

BA (Hons) Architecture and Urban Planning (K190)

Degree Programme Handbook 2023-24



[Image: ARC1007: Jetty model showing threshold between landscape and bothy, Miruna Cismas, 23-24].

The role of this handbook

This handbook is to give you an overview of the BA (Hons) Architecture and Urban Planning programme. The aim of the Architecture and Urban programme is to train a wide range of students with a variety of critical skills and abilities with view to design and advocate for people-focused and climate responsive approach to the built environment.

As staff, our aim is to teach a challenging and engaging curriculum that is informed by our current research. As students, you are the 'engine' of the school and the quality of the learning and social experience will depend on your personal engagement and contribution to the broader life of the School.

Welcoming a new cohort is always a pleasure, and together with the AUP team, we look forward to support continuing students and develop this exciting an innovative interdisciplinary programme who lead each of you in different disciplines and professions – whether **architecture**, **urban design** or **landscape** for designers and equally to professions that **connect people and address climate** in the built environment.



[Image: APL3001: Live Project exploring how to Re-Value Clayton Street, Amelia Pegrum, 22-23].

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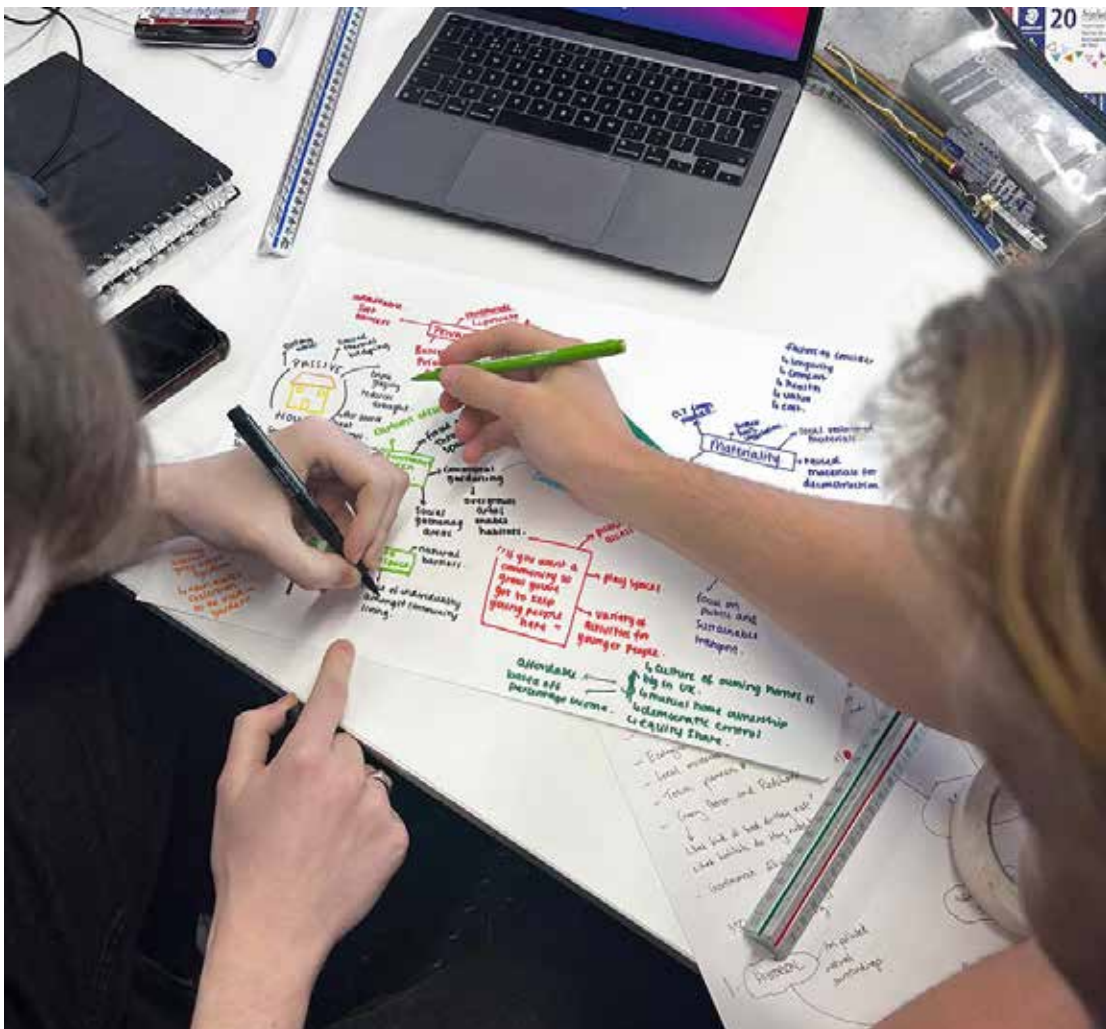
***"The course provides an excellent example of context driven design. A capability which is increasingly necessary, particularly at the neighbourhood scale, and consequently in increasingly high demand in the workplace."
External Examiner (21-22)***

***"This programme is pretty unique and brings a different, more complex and considered view into the field of education and practice it explores. The connectivity across design and planning helps give students a much more grounded, aware and considered view of each."
External Examiner (21-22)***

Who's who

Below you will find the names of colleagues in charge of the school. While you might meet the Head of School only occasionally, **Directors of Planning and Architecture** are the chairs of all meetings Reps are invited to. Their role is to ensure the quality of our programmes. Your **Learning and Teaching Administrator** is your first point of contact for any administration issue. **Wellbeing staff** is very important to note as well as those at **reception colleagues** who will be your first port of call within the building.

