



**SCHOOL OF ARCHITECTURE, PLANNING AND
LANDSCAPE**

**DEGREE PROGRAMME HANDBOOK
&
GUIDE TO REFERENCING**

**MPLAN
BA HONS URBAN PLANNING**

**Director of Planning & Urban Design:
Susannah Gunn**

**Degree Programme Director:
David Webb**

SEMESTER 1	Monday 24 September 2018	-	Friday 25 January 2019
SEMESTER 2	Monday 28 January 2019	-	Friday 14 June 2019

Academic Year 2018 - 2019

Contents

1. INTRODUCTION.....	5
2. AIMS AND OBJECTIVES OF THE DEGREE PROGRAMME.....	6
2.1 AIMS.....	6
2.2 LEARNING OUTCOMES.....	6
3. THE STRUCTURE OF THE PROGRAMMES.....	7
Stage 1 (Foundation).....	7
Stage 2 (Formative).....	7
Stage 3 (Summative).....	7
(MPlan Only) Stage 4 (Specialisation).....	8
4. PROGRAMME CONTENT.....	9
4.1 STAGE 1.....	9
4.2 STAGE 2.....	9
4.3 STAGE 3.....	11
4.4 STAGE 4 (MPlan).....	11
5. REGULATIONS AND EXAMINATION CONVENTIONS.....	14
5.1 TIMING OF ASSESSMENT.....	14
5.2 FORMS OF ASSESSMENT.....	14
5.3 ASSESSMENT STANDARDS.....	15
5.4 RE-ASSESSMENT.....	16
5.5 DISCLOSURE OF MARKS.....	17
5.6 ASSESSMENT OF THE DEGREE AWARD.....	17
5.7 PRIZES.....	18
5.8 COURSEWORK ASSIGNMENTS.....	19
5.9 RETENTION AND RETURN OF ASSESSED WORK.....	19
5.10 LATE OR NON-SUBMISSION OF COURSEWORK.....	20
5.11 ATTENDANCE.....	20
6. THE BA URBAN PLANNING AND THE MPLAN.....	21
7. A GUIDE TO REFERENCING.....	23

MPLAN /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.

Average number of contact hours for this stage / programme:	This will depend on the selection of modules chosen by each student. (Note: students should check individual module information on Blackboard for the exact contact session length for each week - see https://my.ncl.ac.uk/students/).
Mode of delivery:	Lectures, seminars, workshops, field visits, tutorials and other activities (students should check individual module information on Blackboard for the exact contact session format for each week).
Normal notice period for changes to the timetable, including rescheduled classes:	See General handbook
Normal notice period for changes to the curriculum or assessment:	See General handbook
Normal deadline for feedback on submitted work (coursework):	Within 20 working days of the submission date, excluding TCP3099, including non-term/semester periods but excluding closure periods and Bank Holidays. Students should check specific information provided for modules taken in other schools.
Normal deadline for feedback on examinations:	Whole class feedback will usually be provided within 20 days of the end of the exam period. When this date falls within the summer holiday, then exam feedback will be provided by the start of the next semester/term. Students should check specific information provided for modules taken in other schools.

Professional Accreditation:	Urban Planning is professionally accredited by the Royal Town Planning Institute (RTPI) . This means it satisfies the standards set by the planning profession. MPLAN is also accredited by the Royal Institution of Chartered Surveyors (RICS) if the Planning Development Route is selected.
Assessment methods and criteria:	Essay, coursework, seminar, poster presentation, report, dissertation, design project, exams. These vary by module and should be checked via Blackboard or the module catalogue: http://www.ncl.ac.uk/module-catalogue/ .
Academic guidance and support:	Dr David Webb as DPD (david.webb@ncl.ac.uk) and Dr Raymond Abdulai as Senior Tutor (raymond.abdulai@ncl.ac.uk). Please also refer to the General Handbook

Information on the following can be found in The General Handbook

- Addresses and telephone numbers
- Teaching and Learning in the programs
- 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 and MPlan programmes, lists the modules for each of the years of the programmes and sets out the rules which apply to the submission and assessment of the main types of student work.

