



**BA HONS ARCHITECTURE AND
URBAN PLANNING (K190)**



Academic Year 2018 – 2019

SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

**DEGREE PROGRAMME HANDBOOK
&
GUIDE TO REFERENCING**

**BA HONS ARCHITECTURE AND
URBAN PLANNING**

Head of School: Prof. Adam Sharr

**Director of Planning and Urban Design:
Dr Zan Gunn**

Director of Architecture: Prof. Graham Farmer

Degree Programme Director: Armelle Tardiveau

SEMESTER 1 Monday 24th September 2018 - Friday 25th January 2019

SEMESTER 2 Monday 28th January 2019 - Friday 14th June 2019

PREFACE: HELLO AND WELCOME

Congratulations on joining us at the School of Architecture, Planning and Landscape to engage in a learning journey with your degree in Architecture and Urban Planning (AUP). We hope this handbook is a helpful resource. It contains lists of rules and regulations that need to be observed so that you can proceed successfully.

A team of staff from architecture and planning are committed to support your journey and ensure that you rise to the responsibilities and commitments that such degree requires. Our teaching is supported mostly by our research and/ or practice, which gives insights as to why Newcastle University has been shortlisted for 'University of the Year' in the prestigious Times Higher Education (THE) awards 2018.

Please make sure you read this handbook and keep it at hand for any information on the various guidelines, rights and resources available to ensure that your learning experience is wide and fulfilling. Whilst your academic commitment is essential to the completion of your degree, the programme also offers many other practical, social, intellectual, critical and transferrable skills embedded in this degree which will equip you for the graduate world.

I very much look forward to meeting you or meeting you again and hope to carry on developing this very exciting programme with your support, constructive feedback and engagement.

Armelle Tardiveau

Lecturer in Architecture

Degree programme Director of Architecture and Urban Planning (AUP)

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ADDRESSES AND TELEPHONE NUMBERS

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Full details of all School staff are available on the APL website www.ncl.ac.uk/apl

Please note that communications with students either individually or by group (from staff) will usually be by email. All students should therefore check their email, which can be accessed remotely, on a regular basis and at least daily.

Architecture & Urban Planning

Summary of Programme Commitments

The University's Student Charter is available on the internet at <http://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter>. It is also provided to all students as part of the Student Guide. In the Student Charter, the University undertakes to provide you with access to 'high standards of teaching, support, advice and guidance'.

The Student Charter requires that students are provided with a programme handbook which details any professional requirements, contact hours, mode of programme delivery, assessment criteria, examination arrangements and regulations, academic guidance and support, and appeals and complaints procedures.' The purpose of this summary is to help you locate further details about this key information in your handbooks (please note that information will be found within this handbook and the General Handbook).

Your handbook also contains a range of other valuable information, so you should read it thoroughly and retain a copy for future reference.

Your attention is also drawn to the Student Charter Supplementary Statement of Student Rights and Responsibilities. Further information on this can be found at <http://www.ncl.ac.uk/pre-arrival/regulations/charter.htm>.

Average number of contact hours for this stage / programme:	Section 3, page 10
Mode of delivery:	Please see General Handbook
Normal notice period for changes to the timetable, including rescheduled classes:	Section 5.12, Page 25
Normal notice period for changes to the curriculum or assessment:	Please see General Handbook
Normal deadline for feedback on submitted work (coursework):	Section 5.9, Page 23
Normal deadline for feedback on examinations:	Section 5.6, Page 23
Assessment methods and criteria:	Section 5.2, Page 20

Academic guidance and support:	Armelle Tardiveau as Degree Programme Director (armelle.tardiveau@ncl.ac.uk) and Dr Raymond Abdulai (raymond.abdulai@newcastle.ac.uk) as your senior tutor.
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Information on the following can be found in The General Handbook

- Address and telephone number
- Teaching and Learning in the programmes
- Assessment Information
- Management and tutorial arrangements
- Parent Mentoring
- Accredited prior learning, progress, attendance and conduct
- Student comments and grievances
- Facilities
- Equal Opportunities
- General health and safety policy
- Other University procedures and contacts
- Group working framework
- Description of levels of attainment

1. INTRODUCTION

The Degree Programme Handbook outlines the general aims for the BA programme, lists the modules for each of the years of the programme and sets out the rules which apply to the submission and assessment of the main types of student work.

The BA (Hons) in Architecture and Urban Planning is a 3 year programme.

This Degree Programme Handbook makes reference to the Newcastle University General Regulations, Undergraduate Progress Regulations and Undergraduate Examination Conventions. These describe the University-wide framework of regulations relating to issues of assessment and progress and are published in the University Calendar – <http://www.ncl.ac.uk/regulations/docs/>.

In addition to the General Regulations, there are specific programme regulations for the degree programme, approved by the University. These specific regulations consist primarily of a list of the modules, which constitute that degree programme. Much of the content of the Programme Regulations for the BA in Architecture and Urban Planning has been incorporated into this Degree Programme Handbook.

The rules, organisation and content of the BA in Architecture and Urban Planning are, therefore, set out in the following sequence of documents:

- **University Regulations** provide the 'legal' framework of regulations within which all degree programmes operate <http://www.ncl.ac.uk/regulations/docs/>.
- **Degree Programme Regulations** provide a formally-approved list of modules and forms of assessment for the specific degree (<https://www.ncl.ac.uk/regulations/programme/2018-2019/sapl.php>) **Programme Specifications** provide the framework of a degree programme and can be found here <http://www.ncl.ac.uk/regulations/specs/>
- **Module Guides** provide a more detailed description of the modules, covering content and assessment forms and timetable, together with a context describing the aims and structure of the programme (<http://www.ncl.ac.uk/module-catalogue/reporting/>).
- **Module Hand-outs** provided by the individual module leaders, giving further detail on the timing and nature of lectures and other learning activities, assessment questions/topics and detailed submission times/dates and reading lists.

2. AIMS AND OBJECTIVES OF THE DEGREE PROGRAMME

2.1 AIMS

The aims of the programme are

- 1 To provide a grounding in the disciplines of architecture, planning and urban design with a focus on the interfaces between the three.
- 2 To develop an understanding of urban development and the role of built environment professionals therein.
- 3 To equip graduates with transferable skills in design and in the built environment, which could lead to many varied career paths including, community design leaders, environmental officers, project managers, film makers, journalists and other creative industry specialists.
- 4 To extend what professionals can achieve in the built environment through social engaged design and planning approaches.
- 5 To introduce collaborative and participatory practices in the built environment.
- 6 To provide a programme which complies with University policies and meets the requirements of the FHEQ for a level 6 programme.
- 7 To provide a programme which fully meets the requirements of the QAA UK Quality Code for Higher Education.

2.2 LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should be able to:

A1 Demonstrate understanding of the role of design, particularly as a communication tool, in the built environment.

A2 Evaluate arguments for intervention in the built environment and an understanding of processes for change and the role of professionals in achieving it.

