

## 77-505160 Evaluating Construction Technology

### TASK 1 of 1 Technology Literature Review & Evaluation

<b>Assessment Weighting (%)</b>	100%
<b>Mode of Assessment</b>	Report
<b>Word Count or equivalent</b>	4000
<b>Rationale for Assessment Task</b>	This task aims to develop your ability to evaluate in depth construction technology enabling you to apply knowledge and understanding to the design and construction of buildings. This module is key in supporting modules such as pathology, measurement etc. Specific interactions include: Expanding knowledge and learning undertaken in Understanding Building Technology AND developing your literature review skills in your support of your final year Dissertation module.
<b>Type of Submission</b>	Online
<b>Submission Date</b>	Please see <a href="https://msr.shu.ac.uk/urd/sits.urd/run/siw_lgn">https://msr.shu.ac.uk/urd/sits.urd/run/siw_lgn</a>
<b>In-Module Retrieval available for this task?</b>	Yes
<b>Module Leader</b>	Wayne Lindley.      w.m.lindley@shu.ac.uk

### **Assignment Specifics**

- Required Output

This report requires you to produce a Literature Review and FOUR Evaluation Notes for one element selected from Table 1. You are expected to link your chosen element to real life applications identified through workplace or personal experience.

You should submit a single MS Word file containing,

- Front matter (title page, table of contents, introduction etc.)
- Critical Literature Review for your element (LR)
- Four construction technology Evaluation Notes (EN)
- Back matter (reference list for your Literature review (REF) and an annotated bibliography for the element notes in the form of a Source Summary Matrix (SSM))

- Your critical Literature Review will challenge theories and assumed knowledge addressing the following research question: *What are the standard and sustainable forms of construction for your chosen element and what are the impacts of the sustainable form?*
- Using theory and formal guidance, your Evaluation Notes should explain (providing example(s) and annotated details)) how the analysis of functional and/or performance requirement(s) is undertaken for your chosen element.
- Your Source Summary Matrix will show the range of material you have consulted in creating your Evaluation Notes, your understanding of the source quality, what you used from the source and where you used it. You will critically reflect on your experiences and judgements made in relation to standing of your sources.

## Element list

Select ONE element from the list below.

(Table 1)

1. Warm flat roof with steel structural deck on a commercial building
2. Inverted warm flat roof with concrete structural deck on an educational building
3. Low pitched metal roof on an industrial building
4. Pitched roof on a business park office building
5. Solid external wall of an industrial building
6. Timber panel external wall of a student halls of residence
7. Suspended timber ground floor of a small scale office building
8. Beam and block ground floor of a small commercial building
9. Precast concrete floor slab of educational building above unheated space (e.g. car park) i.e. this floor defines thermal envelope
10. Insitu-concrete floor slab of commercial building above unheated space (e.g. car park) i.e. this floor defines thermal envelope

- All typed work should be Arial (11pts) or Calibri (12pts)
- You should use the APA referencing system
- Please state the number of words used at the end of the assignment
- Word counts include the entire assessment submission, with the exception of references, appendices
- Work up to the word limit will be marked. Any work in excess of the word limit will not be marked

## • Additional Support and Guidance

Further guidance on the assignment will be given verbally on an ongoing basis.

Items to highlight for this assessment are that:

- A critical Literature Review is NOT a report. They are very different things. Again this will be explained in class.
- The list of elements above may appear on first reading to have elements that are easier than others (say 6 versus 8). However, it is not how much information you find, it is what you do with the information. Writing up something with lots of information can be harder than that with limited information.
- The titles listed above are just that; titles. They are not an exact specification of what you have to consider. It would be very reasonable to consider internal finishes on walls or an example or two of details for an element (e.g. pipe penetration in a roof).
- The breakdown of the critical Literature Review (LR), Evaluation Notes (EN) word count is your judgement. The following ranges are suggested: critical Literature Review 1600- 2000 words, Evaluation Notes 400-700 each. Remember total cannot exceed 4000 words. References do NOT count towards the word limit.
- The Source Summary Matrix should be presented as a table on landscape A4 sheets containing the following column headings: (1) APA references (2) Quality of source score (3) What was used from the source (4) How it was used. These words do NOT count towards the word count.
- The formative submission examples show how evaluation notes can be laid out, structured etc. It is suggested you use these prescribed formats for your formative and final submission.
- The formative submission is NOT the final submission; it is a first cut draft. It has several purposes (a) to encourage you to progress with the assessment (b) to allow the tutor to judge how the class as a whole is progressing (c) to support the generate of formative feedback for the class (d) to allow you to improve your final submission (e) to provide materials to support your in seminar learning. The formative submissions are not individually marked.
- Formative submission dates are as follows;

Literature Review	Monday 16 <sup>th</sup> November 15:00
Sustainability	Monday 18 <sup>th</sup> January 15:00
MMC	Monday 08 <sup>th</sup> February 15:00
Structures	Monday 08 <sup>th</sup> March 15:00
Strengthening	Monday 19 <sup>th</sup> April

## Learning Outcomes

- By successfully engaging with this module, the learner will be able to critically analyse, evaluate, and identify relevant facts, principles and concepts in relation to construction technology.