The MPlan is a 4 year programme and the BA in Urban Planning is a 3 year programme. The content of the BA programme, and the first 3 years of the MPlan is exactly the same.

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 each 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 has been incorporated into this Degree Programme Handbook.

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

- **University Regulations** provide the 'legal' framework of regulations within which all degree programmes operate (<https://www.ncl.ac.uk/regulations/docs/2018/>).
- **Degree Programme Regulations** provide a formally-approved list of modules and forms of assessment for the specific degree (<http://www.ncl.ac.uk/regulations/programme/2017-2018/sapl.php>).
- **Programme Specifications** provide the framework of a degree programme and can be found here (<https://www.ncl.ac.uk/regulations/programme/2018-2019/sapl.php>).
- **Module Catalogue** provides a more detailed description of the modules, covering content and forms of assessment used for each module (<http://www.ncl.ac.uk/module-catalogue/>)
- **Module Handouts** 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 programmes are to enable students to acquire a coherent understanding of their subject, combining a sound theoretical grasp with awareness of practice, and an appreciation of professional roles and responsibilities in society.

Graduates from the professionally accredited programme (MPlan) will be capable of proceeding into practice as a professional Town Planner or of following a research career. Students who leave after the completion of the BA will be capable of following a variety of careers.

2.2 LEARNING OUTCOMES

The learning outcomes of the programmes are:

1. Students will acquire appropriate knowledge, skills and values relating to their subject including the core material specified by the Royal Town Planning Institute and by the Royal Institute of Chartered Surveyors (MPlan only).
2. Students will develop areas of specialist knowledge and abilities, within a framework of choice.
3. Students will develop research capabilities, in the context of departmental expertise.
4. Students will be introduced to professional practice.
5. Students will be able to set their studies and experiences in European contexts.
6. Students will develop a range of transferable skills, in addition to those, which are subject-specific.
7. Students will develop abilities to work individually and collaboratively.
8. Students will develop attitudes to allow them to respond to rapidly evolving professional and employment requirements.
9. Students will undertake their studies within a supportive and friendly environment.

3. THE STRUCTURE OF THE PROGRAMMES

The programme of study for the BA (Hons) in Urban Planning extends over three academic years or stages. Each stage has two semesters of study. The MPlan has a fourth year of study and a year out in practice between stage 3 and 4.

Each stage of the degree programmes involves study through lectures, seminars, workshops and tutorials, project work, study visits and fieldwork.

In accordance with the University Undergraduate Regulations and Integrated Masters Conventions, the programmes are organised on a modular structure. Each stage comprises modules with a credit value of 120 credits, normally 60 credits per semester.

A module of 10 credits is programmed to involve **100 hours** of total student time. This will normally include 20 hours of staff contact - although there is considerable variation between modules. It will also include time for assessment, and for 'self-organised' study.

Stage 1 (Foundation)

Has as a central theme the introduction to the core study of planning, as a discipline and as a profession. This includes planning theory, the development of planning, its governmental and political context and the main elements of the planning system - plan making and development control. A second theme is the development of appropriate skills, especially study skills, design appreciation and observation, IT, presentation and analysis and personal and organisational skills. But also an introduction to employment-related skills, including an understanding of the organization of planning agencies and work on personal skills relating to securing employment and working in a professional environment. These skills are further consolidated in stages 2 and 3. A third theme is an introduction to disciplines, which provide an awareness of the social, economic and environmental context of planning.

Stage 2 (Formative)

Develops the study of planning, with an emphasis on forms of planning policy interventions both nationally and internationally in a number of planning-related areas - cities, urban poverty, housing, digital civics, neighbourhood planning, environmental planning, and urban regeneration. Understanding is developed within the context of sustainability debates which are central to much planning thinking. Skills development emphasises planning techniques, especially quantitative and design techniques, stakeholder engagement techniques and research methods. In addition, there is the opportunity to take part in the Erasmus scheme, and study for one semester in the planning department of one of our partner institutions. Finally, the development of employment-related skills are refined and further consolidated.