A3 Evaluate political, legal, institutional and administrative frameworks and procedures in relation to the built environment.

A4 Demonstrate an understanding of the complexities of issues and problems pertaining to the built environment, particularly in relation to alternative practice.

A5 Demonstrate an understanding of theory and make appropriate connections between theory and practice.

A6 Demonstrate a critical understanding of values and ethics in built environment intervention.

Intellectual skills

On completing the programme students should be able to:

B1 Define and analyse problems effectively and appropriately.

B2 Develop research skills and experience in the context of the School's research interests.

B3 Make effective use of evidence and information.

B4 Articulate reasoned arguments.

Practical skills

On completing the programme students should be able to:

C1 Formulate and propose cogent courses of action as responses to built environment problems through design, policy design, strategy-making and visual communication.

C2 Evaluate and effectively utilise a variety of methods and processes to achieve C1.

Transferrable skills

On completing the programme students should be able to:

D1 Effectively and fluently communicate information, ideas, principles, arguments and proposals through written, graphic, oral and electronic means, and demonstrate effectively, written, numeracy, oral, IT and literacy skills.

D2 Work effectively individually and in groups.

3. THE STRUCTURE OF THE AUP PROGRAMME

The programme of study for the BA (Hons) in Architecture and Urban Planning extends over three academic years or Stages. Each Stage has two semesters of study.

Each Stage of the degree programme involves study through **lectures, design projects, seminars, workshops, tutorials, study visits and fieldwork.**

In accordance with the University Undergraduate Regulations, the programme is organised on a modular structure. Each Stage comprises modules with a credit value of 120 credits, with 60 credits per semester.

A module of 10 credits is programmed to involve **100 hours** of total student time. This normally includes 20 hours of staff contact (including lectures, seminars and tutorials) – although there is considerable variation between modules. It also includes time for assessment, and for 'self-organised' study.

Basic structure of the programme

Year One is closely allied with existing programmes in architecture and planning, particularly BA Architecture.

Year Two develops the key building blocks of the programme with two theoretical AUP bespoke modules: APL2001 Alternative Practice: Theories and Practices and APL2007 Visual and creative practice research methods. It also encompasses two AUP specific design modules aimed at students who have thrived in design in Year One with view to stretch your design skills at the level of the urban, the building (heritage) and the small but impactful scale.

Year Three focuses on dissertation and project work with some taught elements and optional specialist material from elsewhere in the Faculty. We would expect and encourage wide ranging dissertation topics, expecting students to focus their dissertation around their particular interests ranging between planning, architecture with a socially engaged focus for the coming generations. The urban scale is deepened with the APL3002 'A Home for all: Housing vulnerable populations' design module while the alternative practice theme is continued with the APL3001 'Alternative Practice: Co-Producing Space' design module which involves community participation/ engagement.

Detailed structure of the programme

Stage 1 (Foundation)

Has as a central theme the introduction to the core study of architecture and urban planning. This includes an introduction to theoretical planning ideas and planning processes; it also contains a brief introduction to the more sociological side of planning as student's under-take the Social Worlds course, which will introduce students to the fundamentals of social scientific thought and the issues therein. On the architecture side, students will be introduced to the key skills of architectural design and technology, along with modules on architectural theory and architectural history. Finally Stage 1 also contains an alternative practice module, which is specific to the degree. This independent module, which is at the heart of the conceptual underpinning of the degree, introduces an alternative history of architecture and planning that has seen buildings and places co-constructed among communities, users and professionals.

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

Stage 2 (Formative)

Skill development in Year two emphasises critical thinking, social science research skills and methods, (especially quantitative and design techniques) an introduction to theoretical analysis (in design and planning) and also further historical analysis.

This year provides you with the opportunity to start shaping your own degree. Two key modules will drive the year the APL 2001 'Alternative Practice' module, which continues as well as the new APL2007 'Research Skills for Creative and Visual practice' intended to help you prepare and formulate a proposal for your 3rd year dissertation. Alongside these modules, 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 APL2004 'Relation Mapping, Design and Representation' as well as APL2005 'Twentieth Century Architecture, Heritage and Design'. Drawing from planning side, optional modules include Understanding Cities, Housing Policy, Design and Neighbourhood, Local Economies, Cities and Poverty, Sustainable Development and the Planning Professional.

An optional fieldtrip to either Europe or China will provide the opportunity to meet community leaders, academics whose research focuses on alternative practice and environmental sustainability as well as grassroots groups whose approach impact on policy and the making of the built environment.

Stage 3 (Summative)

Stage 3 focuses on dissertation and project work with some taught elements and optional specialist material from elsewhere in the Faculty. The alternative practice theme is also continued into Year three with a module on APL3001 'Co-producing Space: Urban Prototyping', which will involve engaging in a local charitable organisation or community and design a prototypes to open up the spatial strategic design thinking with a defined group of participants. It also engages in design methods of urban design. Specifically where Stage 1 and 2 developed historical and theoretical themes, the 20 credit Stage 3 module in Alternative Practice, will really allow students to apply what they have learnt within a community context. We would also expect and encourage wide ranging dissertation topics, expecting students to focus their dissertation around their particular interests ranging between planning, architecture and alternative practice. Students are offered the option between social science dissertation and creative practice dissertation thus providing the opportunity to engage in design as research.

Skill development in Stage 3 includes in-depth skills in theory, practice, and social research and writing skills. Also given that candidates must take the Skills for Strategies course, students will also gain key strategy-making skills to help candidates to understand environmental change at the local level and how this change affects local interests, and how these interests are articulated. It seeks to equip students with the skills required to understand a locality and formulate sensible policies and action plans at the neighborhood level.

Moreover, this important key course, along with APL3001 'Co-producing Space: Urban Prototyping', also allows students to understand the frameworks within which architectural design and building can be used in context, alongside other environment professionals.

Stage 3 also offers the opportunity for an Erasmus exchange so that you study in another University in Europe in Semester 1.

4. PROGRAMME CONTENT

4.1 STAGE 1

(a) All candidates shall take the following compulsory modules:

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
APL1001	Alternative Practice: Histories	10		10	4	Core
ARC1007	Architectural Design 1.1	40	20	20	4	Core
ARC1013	Architectural Technology 1.1	10	10		4	Core
ARC1015	Introduction to Architecture	20	10	10	4	Core
TCP1014	Planning Processes	10		10	4	Core
TCP1025	Social Worlds	20	20		4	Core

(b) Students shall select one of the following optional modules for semester 2:

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
ARC1014	Architectural Technology 1.2: Principles of Constructing Architecture*	10		10	4	
TCP1019	Economics of Development	10		10	4	
TCP1020	Environment and Sustainability	10		10	4	

***ARC1014 must be selected, and passed, if students can be considered for a transfer to BA Architecture (K100) in stage 2.**

(c) After completion of stage 1, candidates may transfer to stage 2 of either the BA Architecture (K100), BA Urban Planning (K421) or Master of Planning (K400) programmes. Eligibility for transfer to Stage 2 BA Architecture (K100) will be assessed on individual merit. It is based on the

quality of the ARC1007 end of the year portfolio as well as an interview conducted by design tutors in AUP (K190) and Architecture (K100) who teach in Architecture Stage 2 and 3.

