

Assessment Guide – Placemaking fundamentals for the built environment.

Introduction

The assessments outlined here have been specifically designed to help you to build on what you have learnt and apply it to a real project. There is a mix of reflection and application that will help you to both see how what you are learning is building your skills and knowledge as well and then an opportunity to put it into action. The journal questions aim to help you to capture key thoughts and learnings from each module, thinking how to apply it to the case study as well as what it means for your practice.

The activities are a mix of individual work (60%) and group work (40%). The individual aspects are designed for you to capture what you are learning and to build you practice. The group work gives you valuable experience in the potential of working with different disciplines, backgrounds and ways of working. Placemaking is never something that can be done on your own, it is always a collaborative effort, co-creating meaning and ways forward.

Summary

There are two key assessment tasks:

1. Learnings and Reflective journal. 50% of grade
2. Case study Report. 50% of grade

This assessment tasks assume that the students enrolled in a subject are working across a particular place either A) analysing a place (case study analysis) and creating a place process in response to place evaluation, or B) delivering a conceptual design based on a place process followed through the semester. With both assessment strategies, during each lesson the students consistently work towards understanding the place and delivering placemaking ideas.

The following sections describe these assessment tasks in detail and provide an outline of the marking criteria.

Assessment task 1: Learning and Reflective journal.

Aim: to track how the students as a person and as a professional have been impacted by what you have learnt. There is a template which you can use to do this assessment and it is based on **individual work**, responding to two key questions for each lesson, the student will reflect on the role of trans-disciplinarity in placemaking. This assessment task is worth **50% of the grade**. The two key questions correspond to:

- A1a - Progressive Reflective Report – trans-disciplinary in Placemaking (150 words per module + 1 image). The key aspect of this assessment is to write in your journal the individuals feel they have learnt from the content and activities and

reflect on how different disciplines support topic of the day, 30%;

- A1b - Progressive Case-Study Framework (100 words per module + 1 image). The key aspect of this assessment is to write in your journal what you have learnt from that day that will help you understand and inform the project being used Preston market, 20%.

A1. Journal	
DUE	
WORD COUNT	equivalent to 2000 words; Marks will be lost for exceeding the total word limit by more than 10%; and Word count <u>does not</u> include the end reference list.
INTENDED LEARNING OUTCOMES	<ul style="list-style-type: none"> ✓ Demonstrate understand gained daily on the theoretical and practical foundations of place and placemaking; the array of strategies to conduct placemaking practice their potential and limitations; placemaking in urban, peri-urban and regional areas; and, the role of trans-disciplinarity in placemaking ✓ Demonstrate reflective and reflexive practice
OUTPUTS	✓ 2000-2500 words
TASKS	<ul style="list-style-type: none"> - A1a - Progressive Reflective Report – trans-disciplinary in Placemaking (150 words + 1 image per day) - A1b - Progressive Case-Study Framework (100 +1 image - words per day).
ASSESSMENT CRITERIA	<ul style="list-style-type: none"> ✓ COMPLEXITY OF KNOWLEDGE AND UNDERSTANDING (25%) of the placemaking topics ✓ QUALITY OF ANALYSIS (25%): ability to be critical of the content presented each day and context of the readings, lectures and activities. ✓ QUALITY OF PRESENTATION (25%): quality of the presentation of the journal – lay out, referencing, images, diagrams, clarity and attention to detail (spelling etc). ✓ USE OF EVIDENCE (25%): ideas supported by relevant literature, materials, resources and examples, including the quality of information gathered (i.e. not Wikipedia)
ASSESSMENT SUBMISSION	<ul style="list-style-type: none"> ✓ The submission must include citations and a reference list using CONSISTENT referencing style. ✓ SUBMIT: Students are expected to submit an electronic copy through [ENTER OWN PROCESSES]. ✓ For guidance on [ENTER OWN LINKS AND PROCESSES], and how to interpret ‘originality reports,’ please see the relevant guides on the following learning management system web page. ✓ Please ensure you retain a copy of all your work, and confirmation of its submission via Turnitin. ✓ Faculty penalties for late submission apply.