Stage 3 (Summative)

Gives the student opportunities to select topics for in-depth specialised studies and consolidate their understanding from Stages 1 and 2 through the study of planning theory. The specialised studies are founded on introductory investigation in Stages 1 and 2 and are developed through projects. In Stage 3 skill development is mainly related to the application of research expertise and the ability to pursue independent learning. There is further development of employment related skills as students prepare for a year in practice (MPlan only). Preparation for planning practice is also given through developing an understanding of the operation of planning law and development management.

(MPlan Only) Stage 4 (Specialisation)

Stage 4 of the MPlan provides the opportunity for an in-depth exploration of a planning specialism in either regeneration or environmental planning. Students also undertake live research projects with staff and as planning consultants, to hone their professional skills.

4. PROGRAMME CONTENT

4.1 STAGE 1

(a) Unless otherwise stated all modules are core.

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

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2
TCP1014	Planning Processes	10		10
TCP1018	Design Awareness and Communication	10	10	
TCP1019	Economics of Development I	10		10
TCP1020	Environment and Sustainability	10		10
TCP1025	Social Worlds	20	20	
TCP1026	Understanding Place (Methods & Perspectives)	20		20
TCP1027	Shaping Towns and Cities	20	20	
TCP1028	Disciplinary and Professional Perspectives on Planning	20	10	10

4.2 STAGE 2

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

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2
TCP2025	Researching Local Economies	20	20	
TCP2027	Research Skills	20		20

(b) All candidates will select 60 credits of modules from the following optional modules:

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2
APL2023	Place of Houses	20	20	
TCP2030	Urban poverty: A global perspective	20	20	
TCP2005	Houses and Homes	20	20	
TCP2034	How Public is Public Space? An inter-disciplinary perspective	20	20	
TCP2035	Study Visit	20		20
TCP2036	Global Course on Institutional Design for Spatial Planning	20		20
TCP2006	Design & Neighbourhood	20		20
TCP2031	Digital Civics – Participatory Design for New Directions in City Planning	20		20
TCP2032	Erasmus Exchange for Stage 2	60	60	

TCP2033	Urban Infrastructures: A Lens on the City			20
---------	---	--	--	----

4.3 STAGE 3

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

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2
TCP3028	Strategies into Action	20	20	
TCP3053	Development Management	20		20
TCP3054	Planning Theory and Politics	20	20	
TCP3099	Dissertation	40	20	20

(b) All candidates will select 20 credits from the optional project-based modules:

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2
TCP3056	Disasters, Monsters and Mess	20		20
APL3004	Chinese Politics, Culture and Urban Development	20		20
TCP3059	Strategies into Action: Design	20		20
TCP3061	Contemporary Planning Issues	20		20

* see Module Outline Form (MOF) for details about capped numbers

All modules are core which means they must be passed for progression and award purposes

Students are expected to take the Certificate in Planning Practice (3038U) as an intercalating qualification between stages 3 and 4 of the MPlan.

4.4 STAGE 4 (MPlan)

Students progressing from stage 3 to stage 4 need to obtain an overall stage average of 50% and passed the Certificate in Planning Practice. Those not meeting this threshold will be awarded the BA (Hons) in Urban Planning.

Candidates must take *one* of the four combinations of modules listed below.