- (d) This interview is an opportunity for students to reflect on and discuss student's future academic and professional pathways.
- (e) Requests for a transfer from stage 1 of K190 into stage 2 of BA Urban Planning (K421) or MPlan (K400) can only be considered if a student has passed all stage 1 K190 modules, and has not had more than 20 credits of stage 1 modules passed by compensation. In addition, candidates are required to have passed TCP1014 Planning Processes with a minimum mark of 50%.

ARC1007 MODULE COMPRISES EIGHT INDEPENDENT DESIGN PROJECTS / SKILL BUILDING EXERCISES COMPLETED OVER TWO SEMESTERS

Project One: City Drawing
Duration: 24 Sept – 28 Sept 2018

Project Two: Charrette
Duration: 1 Oct – 5 Oct 2018
Project Leaders: Matthew Margetts and Cara Lund
A design project involving the whole School.

Project Three: **Reading Into/ Drawing From**
Duration: 08 Oct – 19 Oct 2018
Project Leader: Armelle Tardiveau
This project explores the spatial relationships of the urban context depicted in *The Effect of Good Government* (1337-40) by Ambrogio Lorenzetti through modelling buildings and urban in between space.

Project Four: **Taking Measure**
Duration: 22 Oct – 09 Nov 2018
Project Leader: Kieran Connelly
This fifth-week project we learn the methods and tools to measure and draw orthographically a space/section of a building to scale and record its atmosphere through hand drawing and photography.

Project Five: **Architecture Occupied**
Duration: 12 Nov – 07 Dec 2018
Project Leader: James Longfield
The fourth project will focus on a close reading of the spatial qualities of a series of significant architectural and urban projects through drawing and modelling.

Project Six: **Portfolio Narrative – part 1**
Duration: 10 Dec – 14 Dec 2018
Project Leader: Michael Simpson
This first part of the Portfolio Narrative is aimed to engage you in compiling, scanning and starting to design your ARC1007 portfolio.

Project Seventh: **Shelter**
Duration: 29 Jan – 01 March 2019
Project Leader: David McKenna

This project provides an opportunity to build on the skills acquired throughout in Semester 1 and engage through an iterative process into a more complex building focusing on site and representation of space, material and activities.

Project Eight: Co-created City

Duration: 4 March – 29 March 2019

Project leader: Ed Wainwright

This project will explore the forces that serve to form the urban environment, investigating how top-down and bottom-up approaches intersect. The outcome will be a design for a small urban intervention with a new gallery and studio building for an arts organisation.

Project Six: Portfolio Narrative – part 2

Duration: 23 April – 11 May 2018

Project Leader: Michael Simpson

At the end of the year, two additional weeks will be dedicated to the production of your design portfolio, in which you will include all design work and skill based activities. This is an opportunity to address feedback from projects and produce new, revised or to complete your design work. The design portfolio should be an enticing visual document highlighting your skills and learning experience. Lectures and tutorials will support the narrative, curation and refinement of the portfolio to be submitted for ARC1007.

Assessment Methods

Other Assessment

Description	Semester	Percentage	Comment
Portfolio	2	100	Portfolio Review

Other Assessment Resits

The format of the resits will be determined by the Board of Examiners

Assessment Rationale and Relationship

Projects are **provisionally** marked (except the formative projects Three and Six) and individual performance is discussed as the year progresses. Each project is evaluated against a set of criteria outlined in the project descriptions. 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)

Following each project review/ crit, students receive a set of written comments in relation to the declared criteria, together with a letter grade indicating broad performance. Further oral feedback is given by the project leader at project reviews/feedback meetings.

The formal assessment for ARC1007 will take place at the end of semester 2 where the year’s **design work will be assessed holistically and including all projects** as a portfolio and given a final mark (%). This allows students to amend and develop work from earlier projects before the final portfolio assessment at the end of semester 2.

After the portfolio interview, a final mark for the ARC1007 portfolio is awarded and then moderated by all design tutors involved in the marking as well as the DPD for AUP and Architecture. This final mark is subject to approval within the external examination process.

IMPORTANT: PLEASE NOTE THAT YOU ARE REQUIRED TO HAND IN A DESIGN PORTFOLIO AT THE END OF THE YEAR THAT INCLUDES ALL DESIGN PROJECTS.

Failure to submit the full portfolio will be considered as non-submission of the entire module. **It is your duty to look after all your documents, original drawings and models.**

The 'Academic Portfolio' submission comprises the assembly and presentation of the following:

- The EIGHT projects submitted by the student in the course of the year together with the feedback sheets on which comments and letter grade for each project has been returned to the students
- All sketch books and iterative development work (including process drawings and models)
- A reflective learning written report on the year (between 200 and 500 words)
- All non-design module coursework submitted by the student in the course of the year (this will not be assessed or re-marked but should be present in your portfolio)

Students may supplement their original Design Project work with new or completed work for the Academic Portfolio submission. All new work or completed work will be marked with a red dot so that the new work can clearly be identified and reviewed by assessors.

Please note students are responsible for cataloguing their work throughout the year, i.e. having photographic evidence of models. It is crucial that all work is backed up on multiple drives.

MARKING CRITERIA

Provisional Project Marks and the Final Design Module Mark

Following each design project assessment/review, you will have received written comments in relation to the declared criteria, together with a provisional letter grade mark (except for project Three and Six).

Following the end of the year portfolio submission, a **Final Design Module Mark** is awarded considering all the design project work reviewed as a **total body of work**. Provisional Project Marks are translated to percentages with the mid-point percentage for each letter grade being used as the starting point for the review. **Any new, revised or completed work included in the portfolio is taken into account during the review. The Final Design Module Mark may increase or decrease from your combined Provisional Marks.**

The letter-grade marks for each design project position the mark within a range of possible marks as follows:

	Range	Mid-Point
X	75 or more	
A	65-75	70
B	55-65	60
C	45-55	50
D	35-45	40
E	35 or less	

Please note that non-design Module coursework is NOT remarked as part of the Academic Portfolio assessment, however it must be included in order for your portfolio to be recognised as being complete.

Failing Portfolios

Students in Stages 1, 2 and 3 with failing Academic Portfolios, i.e. with a Final Design Module Mark of 39 or less should re-work their design project work and re-submit their portfolios in August. Unless there are relevant extenuating circumstances, the portfolios will be re-assessed as of the 2nd and final occasion and any passing students will have the relevant Design Module Mark capped at 40%.