## Assessment Criteria

		Standard	Referred Insufficient 0-39%	3 <sup>rd</sup> Class Sufficient 40% - 49%	Lower Second Good 50% - 59%	Upper Second Very good 60% - 69%	1 <sup>st</sup> Class Excellent 70% - 100%
			Clearly inadequate, substantial gaps. Little of coverage seriously addressed	Some of coverage met, with no critical errors / omissions	Most of coverage met, with no critical errors / omissions	All of coverage met, with only minor errors / omissions	All coverage met, with no significant errors/omissions, several aspects substantially exceeded
Section	Coverage	Examples include (but not limited to)					
<b>Presentation (10%)</b>	Presentation on all aspect of the project, including but not limited to: Readability of the material, layout of the forms, clarity of diagrams, formatting of text), correct referencing etc.	Poor layout and quality of text					Substantial innovation in presentation
<b>Literature Review (40%)</b>	Content reflects understanding of research question. Depth of knowledge of standard and sustainable form. Issues explored. Good range of references clearly cited. Suitable craft in writing.	Very little citation (not a literature review)		Exploring core parts of research questions			An extended interpretation of research question
<b>Technology Notes (4 x 10%, 40%)</b>	Depth of understanding demonstrated in example function / performance analysis undertaken. Correct application of analysis techniques. Sound judgement in choices & selection made during analysis. Suitable supporting evidence.	No examples	Listing not explaining			Sound examples	Good examples well worked into note
<b>References &amp; Source Summary Matrix (10%)</b>	Range of sources correctly formatted to APA. SSM laid out to guidance. References from a variety of sources (internet /journal / book), Addressing validity of each of sources / critical analysis. Judgement made in relation to standing of sources. Explanation of usage of sources.	Not to prescribed format	Low number of citations				Well introduced and applied scoring
<p>Guidance of reading marking grid: The coverage/standard column sets the performance scale for this assignment, and each of the other columns presents indicative examples of what a referred, lower second, upper second etc performance might look like for each part of the assessment. Clearly the examples given cannot be exhaustive, and it may be that your work were rated as (for example) a lower second even if you had actually satisfied the particular example given. The individual feedback provided to you along with this grid will help you to understand the specific reasons why your work has been scored in the way that it has.</p>							

As well as assessing your work against the module assessment criteria, markers will use the University Generic Grade Descriptor to award your final grade for individual tasks in the module. This descriptor also provides you with additional guidance to enable you to improve your work. A copy of the University Generic Grade Descriptor can be found on the module Black Board site in the 'Assessment' folder.

## **Cheating and Plagiarism**

### **ACADEMIC MISCONDUCT:**

"Academic misconduct is any action, attempted action or omission that may result in you gaining an unfair advantage over other students in an assessment, where there is evidence to demonstrate that your actions or behaviour arose from an intention to deceive the marker. It is a breach of the Code of Academic Conduct and as such will be investigated under the Academic Conduct Regulation. It is a serious matter and has the potential to result in a number of sanctions which could impact on your ability to progress academically.

Acts of misconduct may take many forms. Indicative definitions can be found within the Academic Conduct Regulation."

**\*\*The penalties for academic misconduct are severe and could result in you being terminated from your programme of study at the University\*\***

Further information is available at:

- <https://students.shu.ac.uk/shuspacecontent/academic-misconduct>
- [https://students.shu.ac.uk/regulations/conduct\\_discipline/Academic%20Conduct%20Regulations%202018-19.pdf](https://students.shu.ac.uk/regulations/conduct_discipline/Academic%20Conduct%20Regulations%202018-19.pdf)

## **Submission of your Assignment**

- You need to submit your assignment electronically via the module site by the date and time specified on Blackboard.
- Your last submitted attempt will be the attempt that is marked.
- **Filenames**
  - Should start with your Surname Forename and Assessment Title, e.g. Blogg Joe Glaciation Essay.docx
  - Use only letters, numbers, hyphens and underscores, and should be less than 72 characters in length.
- Do not password protect your file(s).
- Please ensure your file is smaller than 250 MB or you will be unable to submit it to Blackboard.
- It is your responsibility to ensure that your work is successfully submitted. Always check your email receipt and the submission point again following each submission.

- More guidance on online submission, including contacts for IT help can be found on the Assessment4Students webpage: <https://academic.shu.ac.uk/assessment4students/>  
Please note the issues with some browsers.
- If you have a learning contract which recommends the use of stickers for your work please make sure that you type the wording of the sticker at the top of your assignment – preferably in red so that it is as visible as possible for markers.
- **Back-up and keep a copy of your work.**

## **Turnitin**

On this course, Turnitin is available as a facility for you to check your work for referencing accuracy prior to your final submission. You can find this in the 'Drafting your work' folder on Blackboard.

## **Return of your marked Assignment and Feedback/Feedforward**

Feedback/Feedforward for your assessment will be in the following formats:

- Guidance and advice in class
- As this assignment is worth 100% of the module mark, it is very heavily supported by formative work. This formative work forms the basis of a number of seminars, where you will get considerable feedback/feedforward on your assignment progress.
- An electronic whole class formative feedback note, giving details of class performance, common issues etc.
- Individual electronic feedback in the form of a feedback rubric and sometimes brief annotation of your script.

## **In-Module Retrieval of an Assessment Task**

If you have made an initial valid attempt but not achieved a pass mark, you may choose to rework the assessment task once only. To be a valid attempt, the initial coursework submission must be capable of being marked against the marking criteria set. There must be some genuine attempt to answer the brief in the format required. If you take the in-module retrieval and you pass the reworked assessment task, the mark for this assessment task will be capped at the pass mark. If you rework the assessment task and your mark is lower than your original mark, then the original mark stands. Refer to the module site for in-module retrieval submission dates. This date will be set by your module leader. Having taken or declined your in-module retrieval opportunities, if you do not pass the module on second attempt you will be referred and will have to undertake a further piece of referral assessment to pass the module.