(a) MPlan – Regeneration

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2
TCP8025	Linked Research Project	30	10	20
TCP8024	Consultancy Project	20	20	
TCP8942	The Reflexive Practitioner (MPlan version)	10	10	
TCP8917	Regenerating Places	10	10	
TCP8918	Regenerating Places Project	20		20
TCP8953	Back to the Future	10		10
TCP7023	Economics of Development	10		10

TCP8950	Valuation and Appraisal for Planning	10		10
CEG8709	Introduction to Surveying for Town Planning	10	10	

(b) MPlan – Green Infrastructure and Landscape Planning

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2
TCP8025	Linked Research Project	30	10	20
TCP8024	Consultancy Project	20	20	
TCP8942	The Reflexive Practitioner (MPlan version)	10	10	
LAW8555	Environmental Impact Assessment	10		10
TCP8950	Valuation and Appraisal for Planning	10		10
CEG8709	Introduction to Surveying for Town Planning	10	10	
TCP8096	Green Infrastructure and Landscape Planning	10	10	
TCP8097	Issues in Landscape Planning and Sustainability	10		10
TCP8003	Engaging with Information Sources in Planning	10		10

(c) MPlan Urban Conservation

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>
TCP8025	Linked Research Project	30	10	20
TCP8024	Consultancy Project	20	20	
CEG8709	Introduction to Surveying for Town Planning	10	10	
TCP8942	The Reflexive Practitioner (MPlan version)	10	10	
TCP8950	Valuation and Appraisal for Planning	10		10
TCP7024	Conservation and the City	10	10	
TCP8912	Conservation and the City Project	10		10
TCP8957	Critical and Applied Perspectives on Heritage Practice	20		20

European Exchange Option: MPlan –Regeneration (for students who registered before and up to

2015/16)

Students undertaking specialist programmes in Urban Regeneration may, with the agreement of the Degree Programme Director, include in their programme of study one semester of study at a Socrates/Erasmus partner university. In that case the programmes of study will be as follows:

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>
TCP7026	European Research Project	60		60
TCP8024	Consultancy Project	20	20	
TCP8089	European Placement Preparation	10	10	
TCP8917	Regenerating Places	10	10	
TCP8942	The Reflexive Practitioner (MPlan version)	10	10	
CEG8709	Introduction to Surveying for Town Planning	10	10	

(d) European Exchange Option: MPlan – Green Infrastructure and Landscape Planning (for students who registered before and up to 2015/16)

Students undertaking specialist programmes in Environmental Planning may, with the agreement of the Degree Programme Director, include in their programme of study one semester of study at a Socrates/Erasmus partner university. In that case the programmes of study will be as follows:

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>
TCP8096	Green Infrastructure and Landscape Planning	10	10	
TCP7026	European Research Project	60		60
TCP8024	Consultancy Project	20	20	
TCP8089	European Placement Preparation	10	10	
TCP8942	The Reflexive Practitioner (MPlan version)	10	10	
CEG8709	Introduction to Surveying for Town Planning	10	10	

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

Students select their modules for Stage 2 via an online process in April through the Student Self Service Portal (S3P). Further guidance on how to use the S3P module self-registration can be found at: <http://www.ncl.ac.uk/students/progress/student-resources/s3p/>.

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, 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. Exceptionally, written exams may occur during normal teaching weeks. For 2017-18 the **provisional** assessment periods will be:

- **Semester One** - Monday 14 January 2019 to Friday 25 January 2019 (including Saturday 19 January)
- **Semester Two** - Monday 20 May 2019 to Friday 7 June 2019 (including Saturday 25 May and Saturday 1 June)
- **Resits** – Monday 19 August 2019 to Friday 30 August 2019 (including Saturday 24 August)

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: 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 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 (for stage 4 MPlan the pass mark is 50%), even if a mark of less than 40% has been recorded for some element of the assessment. This means, for example, that a student gaining 37% in an exam might pass the module if the coursework element was passed at 43% or greater (if each component was worth 50% of the module mark).

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 resit 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%** in Stages 1-3 of the BA and MPlan programmes; in Stage 4 of MPlan the pass mark is **50%**

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 stages of the programme.

Coursework varies substantially in form between modules. Guidance regarding this will be given during teaching sessions.

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 require academic reading from the reading list- reliance on lecture notes will not be sufficient. Referencing is expected.