4.2 STAGE 2

(a) All candidates shall take the following compulsory modules:

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
APL2001	Alternative Practice: Theories and Practices	20	20		6	Core
APL2007	Visual and creative practice research skills	20		20	6	Core

(b) All candidates shall take 80 credits of optional modules normally selected from the following list. Students should ideally select 40 credits of options from Semester 1 and 40 credits of options from Semester 2 to give a 60/60 split:

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
APL2004	Relational Mapping, Design and Representation	20	20		6	

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
APL2005	Twentieth Century Architecture	20		20	6	
APL2023	The Place of Houses	20	20		6	
TCP2005	Houses and Homes	20	20		6	
TCP2025	Researching Local Economies	20	20		6	
TCP2028	Understanding Cities	20		20	6	
TCP2030	Urban Poverty: A Global Perspective	20	20		6	
TCP2031	Digital Civics – designing applications for digital public engagement	20		20	6	
TCP2033	Urban Infrastructure: A Lens on the City	20		20	6	
TCP2034	How Public is Public Space? An Interdisciplinary Perspective	20	20		6	
TCP2035	Study visit	20		20	6	
TCP2036	Global Course on Institutional Design for Spatial Planning	20		20	6	
ACE1000	Introduction to Market and Consumer Behaviour	20	10	10	4	
NCL2007	Career Development for second year students*	20	10	10	5	
NCL2100	Developing Enterprise, Entrepreneurship and Employability*	20	10	10	5	

* Students may only take one of these modules.

With the approval of the Degree Programme Director alternative optional modules to those listed above may be selected.

4.3 STAGE 3

(a) All candidates shall take the following compulsory modules:

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
APL3003 or TCP3099	Creative Practice	40	20		6	
	Dissertation	40	20		6	

(b) All candidates shall take 80 credits of optional modules normally selected from the following list (students are advised to select 40 credits from each semester in order to give a 60/60 credit balance).

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
ACE3000	Globalisation: Patterns, Processes & Challenges	20	10	10	6	
APL3001	Alternative Practice	20		20	6	
APL3002	A Home for all: housing vulnerable populations	20	20		6	
APL3004	Chinese culture, politics and urban development: Architecture, Planning and Visual Culture	20		20	6	
BUS3000	Enterprise and Entrepreneurship with Lean Innovation	20	10	10	6	
BUS3027	Innovation and Creativity	20	10	10	6	
NCL3007	Career Development for Final Year Students*	20	10	10	6	
NCL3008	Advanced Career Development Module*	20	10	10	6	
POL3100	History of World Political Thought	20	20		6	
POL3107	Documentary Film and World Politics	20		20	6	

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
TCP3028	Strategies into Action: Planning	20	20		6	
TCP3053	Development Management	20		20	6	
TCP3055	Erasmus Exchange**	40	40		6	
TCP3061	Contemporary Planning Issues	20		20	6	

* Candidates may only take one of these modules.

** Candidates can only take this module if they are taking TCP3099 (they cannot take this module whilst taking the creative practice dissertation; only the regular Planning dissertation)

- (c) With the approval of the Degree Programme Director alternative optional modules to those listed above may be selected.

Outline information regarding these modules can be found on the 'Module Database' by following this link: www.ncl.ac.uk/module-catalogue.

To ensure that your course and module registration details are correct on the University database, and that you will therefore be entered correctly for examinations, please use the S3P system <https://s3p.ncl.ac.uk/login/index.aspx> to check your details on line.

For timetable information see: <http://www.ncl.ac.uk/timetable/>. This provides the official timetabling information and is usually available prior to the start of the semester.

5. REGULATIONS AND EXAMINATION CONVENTIONS

Under the modular system, each of the modules constitutes a unit of assessment, weighted by its credit value.

Students are responsible for making themselves familiar with the regulations and rules affecting them, all notices posted on public notice boards throughout the University, as well as with all dates appearing in the University Calendar which affect them. In particular they are required to note the times and places at which the University examinations are to be held.

The official rules can be found in the University's Regulations (<http://www.ncl.ac.uk/regulations/docs/>) and information on the assessment arrangements for individual modules will be provided by module leaders.

If you think you might need special requirements in examinations, please consult the document on the Student Progress web page: <http://www.ncl.ac.uk/students/wellbeing/disability-support/support/examinations.htm>

5.1 TIMING OF ASSESSMENT

For all of the modules in the BA in Architecture and Urban Planning programme, the assessment of the module will occur within the semester in which the module takes place. This means, for example, that where written examinations form an element of a Semester 1 module, these examinations will take place during Semester 1.

Assessment by written examination will take place during the 'Assessment Period' identified in each semester. For 2015/16 the **provisional** assessment periods will be:

- **Semester One** – Monday 24 September 2018 to Friday 25 January 2019 (inclusive)
- **Semester Two** – Monday 28 January 2019 to Friday 7 June 2019 (inclusive)
- **Resits** – Monday 19 August 2019 to Friday 30 August 2018 (inclusive)

Assessment by coursework may be undertaken and submitted throughout the semester, as indicated in the module descriptions.

Progress from stage to stage, and the award and classification of the final degree, are based on these module assessments.

5.2 FORMS OF ASSESSMENT

The following assessment methods will be used: design portfolios/reviews, unseen written examination papers; take-away examination papers; project work and seminar presentations; assessment of submitted essays; assessment of fieldwork reports, dissertation.

The forms of assessment for each individual module are described in the accompanying Blackboard files/module hand-outs which describe the modules in each stage of the degree programme.

In general modules will be assessed by either coursework or examinations. In some modules however there is a mixture of forms of assessment, for example a combination of written examination and coursework. The mark for the module is the aggregate mark for these elements. An aggregate mark confirmed at 40% or more by the Examination Board will constitute a pass for that module, even if a mark of less than 40% has been recorded for some element of the assessment.

In the case of the aggregate mark for a module constituting a fail, any re-assessment of the module will *usually* involve only that element of the assessment, which did not achieve a pass mark. Using the same example a student gaining 37% in an exam and 40% in the coursework element would need to re-sit the examination element. Note however that the form of assessment at any stage may vary from the original, at the discretion of the Board of Studies.

5.3 ASSESSMENT STANDARDS

The University Undergraduate Examination Conventions specify a common scale for marks, as follows:

Mark	Equivalent Degree Classification
<40%	Fail
40-49%	Third Class
50-59%	Second Class, Lower Division
60-69%	Second Class, Upper Division
70+	First

Note that the Pass Mark for all module assessments is **40%**.

Description of Levels of Attainment (please see the General Handbook), provides guidance on the standards of work in the various forms of assessment, which will achieve each of these levels of marks.

There is a progression of scale and expectations of assessment through the three stages of the programme.

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:

Stage 1: Essay-type assessments will normally require some degree of additional reading - reliance on lecture notes will not be sufficient.

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

Stage 3: In essays, reports, and especially in the Dissertation, 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 (see section 6: A Guide to Referencing).