You will get to know the **academic team** of the AUP programme overtime. We are a tight and committed team which grow as the year progress and you opt for a (accredited) pathway or route with your studies. Your **personal tutor** can support you for any aspect of your studies or pastoral care. Do not forget to engage with your **mentors** as well as your **peers** as a cohort you hold a wealth of knowledge and information.



[Image: APL2006: Collaborative brief making, 22-23].

Who's who

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Programme Overview

The programme for the BA (Hons) in Architecture and Urban Planning extends over three academic Stages, while the M-AUP undergraduate masters is a 4 Stage programme for the M-AUP (architecture) and 5 stage programmes (including a placement in planning practice) for the M-AUP (urban design). The Landscape route requires that you take the recommended modules in Stages 2 and 3. Upon graduation, you will take a year out in Landscape practice. Once your year-out completed, you can join the Stage 2 Master in Landscape Architecture.

Each Stage has two semesters of study and involves study through lectures, design projects, seminars, workshops, tutorials, study visits and fieldwork. The programme is organised on a modular structure: each Stage comprises modules with a credit value of 120 credits, with 60 credits per semester. Below is an introduction to the BA (Hons) in Architecture and Urban Planning which includes the foundations of M-AUP programmes.



[Image: APL3008: Green Infrastructure for Well-being and Biodiversity, Quannah Clark, 22-23].

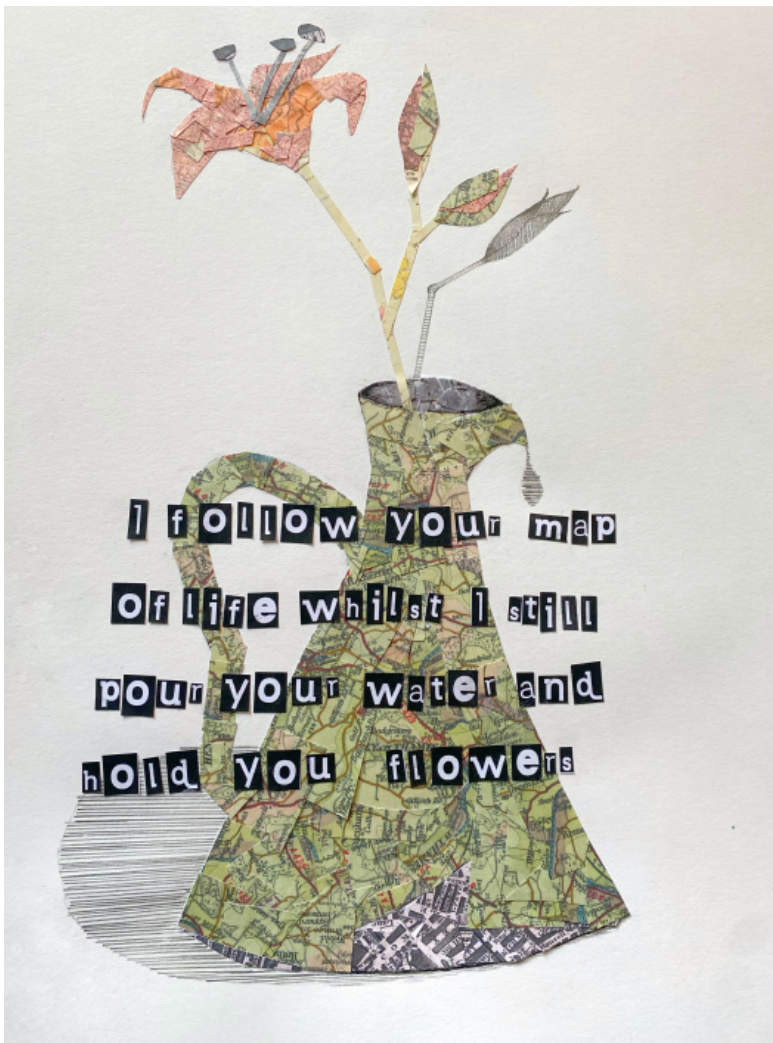
Stage 1 (Foundation)

Year One is closely allied with existing programmes in architecture and planning. You will be:

- Acquiring essential architectural/design and representation skills
- Developing an awareness of technology and design both conceptually and practically
- Introducing architectural and urban history
- Exploring the various disciplines which feed into planning knowledge

The **First Year** focuses on the introduction to the core study of architecture and urban planning. This includes an introduction to architectural theory and architectural history, histories of the city inform the future as well as the purpose of planning, in particular in engaging with issues that matter to people in their everyday lives. In architectural design, you will be introduced to the key skills of design representation, architecture and technology.

Skill development emphasises design – technology and environment – critical thinking, sociological analysis, historical analysis, architectural design and an introduction to the basics of architectural technology.



[Image: ARC1007: MapMe, Tom Letts, 22-23].

Stage 2 (Formative)

Year Two allows you to start shaping your own degree by:

- Engaging in greater (socio) spatial design practice and heritage
- Developing critical thinking, social science research skills and methods and creative practice methods
- Being introduced to theoretical analysis (in planning) and also further historical analysis.
- Learning how to create knowledge yourself
- Opportunity to take part to a field trip abroad

Skill development in **Year Two** emphasises critical thinking with the introduction to theories of Alternative Practice (APL2001) as well as the Research Skills for Creative and Visual practice module (APL2007) which intends to help you prepare and formulate a proposal for your 3rd year dissertation. This year provides you with the opportunity to start shaping your own degree: you will have ample of choice of optional modules. Don't hesitate to ask if you need guidance.

You will be able to continue developing your design skills and abilities in greater depth through optional design modules specific to the degree such as (APL2015) 'Relational Mapping, Design and Representation' which introduce you to digital representation as well as wider design scales including **landscape** and **urban design**. Living Communally (APL2006) focuses on sustainable co-housing. You will be introduced to principles of **sustainability** to neighbourhood design and architecture.