Marking Criteria for Assessment 1

CRITERIA/QUALITY	OUTSTANDING H1 (100-80)	VERY GOOD H2A (79-75)	GOOD H2B (74-70)	ADEQUATE H3 (69-65)	PASS P (65-50)	VERY LIMITED (<50)
COMPLEXITY OF KNOWLEDGE AND UNDERSTANDING of placemaking topics. (25%)	Demonstrated an extensive and comprehensive knowledge and understanding of the placemaking topics its relationship to the project, your practice and trans-disciplinarity. Clearly and succinctly explained.	Demonstrated broad knowledge and understanding of the placemaking topics its relationship to the project, your practice and trans-disciplinarity. Clearly and succinctly explained.	Demonstrated sound knowledge and understanding of the placemaking topics its relationship to the project, your practice and trans-disciplinarity. Clearly and succinctly explained.	Demonstrated sufficient knowledge and understanding of the placemaking topics its relationship to the project, your practice and trans-disciplinarity. Clearly and succinctly explained.	Demonstrated partial knowledge and understanding of the placemaking topics its relationship to the project, your practice and trans-disciplinarity. Clearly and succinctly explained.	Demonstrated limited and incomplete knowledge and understanding of the placemaking topics its relationship to the project, your practice and trans-disciplinarity. Clearly and succinctly explained.
QUALITY OF ANALYSIS (25%) Ability to be critical of the content presented each day and context of the readings, lectures and activities.	Demonstrated a thorough, holistic and comprehensive exploration and critical analysis of material covered including relevant social, ecological and cultural contexts, demonstrating a deepening of your interpretation and thoughtful understanding of the content.	Demonstrated comprehensive exploration and critical analysis of material covered including relevant social, ecological and cultural contexts, demonstrating a deepening of your interpretation and thoughtful understanding of the content.	Demonstrated general exploration and critical analysis of material covered including relevant social, ecological and cultural contexts, demonstrating a deepening of your interpretation and thoughtful understanding of the content.	Demonstrated adequate exploration and analysis of material covered including relevant social, ecological and cultural contexts, demonstrating a deepening of your interpretation and thoughtful understanding of the content.	Demonstrated partial exploration and analysis of material covered including relevant social, ecological and cultural contexts, demonstrating a deepening of your interpretation and thoughtful understanding of the content.	Lack of exploration and analysis of material covered including relevant social, ecological and cultural contexts, superficial understanding of the topic.
QUALITY OF PRESENTATION (25%)	Outstanding quality of the presentation of the journal – well thought out lay out, referencing, images, diagrams, clarity and attention to detail.	Excellent quality of the presentation of the journal – well thought out lay out, referencing, images, diagrams, clarity and attention to detail.	Good quality of the presentation of the journal – well thought out lay out, referencing, images, diagrams, clarity and attention to detail.	Adequate quality of the presentation of the journal – well thought out lay out, referencing, images, diagrams, clarity and attention to detail.	Marginal quality of the presentation of the journal – well thought out lay out, some referencing, images not referenced in the text, lack of clarity and attention to detail.	Poor quality of the presentation of the journal – well thought out lay out, missing references, images not referenced in the text, lack of clarity and attention to detail.
USE OF EVIDENCE (25%) Clear argument backed by evidence	Very clearly presented main argument which was strongly supported by the use <u>of</u> multiple, complementary, cohesive and well-regarded sources of evidence <u>and strong reflective practice</u> , including overall relevant examples/case studies, clearly demonstrating the individual's in-depth knowledge and <u>ability to reflect</u> .	Clearly presented main argument which was strongly supported by the use <u>of</u> multiple, complementary, cohesive and well-regarded sources of evidence <u>and a level of reflective practice</u> , including overall relevant examples/case studies, clearly demonstrating the individual's in-depth knowledge <u>and ability to reflect</u> .	Generally clearly presented main argument, supported <u>with</u> some complementary, cohesive and well-regarded sources of evidence, including overall relevant examples/case studies, clearly demonstrating good knowledge <u>and some evidence of reflection</u> .	Adequately presented main argument, supported <u>with</u> some complementary, cohesive and well-regarded sources of evidence, including some examples/case studies, demonstrating some knowledge <u>and reflection</u> .	Adequately presented main argument, supported <u>with</u> some evidence, including some examples/case studies, demonstrating limited and incomplete knowledge <u>and a limited level of reflection</u> .	Limited support towards one's argument due to lack of evidence and reflection; demonstrating limited understanding and grasp of the content of the day

Assessment task 2: Case study Report

Aim: to track students’ understandings of placemaking through a case study analysis and/or design. This assignment is conducted as a groupwork assessment where each student’s work is equivalent to 2500 words. It includes a presentation to pitch the project to the project partners (client) and a written report. Each image included in the report is 250 words equivalent. This assessment task is worth **50% of the grade**. The case study report itself is broken down into three distinct activities:

- A2a – Group presentation on the last day of intensive delivery, 15 minutes with 10 minutes of discussion (10%);
- A2b – Individual reflection answering from your experience ‘what I contributed to the project’ (500 words, 10%)
- A2c – Group Final Report due two weeks after last day of intensive delivery, the aim of this report is to outline the opportunities for placemaking for the case study using what you have learnt throughout the subject (equivalent to 2000 words per student) (30%).