Notwithstanding the above, students should follow the specification of the form and the scale of assessment 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%/ 1000 words be applied for excessive length.

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

Students please state the number of words on all coursework.

5.4 EXCEPTIONAL ASSESSMENTS

Design modules are normally marked with a provisional letter grade for the final review. Together with the support of written feedback, students are provided time to address the feedback before the final submission. The final submission must be physical as well as digitally uploaded on Blackboard. Design marks are awarded using the University grading as stated below.

Mark	Equivalent Degree Classification
<40%	Fail
40-49%	Third Class
50-59%	Second Class, Lower Division
60-69%	Second Class, Upper Division
70+	First

The Pass Mark for all module assessments is **40%**.

5.5 RE-ASSESSMENT

The Undergraduate Progress Regulations and Examination Conventions specify the regulations governing failure and re-assessment of modules.

If students fail a module they are entitled to be re-assessed on one further occasion. The first re-assessment will be during the summer vacation following the end of the academic year. Re-assessment by written examination and coursework will be in mid to late August (please refer to the Examinations website for exact dates of the re-assessment period).

If all failed modules are passed at this time the student can then proceed to the next stage.

For students in Stage 2, failed modules may be passed by compensation if the appropriate conditions are met (please see UG Examination Conventions J.34<https://www.ncl.ac.uk/regulations/docs/2018/>)

Stage 3: The regulations for the degree state that:

A student who fails any modules and is not awarded an Honours degree either as of right or at the discretion of the examiners shall have the right to be re-assessed in the modules failed (or accept any alternative award offered). If successful on re-assessment such a student shall be eligible for a Third Class Honours degree (See University Undergraduate Conventions for exact eligibility requirements, 60.C.i).

5.6 DISCLOSURE OF MARKS

University Regulations state that marks for all modules are subject to confirmation by the Board of Examiners with the External Examiners in attendance. This meeting will take place at the end of Semester 2. The final marks for all modules in a stage will be released to you after the publication by the Registrars of the official list of decisions by the Board of Examiners.

Marks awarded for coursework will be reported to you when available (as indicated on the module descriptions) but will be **provisional** marks, subject to confirmation by the Board of Examiners. Similarly, marks awarded for written examinations held during Semester 1 will be released to you when they are available, but will also be provisional and subject to review and confirmation.

Module marks for each semester will be made available to students in the form of a Transcript of Study, available on S3P (<https://s3p.ncl.ac.uk/login/index.aspx>). If students wish to be informed of marks (including marks for re-assessment) they will be released to them following the Board of Examiners official ratification of results.

5.8 ASSESSMENT OF THE DEGREE AWARD

BA Architecture and Urban Planning

All Stages 2 and 3 modules will contribute towards Honours performance - that is towards the final degree classification.

Marks from Stage 2 modules: The average aggregate mark for the Stage 2 modules will count 33.33% towards Honours. Where a module has been failed at the first occasion of assessment and subsequently passed on re-examination, a mark of 40% is entered for the module (see University Examination Conventions).

Marks from Stage 3 modules: Marks will contribute a total of 66.66%.

5.9 COURSEWORK ASSIGNMENTS

Unless otherwise indicated, all student assignments must be handed in at the School Reception. An Assessment Form (obtainable from Reception) should be firmly attached to the piece of work. When any item of coursework has been assessed it is returned to the students. The ruling for our Faculty is that this is within **20 working days of submission** with the exception of Dissertations (TCP3099 and APL3003). When the assignment is returned to you it will include an Assessment Form recording the provisional mark and with comments. This 'rolling' or continuous pattern of assessment and feedback forms an important and constructive part of the learning process. Marks are recorded by the Year Coordinators to allow the student's progress to be monitored throughout the year.

5.10 RETENTION AND RETURN OF ASSESSED WORK

The School requires that, where possible, students submit **ONE** printed copy of coursework and **ONE** copy electronically via the module site in Blackboard (see General Handbook). When you submit electronically you will be able to print out a certificate to say that you have done this. This certificate will be required in order to submit the printed copy of the work to the reception. If you make a mistake, or cannot up-load your coursework, contact your module tutor. The hand-in time relates to both the electronic and paper copy. Give yourself time to up-load your electronic copy as failure to up-load it by the deadline will result in a non-submission. There will be particular instances where the nature of the work does not lend itself to being up-loaded. In these instances the module tutor will tell you what the alternative arrangements for submission will be.

For design studio modules, students are being asked to provide a printed copy and upload their work electronic on Blackboard. Make sure you have double checked the requirement of your assessment before you submit your work.

Always submit in the format requested by the tutor, there are always good reasons for being asked to submit in a particular way. If you do submit work in a format other than that specified there is every likelihood it will not be marked.

Always ensure that your student number, the module number, the title of the assessed piece of work and in the case of written work, the word count are on the front cover of the work.

Always be considerate to the support staff if you are submitting work by hand to Reception. There may be times when several different groups of students are submitting work or when students are handing in a number of pieces of work and Reception will be very busy. Try avoiding rushing in at the last minute before a submission; it only makes support staffs' workload even harder.

Always make sure you are given a hand-in receipt, so that you can demonstrate you submitted your work on time and to the right place, in the unlikely event that it is necessary.

5.11 LATE OR NON-SUBMISSION OF COURSEWORK

Students who fail to submit work on time are subject to late submission policy rules which state that students who submit work within 7 days of the deadline date will receive a capped mark of no more than 40% for UG. Students who fail to submit within 7 days from the deadline date will receive a mark of 0%. If you have a genuine reason why you cannot meet your deadline you must inform us ASAP. You can let your tutor or DPD know – Armelle Tardiveau armelle.tardiveau@newcastle.ac.uk – and/or you can also contact Caroline Armstrong (caroline.armstrong1@newcastle.ac.uk (Student Wellbeing Support) until January 2019 and then Kelly Weightman (kelly.weightman@newcastle.ac.uk) thereafter.

Students who submit late for a re-sit assessment will receive a mark of 0%.

Where there are personal extenuating circumstances which have affected your ability to submit work on time you need to complete a PEC form and supporting evidence in request of an extension. Where there are genuine reasons why you cannot submit on time an extension will usually be granted. The length of extension given will depend on the circumstances and will be considered on a case by case basis. Normally extensions will not exceed 2 weeks for UG and 2 weeks for PG study unless there are exceptional circumstances which deem a longer extension period. **Please refer to the Student PEC Guide obtainable from Caroline Armstrong for further details.**

5.12 NORMAL PERIOD FOR CHANGES TO THE TIMETABLE, INCLUDING RESCHEDULED CLASSES

We will try not to make changes to your timetable after teaching starts. However, change can sometimes be unavoidable. If this does happen, we will always try and provide you with at least one week's notice of planned change, including any rescheduled classes. If unexpected situations arise, such as staff sickness, we will give you as much notice as we can and will always try and contact you at least an hour before the class was due to start.