On the **planning** side, optional modules include Understanding Cities, Housing Policy, Local Economies, Participation Theories and Practices, Digital Civics, Cities and Poverty and Sustainable Development.



[Image: APL2015: Relational Mapping, Design and Representation, Martha Waples, 22-23].

Stage 3 (Summative)

Year Three focusing on deepening your own path by:

- Dissertation: Articulating your own project and research interest through the dissertation as an independent learning approach
- Developing greater **urban design and landscape** design abilities
- Take part to a **Live Project** and consolidate your community strategy skills
- Analytic skills for **environmental change** in cities
- Opportunity to study abroad

Stage Three critical development skills include in-depth theory, design and planning practice as well as social research and writing skills. This is the year when you will shape your own pathway. You can choose a wider variety of modules as well as opt for one of the **accredited pathways** in either **urban design or architecture** or choose the **landscape route**. This third year is the culmination of the **socially engaged practice** ethos which will be put in practice with the **'Co-producing Space'** (APL3001) through exploratory design methods that unpack the relations between people and place and trigger alternative design futures in the public realm or in a community group. Equally (TCP3028) **'Strategies into Action'** will equip you with the skills required to understand a locality and formulate sensible policies and action plans at the neighbourhood level. **Climate Literacy** (APL3009/ APL3010) will deepen your critical understanding of discourses on climate change and their urban policy responses. While **Green Infrastructure for Well-being and Biodiversity** (APL3008) and **City as Landscape** (APL3011) will strengthen your design strategies and skills as city scale driven by ecological approaches for the of both benefit humans and non-humans.

Your **dissertation** (APL3007) enables you to design and undertake empirical research on a topic of your own choosing whether in the field of planning, urbanism, urban design or architecture. It is an opportunity to explore themes related to socio-spatial, environmental or design issues that have been introduced in Year One or Two. You may choose a topic that triggers your interest and might serve future research, study or professional endeavours. For students taking an accredited pathway, we strongly recommend aligning the dissertation to the pathway (urban design or architecture). Similarly, for the landscape route, you should aim to explore a topic that will make you distinct in your field when you apply to practices.



[Image: APL3001: Co-producing Space, Maud Webster, Jake Anderson, Ewan Mears, 21-22].

Modules and Module Choice

Around Easter time, the **optional modules presentation** introduces the to Stage 2 and Stage 3 the wealth of modules on offer. This session usually takes place at a time when the annual **AUP Up and Away** offers a space for exchange with AUP Alumni and professionals of the built environment who are keen to share their career experience. The event is intended to help you consider your modules, pathway or inspire you for a master or future profession.

Below are the modules that are offered in each stage. It is important to note that Stage 1 does not offer any option but invites students to explore the fields that this programme offers. In Stage 2 and Stage 3 the range and diversity of optional modules expands so that you can actively shape your own learning.

You will be asked to register centrally your choice of optional modules. Personal tutors and academic staff can help you assess the relevant module for the path you wish to take or consider. If you feel you need to **review your initial choice of modules**, please **contact Hania Klepacka** [hania.klepacka@newcastle.ac.uk] who will be able to activate the change or advise in terms of number of credits per semester and possibly clashes – in particular if changes occur during induction. We strongly recommend that you review thorough the optional module presentation before you register for modules.

In bold are **the compulsory** modules in each year. Further down you will have a summary of modules to must take if you choose the **architecture** or **urban design accredited pathway**. Also is included the recommended **modules for the landscape route**.

The AUP Up & Away series provides an invaluable platform whereby students connect to practitioners who are working successfully in practices situated at the intersection of planning architecture and urbanism.
External Examiner (18-19)

Compulsory and optional modules

Stage 1

You will notice that some modules run over two semesters while other are concluded at the end of a semester.

Modules running across Semester 1 and Semester 2

ARC1007 Architectural Design 1.1: 40 credits

ARC1015 Introduction to Architecture: 20 credits

Semester 1 modules

ARC1013 Architectural Technology 1.1: Explorations in Making Architecture: 10 credits

APL1002 Architectural and Planning Histories of the City: 20 credits

Semester 2 modules

ARC1014 Architectural Technology 1.2: Principles of Constructing Architecture: 10 credits

APL1003 Planning Contexts: 20 credits

If you find that Planning is of greater interest and design a challenge, you may want to consider **transferring to Stage 2 of either BA Urban Planning (K421) or Master of Planning (K400)**. You will be considered if you have passed all Stage 1 (K190) modules and if you have passed APL1003 Planning Contexts with a minimum mark of 50%.

Stage 2

Semester 1 compulsory module for all students

APL2001 Alternative Practice: Theories and Practices: 20 credits

Semester 2 compulsory module for all students

APL2007 Visual and Creative Practice Research Skills: 20 credits

There are 80 credits of **optional modules** to select from, you should choose 40 credits of options from Semester 1 and 40 credits of options from Semester 2 to achieve a 60/60 credits split:

Semester 1:

APL2015* Relational Mapping, Design and Representation: 40 credits (design)

TCP2005 Houses and Homes: 20 credits

TCP2025 Researching Local Economies: 20 credits

Semester 2:

APL2006(^)* Living Communally: 20 credits (design)

APL2035* Participation: Theories and Practice: 20 credits

TCP2031 Digital Civics: 20 credits

TCP2028 Understanding Cities: 20 credits

TCP2035 Study Visit: 20 credits

TCP2036 Global Course on Institutional Design for Spatial Planning: 20 credits

SOC2056 Sociology of Health and Illness: 20 credits

Module running across Semester 1 and Semester 2

ACE1000 Introduction to Marketing and Consumer Behaviour: 20 credits

Pre-requisite modules are modules that you must have taken prior to specific options as the learning is continuous and progressive. This is the case for design modules or accredited pathways.