Stage 2: More substantial reading will be expected, together with correct 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.

Stage 4: High standards of scholarship and independent research and original thought are expected. Original research may form part of several modules.

Throughout all stages material referred to should be identified in a bibliography which should be set out using the Harvard convention (see section 7: 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.

Would students please state the number of words on all coursework.

5.4 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 re-assessment will be during the summer vacation. 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.

Stage 3: The regulations for the degree state that:

- A student who fails not more than 20 credits at Stage 3 shall not be debarred from the award of a degree with Honours. However, in order to proceed onto the year out in practice and onto stage 4 of the MPlan, all modules must be passed and students must have obtained an overall stage average of 50% at stage 3. RTP1 accreditation and (for MPlan only) RICS accreditation require that all modules are passed.
- A student who fails any module 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 only for the award of a third class (Honours) degree (See University Undergraduate Conventions for exact eligibility requirements).

5.5 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 following the Board of Examiners and official ratification of results.

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) by post they must make arrangements for this and provide a stamped/addressed envelope to the APL Reception in the Architecture Building.

5.6 ASSESSMENT OF THE DEGREE AWARD

BA 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% 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%.

MPlan

All Stage 2, 3 and 4 modules will contribute towards the final degree classification. Please note that if any changes were to be made to this calculation, you will be informed.

Marks from Stage 2 modules: The average aggregate mark for the Stage 2 modules will count 20% 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 40% to the final degree classification. The Stage 3 average mark must be 50% or more to progress to Stage 4.

Marks from Stage 4 modules: Marks will contribute a total of 40% to the final degree classification.

5.7 PRIZES

A number of prizes are awarded to students annually for excellence in their work:

PRIZE	AWARDED TO
The Charles F Riley Prize	Awarded to the BA Urban Planning/MPlan student who has shown the most promise in Stage 1 (highest overall mark in a single module).
The Michael Williams Prize	Awarded to the BA Urban Planning/MPlan/AUP student from Stage 3 who has achieved most, either in academic work or in other involvement, in ways which are closely identified with Michael's commitment to planning practice aimed at helping communities and individuals improve the quality of their lives.
The Thomas Sharp Prize	Awarded to the student who, in the opinion of the Board of Examiners, has shown the most promise in the field of Planning Design.
The Richard Williams Prize	Awarded to the BA Urban Planning/MPlan student who submitted the most imaginative and thoughtful European Field Study report.
The Harry Collinson Prize	Awarded to the Stage 3 BA Urban Planning/MPlan student who, in the opinion of the Board of Examiners, submitted the best dissertation on an environmental topic in the areas of town planning and landscape design.
The Roger Lawson Book Prize	Awarded to the BA Urban Planning/MPlan student who, in the opinion of the Board of Examiners, submitted the best dissertation (or other piece of work) on a subject related to rural, countryside or recreational planning.
Paul Barnard Prize	Awarded for outstanding achievement in Stage 1 of the UG BA Urban Planning/MPlan programmes (highest overall stage average mark).
Second Year UG Planning/MPlan Prize	Awarded to the highest achieving BA Urban Planning/MPlan student in Stage 2.
Social Science Dissertation Prize	Awarded to the highest achieving social science dissertation.

5.8 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 the dissertation in stage three, which takes a little longer as it is double marked. When the assignment is returned to you it will include an Assessment Form recording the provisional mark and comments. This 'rolling' or continuous pattern of assessment and feedback forms an important and constructive part of the learning process. Marks are recorded by personal tutors to allow the student's progress to be monitored throughout the year.

5.9 RETENTION AND RETURN OF ASSESSED WORK

The School requires that, where possible, students submit **ONE** printed copy of coursework which will be returned to the student with feedback (except for TCP3099 where **TWO** copies must be submitted) and **ONE** copy electronically via the module site in Blackboard (via TurnitinUK). When you submit electronically you will be able to print out a receipt to say that you have done this. If you make a mistake, or cannot up-load your coursework, contact your module tutor/module leader. The hand-in time relates to both the electronic and paper copy.