Your University timetable can be accessed online at: <http://www.ncl.ac.uk/timetable/>

5.13 NORMAL PERIOD OF NOTICE FOR CHANGES TO THE CURRICULUM OR ASSESSMENT

Changes to the programmes after you register are rare and are generally unavoidable. We will endeavour to give you as much notice as we can.

6. A GUIDE TO REFERENCING

Introduction

Every time you take an idea from someone else's writing, quote the work of another author or use data from their research, you must give credit to the original author or source. Using the work of others is part of what makes up academic activity and we expect you to draw upon policy and academic literature in making your arguments. However, not to give your sources credit, or pretend that they are your ideas, is to commit a serious breach of academic and University rules, called 'plagiarism'.

Important Note on Plagiarism

Plagiarism is taken very seriously by the University and if you are found to have plagiarised you will be subject to disciplinary proceedings, which could result in you leaving the University without a degree. ***So don't do it! To avoid any suspicion of plagiarism, reference the sources of your ideas and quotations.***

The Techniques

Referencing is carried out in three stages:

1. A short reference in the main body of your writing;
2. A full reference at the end of the text in a list so that the reader of your work can follow up your sources;
3. Finally, you must check to ensure all the references used in the text have been correctly sourced in the reference list at the end of your document.

There are a number of ways to reference your work. At Newcastle we prefer the '**Harvard**' system. There may be times when lecturers ask you for other methods in particular cases, and these will be explained, but in general Harvard is the default system.

What follows is a guide to how to reference almost anything! If you start doing this properly from the start, referencing need never be difficult or mysterious.

1. Referencing in the Text

In the text there are various options for referencing material. You can use a direct quotation (using the actual words the author used), you can refer to an author whose ideas you have paraphrased or interpreted or you can cite the work they refer to.

Authors surname and date of publication

You reference in the text, using the ideas or information supplied by the writer and crediting these, putting the **authors name** and the **year of publication** in brackets () at the end of the sentence. Note that the reference comes before the full stop denoting the end of the sentence.

Example:

There has recently been a great focus on quality in managing organisations. A skilled workforce able to see the relevance of ideas and select, implement and review strategies, transferring ideas from one circumstance or situation into another is argued as essential to the successful implementation of quality in organisations (Catterick, 1992).

You **do not** need to change the font you are using, highlight in bold or add the author's initials. You **do not** need to put the book title in the text. The detail of Catterick's work – the what and where- is given at the end in the bibliography.

You can refer to the author by name, quoting them as your authority, and put the date of the text used in brackets after the name. The example below uses both ways of referencing as discussed so far.

Example:

For such organisations to succeed, they also have to manage change and again the emphasis is on the development of skills to enable transition to happen (Burns, 1993). Fullan (1993) argued that the role of educationalists was essential in order to develop such skills in every learner.

Dating newspaper articles, journals and periodicals

If you use a magazine, newspaper or periodical, you can put the full date rather than just the year in the brackets with the source. This is because the frequency of publication means you need to be able to find the 'right' copy.

Example 1:

According to some new research, spending money on improving housing conditions has a beneficial effect on health and wellbeing (*The Guardian*, 11 October 2000).

Reports without specified authors

Occasionally you will wish to quote from a report, which doesn't have an author's name. In this case you list the agency as if it is the author.

Example:

BTEC stated that its business is to help people of any age to acquire and maintain the up to date and relevant knowledge, understanding and the skills needed in future years in Britain (BTEC, 1994).

Using direct quotations

If you use a direct quote you can use quotation marks “...” for a short quote (a phrase or one sentence).

Example:

Social housing for those who cannot afford to access or afford a home of their own has been "one of the great post-war social innovations" (Young and Lemos, (1997, p. 1)

For a longer quotation you should use an indented paragraph. You will not need to use quotation marks with an indented paragraph.

Example:

Accordingly, the initially narrow focus on skills related only to industry, work placements and short courses in finance and management gave way to the advocacy of active learning strategies and an emphasis on enterprise, creativity and initiative. Education is one of the principal means for individuals to achieve independence, economic advantage, personal growth and the industrial skills required in the labour market.

When individuals do not participate in higher education, they are nearly always excluded from participation in the professions and from enjoying the associated social benefits.

(McNamee, 1995, p. 107)

In each case you should put the number of the page where you found the exact words used. There are two ways to denote the page numbers. You can use 'p' for one page, 'pp' for two pages, where the quote travels across pages. Alternatively you can use a colon (:) to separate the year from the page number.

Examples:

(McNamee, 1995, p. 107) or (McNamee, 1995: 107)

Convention has it that **no more than 10%** of your work should be direct quotations or sourced from the Internet. When in doubt read the work through, if it appears to be joined up quotes with scant commentary between you are relying too heavily on quotation.

Short cuts

If you want to refer to the same text again, in the next sentence or paragraph, and before you use any other references, you can use another Latin phrase as a 'short cut'. The word you use, in brackets, is (ibid.). This means 'in the same book.' In the example given below you can see that `ibid` is used twice but refers the first time to Gibbs work and in the second to Northedge. Ibid refers to the last author cited. Use with caution or you will confuse the reader.

Example:

Gibbs (1981) also recognised the difficulties of the transition between school and in higher education, as students become responsible for their own learning. He argued that students need to learn how to learn, but there are as many methods for learning as there are individuals.

It was further debated that study skills course wouldn't actually teach students the skills they need; rather it would be a process which continued throughout their course (ibid.). Northedge (1990) reported that the development of study skills was a matter of trial and error. This means trying approaches out, reflecting upon the results and consequences and testing again, armed with the knowledge gained through reflection. Learning and developing the skills is not a once and for all process, but requires constant practice and refinement (ibid).

If there are only one or two authors you note them all (see Jones and Johnson, 1990). If there are two or more authors you usually put the first name in the list and add "et al" (meaning and all others). In the reference list at the end you always list all the authors.

Example 1:

Jones & Johnson (1990) asserted that secondary education has focused on content rather than method and although students have a reasonable knowledge base they do not have the necessary skills to apply their earlier learning or to express themselves adequately.

Example 2:

In the 1980s there was awareness throughout business and industry that the studying and learning skills students needed to have to succeed in their courses were very similar to those used in the world of work. They were broadly categorised as communication skills, information skills, time and task management (Gibbs et al., 1994).

Referencing an author quoted in another's text

Sometimes you read an idea which has been used and referenced by another author. You should reference this as follows.

Example:

Bloom (1960) cited in Krathwohl et al (1964) characterized the study of knowledge as the recall of specifics and universals, of methods and processes, or of a pattern, structure or setting.

You must exercise care here and not suggest that you have read Bloom first hand. As a point of good scholarship always try to track down the initial source. Krathwohl's et al's reading of Bloom may be a poor interpretation or may be challenged now in the light of new evidence. You cannot challenge unless you have read Bloom first hand.