Case study analysis: presentation, (individual) reflection and report (50%)	
DUE	
WORD COUNT	2500 words per person Marks will be lost for exceeding the total word limit by more than 10%; and Word count <u>does not</u> include the end reference list.
OUTPUTS	<p>Students will analyse the Preston market precinct as a case study for defining/identifying/designing a placemaking intervention or a series of interventions across the public realm that create a more meaningful place for the increasingly diverse market community, including migrants and refugees, visiting the place.</p> <p>Their final assessment requires groups of five students to undertake a case study analysis that details a process of place analysis, community engagement and outlines of potential tactical and longer-term activities.</p> <p>A2 - Case-Study Analysis – group work, 2500 words equivalent including final presentation and written report, due end of week 3 (presentation), final report one week after presentation, due on Friday- 26th July 9pm, 50%;</p> <p>There are three components of your final assessment:</p> <ul style="list-style-type: none"> • A2a – Group presentation on the last day of intensive delivery, 15 minutes with 10 minutes of discussion (10%); • A2b – Individual reflection answering from your experience ‘what I contributed to the project’ (500 words, 10%) • A2c – Group Final Report due two weeks after last day of intensive delivery, the aim of this report is to outline the opportunities for placemaking for the Preston markets using what you have learnt throughout the subject (equivalent to 2000 words per student) (30%).
INTENDED LEARNING OUTCOMES	<p><u>Group presentation</u></p> <ul style="list-style-type: none"> ✓ LO2 – To understand array of strategies to conduct placemaking practice (i.e. participatory planning, interactive placemaking), their potential and limitations. ✓ LO5 – To contextualise placemaking to urban, peri-urban and regional areas. ✓ Creative and critical thinking and analysis ✓ Written and verbal presentation of ideas ✓ Effective communication skills <p><u>Individual reflection</u></p> <ul style="list-style-type: none"> ✓ LO3 – To understand the role of interdisciplinarity in placemaking

- ✓ LO4 – To demonstrate reflective and reflexive practice

Group final report

- ✓ LO1 – To develop the theoretical and practical foundations of place and placemaking.
- ✓ LO2 – To understand array of strategies to conduct placemaking practice (i.e. participatory planning, interactive placemaking), their potential and limitations.
- ✓ LO5 – To contextualise placemaking to urban, peri-urban and regional areas.
- ✓ Understanding different approaches to placemaking
- ✓ Analysing social and cultural context
- ✓ Case study analysis for place
- ✓ Negotiation skills and stakeholder management
- ✓ Building a business case for placemaking

**Tasks A2a
Group
presentation**

The story of place and placemaking (Preston Market Precinct): Whose voice? Whose story? Each group will present their placemaking idea/intervention. Your presentation should:

- ✓ Explain the issue(s) of your case study which this proposed placemaking intervention is seeking to address.
- ✓ Clearly and concisely explain what your recommended/preferred placemaking ideas/interventions are.
- ✓ Explain the rationale for the recommendation.
- ✓ Consider how it will be achieved, potential barriers and how realistic the recommendation is.

Make sure you practice your presentation, as marks will be deducted for going overtime. Everyone in the group needs to contribute to the ideas and preparation of the presentation slides/poster development, but not all group members have to present.

However, it is expected that all group members will be present to answer questions. Introduce your group members at the start of your presentation, with a brief statement of what each group member did to contribute to the presentation.

You are strongly encouraged to come and listen to other groups' presentations, to support and learn from your fellow students.

**Tasks A2b
Individual
reflection**

Answer the overarching question: "Based from my experience, what did I contribute to the project and how does this connect with my future studies and work?" (500 words, 10%).

