angle projection. The 5% female (side view only) & 95% male driver, 95% male passengers, drive train is required in all three views. Basic dimensions should be shown.

Note: Don't forget to title (top left) & put your name (bottom right) on the board.

Submission:

P3 - Deadline Mon 4th May 2020 by 13:00, with your project work for ADM-2 Module M4X01361 **Classic Redesign 2025**.

Supply a digital file of your package drawing by the above deadline. Create PDF copy of your P3 Adobe illustrator package drawing file labelled: **CDD2_P3_Initial_Surname**

Please email the file to me paul.morrow@uwtsd.ac.uk if under 5mb. Any larger submit via: **Wetransfer.com** to paul.morrow@uwtsd.ac.uk

Assessment Criteria:

The project will be assessed in relation to the specific deliverables as follows: **L01 & LO2** - Will be assessed using the following **Common Assessment Criteria:**

2 - Knowledge & Understanding ***(50%):*** *Ergonomic & Technical layout*

4 - Practical Application Skills ***(50%):*** *Application of Digital skills & Scaling*

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.

	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / 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 approaches or solutions though there may be errors.	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 appropriate solutions.	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 appropriate solutions.	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 in particular contexts and proposes appropriate solutions.	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.