(^) **APL2015 is a prerequisite** to APL2006 module.

Accredited pathway in Architecture or Urban design

You must take and pass APL2006, APL2015 and APL2035 to proceed on either accredited programmes. The same module options are recommended for students wishing to take the **Landscape route**.

The selection of these modules will allow you to transfer to either **Master of Architecture and Urban Planning (Urban Design)** for RTPI accreditation **Master of Architecture and Urban Planning (Architecture)** for ARB/ RIBA Accreditation.

Accreditation for Landscape will only be achieved upon completion of the MLA.

Placement Year in industry

On completion of Stage 2 and before entering Stage 3 you may, as part of their studies for the degree, spend a year in a placement with an approved organisation – subject to Degree Programme Director approval. For this, you will have to take the following module alongside your placement. If you undertake the placement year you will not be allowed to transfer to the integrated master routes in Stage 3.

Module running across Semester 1 and Semester 2

NCL3000 Careers Service Placement Year Module: 120 credits

For information about University Placements and your responsibilities, please visit the following websites:

Placements: <https://www.ncl.ac.uk/study/your-future/work-placement/>



[Image: APL2006: Living Communally, Samuel Gaisie, 22-23].

Stage 3

The following module is compulsory for all students:

Module running across Semester 1 and Semester 2

APL3007* Dissertation in Architecture and Urbanism: 40 credits

There are 80 credits of **optional modules** to select from, you should choose 40 credits of options from Semester 1 and 40 credits of options from Semester 2 to achieve a 60/60 credits split:

Semester 1:

APL3008 (^) Green Infrastructure for Well-being and Biodiversity: 20 credits (design)

APL3010 Climate Literacy: From philosophies to practice: 20 credits

TCP3028 Strategies into Action: Planning: 20 credits

TCP3055 Study Abroad: 40 credits

Semester 2:

APL3001 (^) Alternative Practice: Co-producing Space: 20 credits (design)

APL3011* City as Landscape: 20 credits (design)

APL3012* Materiality of Landscape: 20 credits (design construction)

TCP3053 Development Management: 20 credits

TCP3061 Contemporary Planning Issues: 20 credits

Module running across Semester 1 and Semester 2

BUS3000 Enterprise and Entrepreneurship with Lean Innovation: 20 credits

GEO3130 Mapping the City: 20 credits

NCL3007 Career Development for final year students: 20 credits

PHI3006 The Networked Society: Human Identity and Practices: 20 credits

(^) **APL2015, APL2006 are prerequisite** to APL3008 and APL3001 modules.

Modules noted with (*) are recommended modules if you are interested in Landscape Architecture.



[Image: APL3001: Co-producing Space: Fenham Social and Climate Imaginaries, 21-22].

Master of Architecture and Urban Planning (Urban Design)

The following modules are compulsory:

Semester 1:

APL3008 (^) Green Infrastructure for Well-being and Biodiversity: 20 credits (design)
TCP3028 Strategies into Action: Planning: 20 credits

Semester 2:

APL3001 (^) Alternative Practice: Co-producing Space: 20 credits (design)
TCP3053 Development Management: 20 credits

Master of Architecture and Urban Planning (Architecture)

The following modules are compulsory:

Semester 1:

APL3008 (^) Green Infrastructure for Well-being and Biodiversity: 20 credits (design)
APL3009 Climate Literacy: Philosophies: 10 credits
ARC2016 Architectural Technology 2.1: Construction in Detail: 10 credits (construction)

Semester 2:

APL3001 (^) Alternative Practice: Co-producing Space: 20 credits (design)
APL3017 Construction, Energy and Professional Practice: 20 credits (design and construction)

Landscape Route

The following modules are recommended:

Semester 1:

APL3008 (^) Green Infrastructure for Well-being and Biodiversity: 20 credits (design)
APL3010 Climate Literacy: Philosophies: 10 credits

Semester 2:

APL3011 City as Landscape: 20 credits (design)
APL3012 Materiality of Landscape: 20 credits (design construction)

Study Abroad Opportunities

If you are not taking an accredited pathway, you can in Stage 3 undertake a semester of study abroad in Semester 1 under the Turing Scheme agreements. If you are interested in studying one semester abroad, you must apply for your study abroad during your second year. The module to choose in Stage 3 is TCP3055: Study Abroad.

Depending on where you choose to visit, grants are available to help subsidise your stay. There are no additional tuition fees, and you can apply for a student loan or bursary. The application is in two stages:

1. You will self-nominate to Newcastle University for the opportunity to study abroad.
2. You will apply directly to the university you want to visit.

For more details on studying abroad, please visit <https://www.ncl.ac.uk/mobility/experience-newcastle/studyabroad/> or contact with APL's Coordinator Dr. Diego Garcia Mejuto at Diego.Garcia-Mejuto@newcastle.ac.uk



[Image: APL2006: Living Communally, Ayanda Dediccoat, 22-23].

What happens at the end of Stage 3?

If you have successfully completed Stages 1-3, you will be awarded a **BA (Hons) Architecture and Urban Planning**

Master of Architecture and Urban Planning (Urban Design) if you have taken and passed the requisite modules for the **Urban Design pathway**, you can proceed to Certificate of Planning Practice (3038U) if you have an overall programme average of 50% and a mark of 60 or above in APL2015 or APL3008.

Master of Architecture and Urban Planning (Architecture) if you have taken and passed the requisite modules for the **Architecture pathway** and you have achieved an overall stage average of at least 50 in stage 3 including a 60% average across APL2015, APL2006, APL3008 and APL3001, you can proceed to Stage 4.