To be able to answer and reflect, guide questions that we encourage you to answer are provided below:

- *How would I do things differently?*
- *What connections can I make between the project and other things from my study or work?*
- *What is the best way for me to move forward from this project?*
- *What surprised me about the project?*
- *Who and what helped me at the time?*
- *What can I do better since this project?*
- *Are there any other questions that arise from this project?*
- *How and where might I use my new knowledge and competencies?*

**TASKS A2c Group
Final Report**

The project brief requires you/your team to design a placemaking intervention/series of interventions that create a more meaningful place for the increasingly diverse market community, including migrants and refugees visiting the place.

The aim of this report is to outline the opportunities for placemaking for the Preston markets using what you have learnt throughout the subject (equivalent to 2000 words per student) (30%).

Each group is to consider the following FIVE KEY THEMES in their FINAL REPORT:

1. Analysis of key issues and challenges in relation to social and cultural context

(multiculturalism/public spaces);

2. Mapping complex urban conditions through reading of place;
3. Research and exploration of different placemaking ideas/interventions most appropriate for complex demographic conditions;
4. Contextualisation of placemaking ideas/interventions and its significance to a specific case study site (temporal/spatial/cultural/economic);
 - ✓ It should address one or more of the issues/challenges identified above
 - ✓ It should respond to the scale of the need
 - ✓ It should bring benefits to both refugees and to others living in the city (benefits from these interventions would be measurable over time)
 - ✓ It should consider transport/place ideas (e.g. movement, access, connectivity; including pedestrian, public and private transport)
5. Recommending meaningful placemaking ideas/intervention(s)
 - ✓ must (also) result from the consideration of ‘non-physical’ issues such as social engagement, integration, livelihoods and governance. Intervention(s) and should capitalise on what the city has to offer, for example the sharing economy, employment opportunities and diversity.
 - ✓ can consider any or all sectors (public, private, non-government), formal and/or informal.
 - ✓ can be at different scales, ranging from tactical placemaking, local to city-wide strategic placemaking
 - ✓ may include buildings (new or repurposed), infrastructure (including transport), and/or the use/reuse of public space.

Additional information: a successful placemaking idea/intervention will bear the following in mind:

- ✓ Intervention(s) that isolate migrants/refugees and do little to encourage social inclusion and draw meaning from diversity into the life of the city, are unlikely to succeed.
- ✓ ‘Meaningful’ placemaking intervention(s) are those that address one or more of the issues/challenges identified above, respond to the scale of the need, and bring benefits to both refugees and to others living in the city. Ideally, the benefits from these interventions would be tangible over time.
- ✓ Designs must be based on research and exploration. For example, critical needs might relate to housing, access to services, employment opportunities and/or social integration. It could also relate to addressing wider societal attitudes, leading to intervention(s) that prioritise advocacy, perhaps tying in with global agendas such as the Sustainable Development Goals (SDGs).
- ✓ This is a particularly complex area of engagement, where ‘solutions’ are hard to find, and where design-only interventions have not succeeded. Yet, the need for exploring and identifying meaningful ways to engage refugees in cities has never been greater.

ASSESSMENT CRITERIA

TEAM PRESENTATION

- Content of presentation (40%)
- Quality of presentation (40%)
- Teamwork (20%)

CASE STUDY ANALYSIS REPORT

- Quality of critical and situational analysis (40%)
- Theory to practice (30%)
- Quality of communication (20%)

- Team work (10%)

INDIVIDUAL REFLECTION

- Describes one's contribution in the context of Assessment 2 (50%)
- Critically analyses/interprets one's contribution and how it impacts/will impact one's study, work and practice (50%)