Give yourself time to upload your electronic copy as failure to upload it by the deadline will result in a late/non-submission. There will be particular instances where the nature of the work does not lend itself to being uploaded. In these instances the module tutor/leader will tell you what the alternative arrangements for submission will be.

A brief note on TurnitinUK: Newcastle University is committed to encouraging good academic conduct and fair assessment. To these ends, the University subscribes to TurnitinUK (the JISC Plagiarism Detection Service). This software permits academic staff to carry out comparisons of students' work with that of other students and with other print and electronic sources. The School requires that all written assessments are uploaded to TurnitinUK so that we can attempt to ensure that no student gains an unfair advantage over another by plagiarising someone else's work, submitting the same work for more than one assessment or by purchasing or downloading assessments over the internet.

Usually only one copy of design work is required for design studio modules. However, increasingly students are being asked to provide a printed and electronic copy of their work. Make sure you have double checked the requirement of your assessment before you submit your work.

Always submit in the format requested by the module tutor/leader, 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.

5.10 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 and 50% for Stage 4 MPlan. 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, the senior tutor or DPD know and/or you can also contact the Student Wellbeing Support Officer (contact details are provided on the first page of this handbook).

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 12 weeks for Stage 4 MPlan unless there are exceptional circumstances which deem necessary

Please refer to the Student PEC Guide obtainable from Kelly Weightman for further details.

5.11 ATTENDANCE

Recording your attendance at class

All students are asked to record their attendance by simply swiping their SMART card at every class.

Card readers installed in all classrooms scan the microchip in your SMART card so close contact with the reader is required, remove cards from wallets and purses (to avoid the reader scanning any other contactless cards you may carry) and have them ready before arriving at class.

5 things you need to know to successfully record your attendance:

1. Swipe your card **EVERY TIME** you enter a room which has a scanner – place your card against the card reader and **watch for the green light flashing!**
2. **Make sure you always carry your card**
3. **Attend your timetabled classes to avoid being marked as absent**
4. **Remember you only need to swipe ONCE if classes follow each other in the same room**
5. **Thirty minutes before your class and up to thirty minutes before the end is your time to scan.**

Further information can be found on posters displayed in building foyers and located next to card readers www.ncl.ac.uk/timetable/Recordingyourattendance.pdf

PLEASE READ CAREFULLY

- 1. Only scan your own card.** If you are found to be scanning another student's card, for any reason, this will be treated as misconduct and can result in disciplinary action.
- 2. Always carry your smart card.** If you forget it, or have lost it, you will be marked as absent. Remember to bring it next time or get a replacement from the Library or Student Services as soon as possible.
- 3. The card reader's green light will flash to indicate a successful swipe,** place your card against the lower part of the front face of the reader so that the green light is visible. Always scan your card as you arrive for class, **not on the way out.**

Lost your SMART card? <http://www.ncl.ac.uk/itservice/smartcards/newreplacementcards/>

6. THE BA URBAN PLANNING AND THE MPLAN

The BA Urban Planning is exactly the same as the first 3 years of the MPlan. The MPlan is a 4 year degree, intended to be taken as a 5 year sandwich course, with a year in a paid planning work placement (and taking the additional Certificate in Planning Practice, or CPP) between Stages 3 and 4. The MPlan provides a 'combined' planning education as described by the Royal Town Planning Institute (RTPI); this includes the general or 'Spatial' education and the 'Specialist' education in which a student specialises in a sub-field of planning. In addition, the CPP counts as one of the two years in practice required to become a Chartered Town Planner. Full completion of the MPlan also grants students with professional accreditation from the Royal Institute of Chartered Surveyors (RICS) for the competence of Planning and Development. Students on the 4th year MPlan are expected to complete the CPP (Certificate in Planning Practice)/Placement year, although in exceptional circumstances this may be waived at the DPD and final year tutor's discretion, but it is highly recommended and we are currently placing all students who intend to take their final 'specialist' year. Newcastle is currently the only UK Planning School offering such an integrated programme of study and professional practice and the strengths of this are widely recognised in the UK planning sector.