Stage 4 Master of Architecture and Urban Planning (Urban Design)

Semester 1:

ARC8115 Design Studio: 40 credits

TCP8052 Urban Design Seminars: 10 credits

TCP8942 Reflective Practitioner (MPlan version): 10 credits

Semester 2:

APL8014 Urban design and the use of design codes: 20 credits

ARC8069 Housing Alternatives: 40 credits

Stage 4 Master of Architecture and Urban Planning (Architecture)

Semester 1

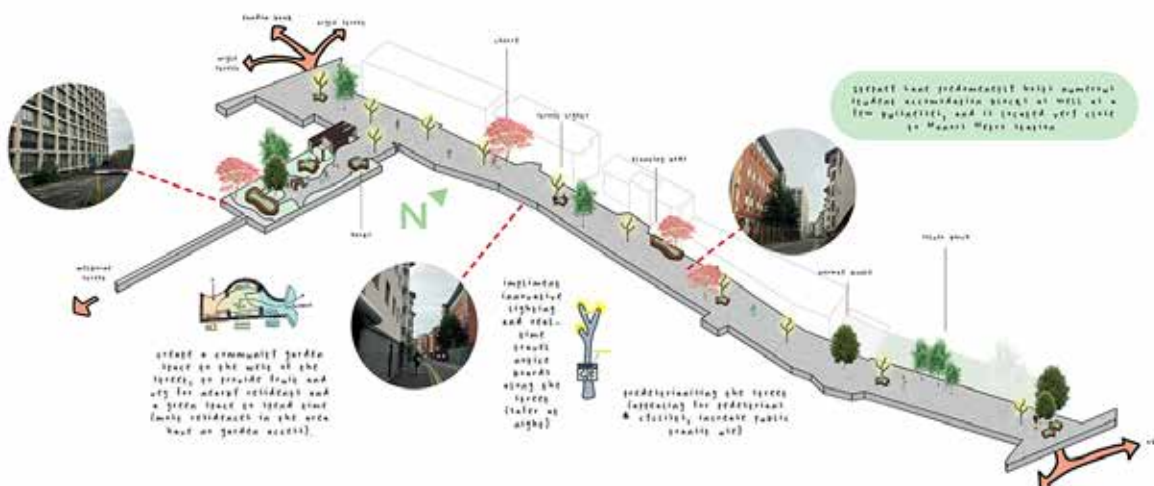
ARC8091 Climate Literacy: Tools for Action: 20 credits

Modules running across Semester 1 and Semester 2

ARC8090 Architectural Design: 60 credits

ARC3016 Architectural Technology 3: Integrated Construction and Practice: 20 credits

ARC8092 Academic Portfolio: 20 credits



[Image: APL2015: Relational Mapping, Design and Representation, Maud Webster, 21-22].

Teaching Methods

Teaching methods include design tutorials, lectures, seminar discussions, workshops, project work, site visits or fieldwork.

You will receive a balanced and varied approach to teaching to help you learn. It is important to be aware that the amount and types of contact time vary quite a bit between modules, stages, and programmes.

Design tutorials take place on a weekly basis often in groups so that you have the opportunity to learn from your peers, which we believe is beneficial to your own learning. We want you to think for yourself, try and test in your sketchbook, with your models, on a piece of trace. Process and development work is key to your learning and progressing.

In Stage 1, we have devised a series of projects that help you develop, test and extend your skills which involve '**learning-by-doing**' or learning to design by designing. This is the most effective way to find out how to design. It means that, inevitably, you will sometimes feel out of your depth. It is not a reason for concern – it shows that you're learning. Indeed, if you don't feel out of your depth sometimes then you're probably not learning enough. This is usually where the most imaginative ideas emerge. Your design tutors are here to help you through the process. But you need to be pro-active with your learning and show work and ask questions.

In Stage 2 and Stage 3, the design projects are thematic stretching your abilities from city scale to detail design so that you can sense which scale you are interested in. We focus here in sustainable principles both at neighbourhood scale as at the building scale.

Design workshops are taught in small groups of students focused on a specific skill or technique. This can include a drawing workshop, making workshop or an Adobe or CAD workshop or a making / modelling workshop.

Lectures form the principal medium for imparting bodies of knowledge in modules taken by large numbers of students, particularly in Stage 1 and Stage 2. A lecture is not the same as a lesson at school. We concentrate much more in a lecture and we seek to inspire and inform your curiosity about the subject rather than provide all the information to answer an assignment. At the very least, lectures do three things:

- They determine the syllabus. At university, the course syllabus is largely determined by the academic staff delivering the course. So, if you want to know what will be covered in the assessment, go to the lectures!
- They provide the basic material for the course: a framework around which you can add further information. Think of lectures as your starting for further self-led research.
- They provide a guide to further reading. Lectures promote development of listening and summarising skills. They usually synthesize a large amount of information and direct you to the sources you need for supplementary information.

It's much easier to acquire information and guidance from lectures than it is from the literature. You will find that styles of lecturing vary. This obviously reflects the differing personalities of the lecturers, but not all lectures follow the same pattern or have the same objectives. It is important therefore that you know what the objectives of a particular lecture are.

Taking good lecture notes is difficult. Don't write everything down, but try to identify the structure or plan of the lecture and the main points of the argument. Distinguish between the main facts, supporting evidence, and examples. Read through your lecture notes soon after the lecture while the lecture is still fresh in your mind.

Seminars comprise a group of up to c.20 students vary in frequency throughout first, second and third year and can be conducted by module leaders, lecturers or teaching assistants. They take a variety of forms depending on specific objectives, including general discussion of particular issues, student presentations, formalised debates, group projects, and research orientated workshops. These small- group sessions provide student-centred environments promote depth of reading, thinking and interpretation.