Referencing from the Internet

You can reference the Internet as if it was any other published source. You use the name of the agency or author in the text. If there is no date for the paper or no date given when the site was last updated then say `undated`. Do not give the web address (called a URL) in the essay. Treat this like the full details of any publication and leave it for the bibliography.

Example:

The Department of Environment, Transport, and the Regions (DETR) has explained the concept of New Deal for Communities (DETR, 2000)

What if there are a number of texts by the same author in one year?

You label each publication, using the year plus a, b, c etc. make sure that you label correctly and match these up in the bibliography.

Tables or charts

If you use tables, charts or maps extracted from reports, textbooks or internet sites, you must label these and credit the sources.

Example:

Table 1 Transferable skills and why some students underachieve

	Transferable skills	Why some students underachieve
1	Self management	Personal problems e.g. relationships
2	Money management	Worries about money, debt
3	Time management	Lack of planning; ineffective use of time
4	Summarizing	Not making good notes
5	Finding information	Not making good use of libraries and other ideas and sources
6	Processing information	Not bringing together relevant information from lectures, tutorials, practical work, background reading etc.
7	Problem solving	Not thinking through issues to a satisfactory conclusion
8	Thinking and creativity	Mindless repetition of other people's thoughts: unwillingness to consider new approaches or different points of view
9	Communicating ideas and information	Not expressing thoughts clearly, concisely and convincingly in speaking and writing

Extract from Barras, R. (1997) *Students Must Write*, London, Routledge.

2. The 'References' List (Bibliography)

At the end of your text you must list in full all the references you have used. Sometimes you will see the list referred to as a 'bibliography'.

You should get into the habit of developing a reference list as you research and write. This will ensure you don't lose the details and you will be building your list as you progress your work. If you edit out a reference it is easy enough to remove it from the list.

Do not divide the references into sub sections entitled books, journals, web sites etc. Make one list only and sort all the authors into alphabetical order to make the sources easier for your reader to check.

The majority of publishers and journals have slightly different layouts when using the Harvard system, but the principle for listing references remains as outlined below and these are the guidelines you should follow:

Notes for all types of references:

- The convention is to put book titles in *italics*. For book chapters, newspapers, periodicals and journals it is the *publication* that is italicised, not the title of the article. An easy way to remember this is to imagine you are looking at a shelf. The title on the outer wrapper is italicised so the name of the book, the name of the journal. Goes into italics. What is inside the wrapper: the article title, the chapter heading etc are given “ ”-quote marks
- If the author is a government department or another agency and there are no credited authors, use the name of the agency in place of the author.

- Please use the same font (Times New Roman, Arial etc in 11 or 12 point) as you use in the essay, report or dissertation

Books

Author, Date of Publication, *Title of Book*, Publisher, where published.

Examples:

Blackman T. (1995) *Urban Policy in Practice*, Routledge, London

Peters T. J. & Waterman R. H. (1986) *In Search of Excellence*, Harper and Row, New York

Chapters in books, essays collected in a book format, edited conference proceedings

Author of Chapter (Year of Publication) "Title of Chapter", 'in' Name of Editors or Compilers. *Name of Book or Collection*, Publisher, where published

Example:

Hill, A. (1995) 'Personal and Self-Management Skills', in Waterhouse, M. and Crook, G. (eds.), *Management and Business Skills in the Built Environment*, E & FN Spon, London.

Newspaper, Journal or Periodical Articles

Author if known or publication if not (year of publication), 'title of article' (in single inverted commas to denote quoted title), *journal title or publication*, volume number or edition if known, date of publication (actual calendar date if known), (page no(s)).

Note: Academic journals have a volume number and you only list the year of publication, as with books. Some professional publications have a month or season name rather than an issue number (see Wadhams, below)

Examples:

Bright, J. (1992), 'Hulme, sweet Hulme', *Inside Housing*, Vol. 9, No 35, 11th

September, pp. 8-9

Inside Housing (1992). 'Rutland invites private tenders', *Inside Housing*, Vol. 9, No. 35. 11th September, p.5.

Wadhams C, 1992, 'A European opportunity', *Voluntary Housing*, May, pp.12-15.

Referencing Internet Sources

In your bibliographic list you should add: Available from: <http://www.nameofsite.co.uk/etc>. [Accessed dd/mm/yy]. By doing this you are reminding the reader that such electronic information is often updated but this was the content when you looked on this particular date.

Example:

DETR, (2000), *Best Value*, Department of Environment, Transport and the Regions. Available from:

<http://www.localregions.detr.gov.uk/bestvalue/bvindex.htm>

[Accessed 17 February 2000]

Referencing one author quoted in another's text

Just put the text you have actually read here, *not* the full reference for the author quoted in the text. Look back to the discussion of the use of Bloom's work.

Example:

Krathwohl, D. R., Bloom, B. S. & Masia, B. B. (1964) *Taxonomy of Educational Objectives. Book 2*, Longman, New York

3. Cross checking your references in the text and in the References List

The final stage in the referencing process is to check your work and ensure all the references you have used are listed correctly, in alphabetical order, by surname of first author. Below are the references used in this document.

Bibliography

Barzun, J. and Graft, H. F. (1970) *The Modern Researcher*, Revised edition, Harcourt, Brace and World Inc., New York.

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DETR (2000) *Best Value*, Department of Environment, Transport and the Regions. Available from: www.local-regions.detr.gov.uk/bestvalue/bvindex.htm
[Accessed 17 February 2000].

Fullan, M. (1993) *Change Forces, Probing the Depths of Educational Reform*, The Falmer Press, London.

Gibbs, G. (1981) *Teaching Students to Learn, A student-centred approach*, The Open University Press, Milton Keynes.

Gibbs G., Rust C., Jenkins, A., Jacques, D. (1994) *Developing Students' Transferable Skills*, Oxford Centre for Staff Development, Oxford.

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Inside Housing, (1992) 'Rutland Invites private tenders', *Inside Housing*, Vol. 9, No. 35. 11th September, p.5.

Jones, B. & Johnson, R. (1990) 'Making the Grade: a study programme for adult students', *Reading and Learning*, Vol .1, Manchester University Press, Manchester.

Krathwohl, D. R., Bloom, B. S. & Masia, B. B. (1964) *Taxonomy of Educational Objectives. Book 2*, Longman, New York.

McNamee, S. (1995) 'Bridging Gaps: An Analysis of Access Programmes for Persons of Disadvantaged

Backgrounds', *Innovations in Education and Training International*. May, Vol. 32, p. 2, Kogan Page, London.

Wadhams C. (1992) 'A European opportunity', *Voluntary Housing*, May, pp.12-15.

Young, M. and Lemos, G. (1997), *The Communities We Have Lost and Can Regain*, Lemos and Crane, London.

07. KEY COURSE TEXTS

Awan, N., Schneider, T., & Till, J. (2011). *Spatial agency: other ways of doing architecture*. Abingdon: Routledge.