The BA Urban Planning provides a general or 'Spatial' planning education and may be topped up to a combined planning education either through moving onto the MPlan at the end of stage 2 and prior to the start of Stage 3 or through taking a 'specialist' planning masters degree. For example, some Newcastle students choose to complete their planning education by specialising in urban design through taking the MA in Urban Design or the MSc in International Spatial Planning available in the School.

Students can move between the BA Urban Planning and MPlan programmes during the first 2 years, but must decide whether or not to be on the MPlan or BA by the start of the 3rd year. Students registered on the MPlan who do not pass their final year or who do not get a 50% Stage 3 average to proceed to CPP and the final year or who choose to leave after they have completed their 3 years ahead of completing their 4th year, will be awarded a BA Urban Planning degree retrospectively with the degree grade that their mark warrants.

School of Architecture, Planning and Landscape

Newcastle University



**SAPL
ESSENTIAL GUIDE TO REFERENCING**

7. 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 well being (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

Referencing Legislation

If you reference an Act of Parliament you must include this in your bibliography. This is slightly different to other sources as there is no author (in the text you would just use the name of the Act). In the bibliography just put the Name of the Act (which includes the year, there is no need to put this in brackets as it is part of the title, the chapter and the publisher. For UK legislation after 1996 the publisher is The Stationary Office (often abbreviate to TSO), prior to that the publisher is Her Majesty's Stationary Office (often abbreviated to HMSO), both are located in London. The chapter number for legislation can be found by searching www.legislation.gov.uk

Example:

Localism Act 2011 (c.20) London, TSO
Housing Act 1988 (c.50) London, HMSO

Miscellaneous reports and planning documents

Sometimes it will not be clear whether a source of information should count as a book, magazine, article or some other source. In these cases you should use your own judgement as to how the source should be referenced in the bibliography (for examples, which bits should be italicised, whether to use commas, full stops or colons). However, you should ensure that all the usual, core bits of information are included such as author, date, title, publisher and publisher's location. Sometimes you may have to make up a title for a document that reflects its role as clearly as possible. Some examples of this are shown below: these relate to documents produced as part of the planning application system in England.

Example:

Thickett, A. (2014) Appeal decision letter ref. T2350/A/14/2193882 Proposed installation of three endurance 20kw wind turbines at Carr Hall Garden Centre, Bristol, The Planning Inspectorate, 20th August

Thorpe, G. (2014) LPA Appeal statement for APP/T2350/A/14/2193882/ Proposed installation of three endurance 20kw wind turbines at Carr Hall Garden Centre, Lancashire, Ribble Valley Borough Council

Ribble Valley Borough Council (2014) Refusal letter for APP/T2350/A/14/2193882 Proposed installation of three endurance 20kw wind turbines at Carr Hall Garden Centre, Lancashire, Ribble Valley Borough Council

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.
- Blackman T. (1995) *Urban Policy in Practice*, Routledge, London
- Bright J, (1992) 'Hulme, sweet Hulme', *Inside Housing*, Vol. 9, No. 35, 11, September, (pp8- 9).
- BTEC (1994) *Staying the Course*, BTEC Publications, London.
- Burns, R. (1993) *Managing People in Changing Times*, Allen & Unwin, St Leonards, Australia.
- Catterick, P. (1992) *Total Quality, An Introduction to Quality Management in Social Housing*, Institute of Housing, Coventry.
- 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..
- Hill, A. (1995) 'Personal and Self-Management Skills', in Waterhouse M and Crook G (ed), *Management and Business Skills in the Built Environment*, E & FN Spon, London.
- Housing Act 1988 (c.50) London, HMSO
- 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.
- Localism Act 2011 (c.20) London, TSO
- 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.