Project Work with planning modules is designed to provide a focus for the acquisition of integrative, creative planning skills through the study of live or simulated planning situations. Within the programmes there are three modules – one each year which consist mostly of project work. In addition, there are a number of other modules, which incorporate elements of project work. Project work may be organised on an individual or a group basis or combine both. Project modules are assessed through coursework as well as verbal and visual presentations, or written reports. Marks may be awarded on a group or individual basis.

Site visits or Fieldwork forms a part of some planning modules. These visits may be accompanied by staff or may involve independent visits by students. Most of the field study in the degree programme makes use of urban and rural locations in Tyneside and its surrounding areas. There are, however, elements of more extended study visit beyond this region in the programme.

Additional Costs

You will be expected to cover the cost for drawing and modelling materials, as well as sketchbooks. However, in induction week for Stage 1, you will be provided with a voucher to cover the initial items you need so that you can start designing.

- 1 x A3 Trace sheets or pad (essential)**
- 1 x A3 Cartridge pad (essential)**
- 1 x Pencil [Clip Type] 0-3 & H Lead (essential)**
- 1 x mechanical pencil 0.5 & HB Lead (essential)**
- 1 x Scalpel (essential)**
- 1 x Pack of Blades 50s (essential)**
- 1 x A4 Sketchbook (essential)**
- 1 x 300mm Metric Scale Rule (essential)**
- 1 x 300mm Adjustable Set Square (essential)**
- 1 x Safety Rule (essential)**
- 1 x A3 Cutting Mat (spare available in the studio)
- 1 x Pair Safety Glasses
- 1 x Glue for Models [Collall Glue]
- 1 x Roll Masking Tape

Think of a wallet where you can keep everything in one place.

Contact Hours

Approximately 8 hours per week of design tutorials during the semester, plus other activities such as lectures or seminars, depending on the study route chosen. There will be other points of contact available throughout the delivered modules and students should check individual module information on Canvas for the exact contact session length for each week.


Attendance

We expect that you interact with learning activities and attend all timetabled sessions provided in a punctual manner.

The University monitors attendance. Attendance at classes and engagement with the Canvas activities is monitored to help us to identify, contact and support at an early stage any student who lack of interaction gives us cause for concern. In the event of having activities on campus, most or all in- person classes are monitored.

If you are unable to attend for any length of time (more than 3 days absence), you should notify your School by promptly submitting an absence request form along with any necessary evidence through S3P. <https://www.ncl.ac.uk/student-progress/registration/s3p/absence-request/> A significant number of absences could mean that your School may consider that you are not making 'satisfactory progress' and action may be taken. See <https://www.ncl.ac.uk/student-progress/policies/policies/attendance/> for more information on University attendance requirements.

Design work requires regular engagement as it an iterative process, which suggests that students need to try, test and repeat on a very regular basis. There is no direct correlation between the time spent on drawing and modelling and the quality of your work, it has been noted that students dedicating regular time to design, attending all design lectures and tutorials progress steadily.



There is a clear correlation between your attendance, progress and attainment in particularly with design development.

Assessment and Feedback

Design projects are evaluated against a set of criteria outlined in the project brief descriptions as shown in the marking descriptor below. The assessment criteria for each project commonly requires an understanding of and an ability to apply:

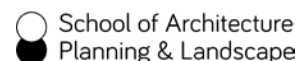
- A particular body of knowledge (related to the project).
- A particular range of skills and techniques (introduced in the project).

During the year/ semester students will be given formative (for guidance only) letter grades for individual projects or interim reviews to indicate broad performance. These will be accompanied by a set of written comments in relation to the declared criteria. The letter-grade given at the end of design projects positions the work within a range of possible marks as follows:

X	75 or more	75+
A	65 – 75	70
B	55 – 65	60
C	45 – 55	50
D	35 – 45	40
E	35 or less	30

Design marking descriptor

ARC1007 Design portfolio Marking Descriptor



Student Name:

Portfolio Mark:.....

Criteria	FAIL 0-39	3 RD 40-49	2:2 50-59	2:1 60-69	1 ST 70-100
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Criteria	FAIL 0-39	3 RD 40-49	2:2 50-59	2:1 60-69	1 ST 70-100
Context	No evidence of understanding or engaging with site / surrounding context	Basic evidence of site understanding / response.	Satisfactory appreciation of context but lacking breadth and sophistication.	Competent and refined understanding of the context consistently evident.	Sophisticated embedded understanding of context evident in the design concept.
Scale	No understanding	Basic evidence demonstrating some grasp of scale and drawn context	Evidence of understanding scale and context. But lacking breadth and sophistication.	Competent and refined understanding of scale demonstrated in all orthogonal drawings / models.	Refined and harnessed grasped of scale demonstrated through a wide range of media.
Design / Spatial Imagination	No coherent spatial narrative, missing basic drawings to convey the spatial proposal.	Lack of spatial clarity. Basic drawings roughly conveying the proposal.	Coherent spatial narrative, conveyed adequately but lack iteration and resolution.	Engaging and Imaginative spatial narrative clearly conveyed but not in its full extent.	Engaging and original spatial proposal conveyed consistently throughout.
Material and construction	No section at 1:50 showing materiality and construction.	No section at 1:50 but tentative suggestions for material or construction.	Section at 1:50 but declaring a limited but clear engagement with material or construction.	1:50 /1:20 section showing integration of construction and material with design concept.	Competently and well considered 1:50 / 1:20 section showing a good understanding of construction and material.
Process: <i>Exploration of ideas through sketches / models.</i>	No evidence of process/ development work in drawings / sketches / models.	Basic and uneven development work lacking quality and poorly documented.	Some evidence of development work showing how the design ideas emerged.	Consistent development work throughout all projects demonstrating the development of design ideas.	Delightful and well-illustrated development work clearly evidencing the design ideas.
Representation: <i>Spatial ideas conveyed through orthographic drawings / models</i>	No evidence of an understanding of drawing conventions. Poor quality of model, hastily done.	Limited drawing conventions in plans and/ or sections poor quality of model making.	Demonstration of appropriate orthographic drawing conventions skills in plans and/ or sections. Evidence of modelling competence.	Good drawing techniques demonstrating fluency with drawing conventions. Well-crafted model(s).	Diverse and refined drawing techniques communicating clearly space, construction and materiality.
Representation: <i>Spatial atmosphere through evocative drawings and collages</i>	Poor or insufficient expression of atmosphere of space. Lack of engagement with representation techniques.	Basic expression of spatial atmosphere. Some engagement of representation techniques but limited in scope.	Satisfactory rendering of atmospheric qualities rendering space and materiality, but lack refinement.	Good representation of spatial and material qualities through a variety of drawing techniques portraying a sense of atmosphere.	Convincing and well controlled / considered atmospheric intent through rich and diverse drawing techniques.
Portfolio narrative	No visual narrative, portfolio hastily done, incomplete or insufficient in quality.	Some basic layout intention but no communicating a visual narrative.	Moderately clear and consistent layout intention.	Clear and well documented visual narrative throughout the portfolio.	Consistent and personal visual narrative throughout the portfolio with ample evidence of work underpinning the projects.