Cruz, T. (2000), *Architecture: Participation, Process and Negotiation* in Verb magazine "Crisis", Barcelona, Actar publishers, pp 150-159.

Eaton, R. (2001). *Ideal cities: utopianism and the (un)built environment*, New York, N.Y.: Thames & Hudson.

Hall, P. G. (2002) *Cities of tomorrow: an intellectual history of urban planning and design in the twentieth century*, Oxford Blackwell Publishing. **This is an STC text.**

Hardingham, S. Ed. (2003), "Cedric Price OPERA", Chichester, Wiley-Academy.

Jacobs, J. (1961) *The Death and Life of Great American Cities*, London: Random House.

Miles, M and Hall, T. (2003) *Urban futures: critical commentaries on shaping the city*, London: Routledge, 2003. **This is an STC text.**

Muf, (2006) *Small open spaces that are not parks* in a+t "in common III", Barcelona, issue 27, Spring 2006.

Muf, (2001), "This is what we do. A Muf manual", London, ellipsis.

Oswalt, P, Overmeyer, K, Misselwitz, P Eds. 2013 *Urban Catalyst – The power of temporary use*, Dom Publishers, Berlin

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Wates, N. Knevitt, C. (1987; 2013) *Community Architecture: How People Are Creating Their Own Environment*, London: Penguin. (Routledge Revivals)

Wates, N. (1999) *The Community Planning Handbook: "How People Can Shape Their Cities, Towns and Villages in Any Part of the World"*, London: Routledge.

FURTHER KEY INFORMATION FOR STUDENTS

For further key information on the following listed items please refer to the Architecture General Handbook which can be found on the school web-site (<http://www.ncl.ac.uk/apl/>) or you can obtain a hard copy from your Programme Secretary.

- University Timetables
- Attendance
- Student Self Service Portal (S3P)
- Student Prizes

Student Support

- Personal Tutoring
- Peer Mentoring
- Student Services (King's Gate)
- Student Advice Centre

What to do if things go wrong

- If You Are Ill
- Personal Extenuating Circumstances
- Student Wellbeing
- Change of Circumstances (DPD request form)
- Complaints and Appeals

Assessment and Feedback

- Coursework Submission and Examinations
- Late Submission of Assessed Work
- Feedback on Assignments
- Marking and Moderation Processes
- Progress within Stages
- Assessment Irregularities and Disciplinary Procedures
- Re-assessment of Failed Modules

Student Representation and Feedback Mechanisms

- Stage Representatives
- Staff-Student Committee
- Board of Studies
- Module Evaluations

Resources Tools for Study and Revision

- University Library
- Writing Development Centre
- INTO Newcastle In-Sessional English/Language Support
- English Language Materials Online (ELMO)
- Computing Facilities
- Careers Service
- Health and Safety

Additional University Contact Information

- Additional Contact Information

USE OF E-MAIL

Email is a convenient way of communicating important messages. You should ensure you send emails from your University email address and check this inbox daily for updates.

Emails are useful to convey relevant personal information affecting your studies (e.g., illness) and to confirm an appointment for a planned meeting.

However, please bear in mind that you are not the only person who will be contacting your academic staff, and, although they are available and willing to help you, they, like you, have many demands on their time.

Please also remember that staff working hours can differ depending on whether they are full time or part time, and that emails may not be responded to outside of working hours.

Before sending an email, please consider whether you could find out what you need to know from somewhere else.

If the programme handbook does not provide the answer, the admin support staff should be able to answer general queries about such matters as timetabling, or deadlines for submission of coursework. Please ask questions relating to lecture content during the lecture whenever possible.

Please remember that email is an alternative means of communication to writing a letter or telephoning, so the use of clear and appropriate language is more likely to result in you receiving the information that you need and please remember to be professional in your communication.

Do not send the same email to multiple email addresses separately as this can cause confusion. If you have a query to direct to multiple people within the same email, please ensure you either put all recipients in the 'To' or 'Cc' lines. However it is good practice to ensure that you direct your email to the correct person to begin with – thus reducing the need to copy in multiple recipients.

Use the subject line to convey the topic of the body of the email; i.e., module code: module assignment query, reply required; module code: absence on 12 November; or module code: need to schedule an appointment.

For best results, check the advertised office hours of the person you are trying to contact and drop by their office during that time.

If you do need to contact someone via email please follow these general guidelines.

If you email a member of staff and haven't received either a response or an out of office message

after 5 working days please re-send the message, marking the header text 're-send'. Please remember that members of staff who are part-time do not work every day of the week so 5 of these working days may run across two standard working weeks.

Marking Descriptors

BA (HONS) IN ARCHITECTURE/ ARCHITECTURAL STUDIES: MARKING DESCRIPTORS						
Note: The lettered design grade marking system (where utilised) is a provisional marking system used to broadly indicate student progress only.						
MARKING SYSTEM			TYPE OF ASSESSED WORK			
CLASS	MARK	PROV. DESIGN GRADE	DESIGN PROJECT WORK	EXAMS	COURSEWORK / ESSAYS	DISSERTATIONS
1	90-100%	X (75-100%)	Exceptional work	No area of improvement	Worthy of retaining for reference	Exceptional work
	70-89%	A (65-75%)	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.	Perceptive, focused use of a good depth of material. Original ideas or structure of argument.	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%	B (55-65%)	Very good in most areas of work. Demonstrates a broad understanding of architecture with some evidence of critical thinking. Very good level of design resolution and communication up to a moderately complex set of specific requirements.	Perceptive understanding of the issues plus a coherent well-read and stylish treatment though lacking originality. No factual errors.	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.
		C (45-55%)	Good in most areas of work. Demonstrates a good understanding of architecture. Generally competent with a good level of resolution and communication up to a moderately complex set of specific requirements	A "correct" answer based largely on lecture material. Little detail or originality but presented in an adequate framework. Small factual errors allowed.	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.
2.2	50-59%	D (35-45%)	Basic level of achievement and understanding of architecture 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.	Based entirely on lecture material but unstructured and with increasing error component. Concepts are disordered or flawed. Basic presentation.	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.
		E (0-35%)	Some signs of competence up to a moderately complex set of specific requirements but outweighed by otherwise shallow, unresolved or incomplete work.	Errors of concept and scope or poor in knowledge, structure and expression (as in a highly foreshortened answer with third qualities).	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.
Fail	0-29%		Significantly incomplete work. Little evidence of basic competence up to a moderately complex set of specific requirements or imagination. Shows little understanding of the subject.	Significant inability to engage with the question or an answer to an imaginary question. Marks compiled from zero up, offer in increments of five for each contribution of note	No adherence to project/essay outline or title. No clue as to what was required.	Superficial, of very little value, and incomplete.



Reception Opening Times

Monday to Friday

9.00am - 5.00pm

(Closed each day for Lunch between 12.30pm and 1.30pm)

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