Coursework varies substantially in form between modules. However, as a guideline you should expect each 10 credits to be equivalent to 2000 words of written assignments at Stages 2 and 3, and possibly slightly less (around 1500 words) at Stage 1. In addition, expectations in terms of the extent and rigour of inputs into assessed work will also rise. Again, this will vary between modules, but an indication might be given by the following:

In Stage 1, essay-type assessments will normally require additional reading - reliance on lecture notes will not be sufficient. you will be introduced to referencing the sources of information they include.

In Stage 2, more substantial reading will be expected, together with referencing of the sources of information for sections within an essay or report.

In Stage 3, essays, reports, and especially in the Dissertation, appropriate and formal academic referencing of material and data sources will be expected. Use of primary or original secondary data (e.g., original statistical publications) will be expected in some cases. It is expected that original research will form part of the Dissertation.

Throughout the three stages, material referred to should be identified in a bibliography, which should be set out using the Harvard convention. Please see the University's style and referencing guides for more information.

You should follow assessment specification, as set out in the detailed assignment description, provided by the module leader. It is important to write assignments in line with the advice given to you about their length. Assignments over the word limit may have the advantage of being able to say more than assignments written to the word limit. Therefore, in fairness to students who have complied with word restrictions, the School has developed the following policy in relation to excessive word length.

On works expected to be between 10,000 and 20,000 words, a penalty of 1% per 1000 words be applied for excessive length.

- On works expected to be between 5,000 and 10,000 words, a penalty of 2% per 1000 words applied for excessive length.
- On works expected to be 5,000 words or less, a penalty of 3% per 1000 words be applied for excessive length.

Please note:

Assessments (coursework and design) must be uploaded timely on Canvas, otherwise a penalty for late submission will apply.

Pass mark for all Undergraduate module assessments is **40%**.

"The standards are exceptionally high, and appropriate to the innovation that this particular course programme and qualification offers. This course is in effect producing a new kind of multidisciplinary specialist." External Examiner (21-22)

Coursework marking descriptor

MARKING SYSTEM			TYPE OF ASSESSED WORK		
CLASS	MARK	PROV DESIGN GRADE	DESIGN PROJECT WORK	COURSEWORK / ESSAYS	DISSERTATIONS
1	90-100%	X (75)	Exceptional work	Worthy of retaining for reference	Exceptional work
	70-89%	- (100%)	Excellent in most areas of work. Demonstrates originality, imagination and critical thinking throughout. Excellent level of design resolution and communication up to a moderately complex set of specific requirements.	Breadth of intensity of accessed data or literature plus an original or critical contribution or finding.	Excellent overall. Identification with professional research approach. Completion of task or good philosophical review of shortcomings.
2.1	60-69%	A (65)	Very good in most areas of work. Demonstrates rich process and spatial imagination. Very good level of design resolution and communication up to a moderately complex set of specific requirements.	Thorough, clear treatment shows understanding of arguments, contribution and context. Efficient use of data/literature.	Very good overall but less original and painstaking. Setting a good argument in an appropriate context. Presented well.
		- (75%)			
2.2	50-59%	B (55-65%)	Good in most areas of work. Demonstrates good process and spatial imagination. Generally competent with a good level of resolution and communication up to a moderately complex set of specific requirements	Pedestrian treatment of wide literature or database OR adequate treatment of incomplete data or literature "without spark".	Good overall. Complete but pedestrian or lacking in imagination or criticism.
		C (45)			
3	40-49%	D (35-45%)	Basic level of achievement and spatial imagination overall up to a moderately complex set of specific requirements - or an uneven performance combining some good and incomplete areas of work. Not fully resolved or communicated.	Basic approach to a narrow or misguided selection of material. Lacking in background or flawed in arguments.	Basic overall. Arguments / discussions poorly resourced. Undue faith in literature. Little sign of analytical technique or depth.
		- (55%)			
Fail	30-39%	E (0-35%)	Some signs of competence up to a moderately complex set of specific requirements but outweighed by unresolved or incomplete work.	Little effort. Shallow and poorly presented. Lacking in conclusions or conclusions incorrect.	Superficial write-up conveying little of the context or value of the research. Poor in knowledge, structure and expression.
	0-29%		Significantly incomplete work. Little evidence of basic competence and process and spatial imagination. Shows little understanding of the subject.	No adherence to project/essay outline or title. No clue as to what was required.	Superficial, of very little value, and incomplete.



[Image: APL3007: Dissertation in Architecture, Urbanism and Landscape, Amelia Pegrum, 22-23].

Programme Learning Outcomes

Knowledge and Understanding

Design

A1: Demonstrate an ability to create architectural and urban designs, which critically synthesise social, ecological and environmental concerns. (ARB GC1/ RIBA T&V5)

A2: Demonstrate an adequate knowledge of urban design, planning and the skills involved in the planning process. (ARB GC4)

A3: Demonstrate an ability to generate integrated responses to spatial planning challenges. (RTPI – 2)

A4: Demonstrate an ability to evaluate the quality of places, and the meaningful relationships between people and buildings. (ARB GC5/ RTPI – SLP3 / RTPI – 10)

Socially Engaged Practice

A5: Demonstrate an understanding of the role of architects and planners in promoting principles of equality and engaging with communities in design and planning processes. (ARB GC6/ RTPI – 9)

A6: Demonstrate an understanding of political and ethical nature of spatial planning and reflect on effective democratic decision-making structures. (RTPI – 5)

Climate Literacy

A7: Demonstrate knowledge of environment comfort while protecting against the climate advocating for sustainable design principles. (ARB GC9)

A8: Demonstrate an ability to preserve, integrate and enhance natural habitats, which encourage biodiversity and support access to green infrastructure space for communities. (RTPI – 6)

A9: Demonstrate an ability to assess relevant mitigation and adaptation approaches to climate change. (RTPI – SLP4)

Ethics & Professional Practice

A10: Demonstrate an knowledge of the importance of upholding the highest social and environmental ethical and professional standards to deliver projects with integrity and accountability. (RIBA T&V2/ RTPI – 13/)

A11: Demonstrate an understanding of regulations, procedures and legal frameworks in buildings and planning processes and an ability to debate concept of rights in decision-making. (ARB GC11/ RTPI – 1 / RTPI - 7)

A12: Demonstrate an understanding of practice management including resource management and business skills to deliver effective planning and architectural projects. (RTPI - 4 / RIBA T&V6)

Intellectual Skills

Research (Including History, Theory)

B1: Demonstrate knowledge of **histories and theories** of architecture, related arts and planning to influence the quality of design and place. (ARB GC2/ ARB GC3)

B2: Demonstrate an ability to critically **research, analyse, evaluate and appraise narratives and values in architecture and planning.** (RIBA T&V4 / RTPI – 11)

B3: Make effective use of evidence and information.

B4: Articulate reasoned arguments in developing briefs. (ARB GC7)

Practical Skills

Ethical, Professional or Constructional Skills

C1: Demonstrate **research abilities** in developing briefs for architectural and urban design projects, taking into consideration the views of experts, stakeholders and communities as well as constraints imposed by **cost factors** and **building regulations**. (ARB GC7 / ARB GC10)

C2: Demonstrate an understanding of detail construction, structural engineering, ethical material sourcing responding to climate change alongside with an authoritative knowledge of health and life safety to safeguard the community and the users. (ARB GC8 / RIBA T&V1/ RIBA T&V3)

Transferable Key Skills

D1) Demonstrate an ability to integrate the thematic areas of the syllabus in the resolution of moderately complex spatial and organisational problems; **Design**

D2) Demonstrate an ability to select and use appropriate visual, verbal and written communication methods (including sketching, modelling, digital and electronic techniques) to convey design ideas and proposals to both specialist and non-specialist audiences; **Design representation**

D3) Demonstrate an ability to listen, include and critically engage with the views of others. **Socially engaged practice**

D4) Demonstrate an ability to critically analyse values and ethics in the built environment. **Climate response**

D5) Articulate an argument, orally, graphically and/or in written form, based on individual analysis and research; **Research**

D6) Demonstrate an ability to work independently as well as collaboratively. Be able to establish clearly their contribution to a group and reflect on their own work as well as understand the need for lifelong learning. **Work independently and collaboratively**

This course is creating a new kind of placemaking specialist, which I believe opens up the possibilities for the career paths that students can take. External Examiner (21-22)

Intended Programme Aims

Design skills

- ability to **generate design** proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture;

Communication skills

- ability to apply a range of **communication methods** and media to present design proposals clearly and effectively;
- Recognise the role of **communication skills** in the planning process and the importance of working in an **inter-disciplinary context**, and be able to demonstrate **negotiation, mediation, advocacy and leadership skills**.
- Engage in theoretical, practical and ethical debate at the forefront of the area of the specialism in the context of spatial planning

Critical skills

- ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design;
- Apply analytical techniques and problem-solving skills to different types of architectural questions, understanding a complex body of knowledge, some at the current boundaries of the discipline.
- ability to identify individual learning needs and understand the personal responsibility required for further professional education.
- Use of the principles of collaborative and interdisciplinary work to critically evaluate evidence, arguments, assumptions, to reach sound judgments, communicated creatively and effectively.
- ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design;
- Apply analytical techniques and problem-solving skills to different types of architectural questions, understanding a complex body of knowledge, some at the current boundaries of the discipline.
- ability to identify individual learning needs and understand the personal responsibility required for further professional education.
- Use of the principles of collaborative and interdisciplinary work to critically evaluate evidence, arguments, assumptions, to reach sound judgments, communicated creatively and effectively.

Technical Skills (for students taking the M-AUP Architecture)

- understanding of the alternative materials, processes and techniques that apply to architectural design and building construction;
- knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances;
- Demonstrate ethical design proposals in the context of the climate emergency with an understanding of the relevant building physics informing zero carbon design standards.
- Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community.



[Image: APL3001: Co-producing Space: Re-Value Clayton Street , 23-23]