**COLLABORATOR
INVOLVEMENT****USEFUL
MATERIALS****ASSESSMENT
SUBMISSION**

Marking Criteria for Assessment 2: Team Presentation

CRITERIA/QUALITY	OUTSTANDING H1 (100-80)	VERY GOOD H2A (79-75)	GOOD H2B (74-70)	ADEQUATE H3 (69-65)	PASS P (65-50)	VERY LIMITED (<50)
CONTENT OF PRESENTATION (40%)	<p>Clearly and concisely explained the issue(s) of the case study which this proposed placemaking intervention is seeking to address.</p> <p>Clearly and concisely explained the recommended placemaking interventions and thoughtfully conveyed with maximum impact so that its 'meaningful' intent is immediately apparent to the audience.</p> <p>Insightfully explained the rationale for the recommendation, with a strongly justified argument, based on accurate, highly relevant and well-organized evidence.</p> <p>Thoughtfully considered the way the placemaking intervention/s will be achieved, the potential barriers that its implementation may encounter and explicitly articulated how realistic recommendations are.</p>	<p>Clearly explained the issue(s) of the case study which this proposed placemaking intervention is seeking to address.</p> <p>Clearly and concisely explained the recommended placemaking interventions and thoughtfully conveyed with impact so that its 'meaningful' intent is apparent to the audience.</p> <p>Clearly explained the rationale for the recommendation, with a well-supported argument, based on relevant and well-organized evidence.</p> <p>Clearly considered the way the placemaking intervention/s will be achieved, the potential barriers that its implementation may encounter and clearly articulated how realistic recommendations are.</p>	<p>Generally explained the issue(s) of the case study which this proposed placemaking intervention is seeking to address.</p> <p>Clearly explained the recommended placemaking interventions and generally conveyed with limited impact so that its 'meaningful' intent is mostly apparent to the audience.</p> <p>Clearly explained the rationale for the recommendation, with argument that is supported by relevant evidence.</p> <p>Generally considered the way the placemaking intervention/s will be achieved, the potential barriers that its implementation may encounter and generally articulated how realistic recommendations are.</p>	<p>Broadly explained the issue(s) of the case study which this proposed placemaking intervention is seeking to address.</p> <p>Broadly explained the recommended placemaking interventions and conveyed in a way that its 'meaningful' intent is apparent to the audience.</p> <p>Clearly explained the rationale for the recommendation with argument backed with broadly relevant evidence.</p> <p>Broadly considered the way the placemaking intervention/s will be achieved, the potential barriers that its implementation may encounter and broadly explained why recommendations are realistic.</p>	<p>Partially explained the issue(s) of the case study which this proposed placemaking intervention is seeking to address.</p> <p>Partially explained the recommended placemaking interventions and conveyed in a way that its 'meaningful' intent is only partially apparent to the audience.</p> <p>Partially explained the rationale for the recommendation, with some argument to support, which is somewhat based on evidence.</p> <p>Partially considered the way the placemaking intervention/s will be achieved, with discussions about potential barriers that its implementation may encounter and some explanations why the recommendations are realistic.</p>	<p>Ambiguous and poorly explained the issue(s) of the case study which this proposed placemaking intervention is seeking to address.</p> <p>The presentation fails to explain the recommended placemaking interventions to convey its 'meaningful' intent.</p> <p>Attempted to explain the rationale for the recommendation, but evidence is inadequate, illogical and disorganized.</p> <p>No consideration of how the placemaking intervention/s will be achieved, lacks discussion about potential barriers to its implementation, and no explanations why the recommendations are realistic.</p>
QUALITY OF PRESENTATION (40%)	<p>An excellent presentation which demonstrates a logically arranged layout and use well-integrated and attractive elements (e.g. slides, media, diagrams, photos, etc) that strongly support and integrally complement the case study analysis resulting in a <u>thoughtfully considered, exceptionally original, interesting, attractive and easy to understand presentation.</u></p>	<p>A very good presentation which demonstrates a generally well-arranged layout and use attractive elements (e.g. slides, media, diagrams, photos, etc) that generally support and integrally complement the case study analysis resulting in a <u>thoughtfully considered, interesting attractive and easy to understand presentation.</u></p>	<p>A good presentation which demonstrates a good layout and use of generally nice-looking elements (e.g. slides, media, diagrams, photos, etc) that broadly support and complement the case study analysis resulting in an <u>interesting and easy to understand presentation.</u></p>	<p>A sound presentation which demonstrates a good layout and use of generally nice-looking elements (e.g. slides, media, diagrams, photos, etc) that broadly support and complement the case study analysis resulting in an <u>easy to understand presentation.</u></p>	<p>A partially sound presentation which demonstrates a partially good layout and use of materials/elements (e.g. slides, media, diagrams, photos, etc) that partially support the case study analysis resulting in a <u>comprehensible presentation.</u></p>	<p>The presentation gives the impression of a cluttered, disorganized, fragmented and distracting use of format and materials that do not support the case study analysis.</p>
TEAMWORK (20%)	<p>Excellent teamwork is apparent and is clearly shown in the team's well-rehearsed presentation. They presented within the time provided. The Team clearly stated the role and contribution of each team member. They comprehensively respond to questions and feedback in a thoughtful and considered manner, explaining how they will move forward as a result.</p>	<p>Very good teamwork is shown in the team's overall well-rehearsed presentation. They presented within the time provided. They generally respond to questions and feedback in a considered manner, attempting to explain how they will move forward as a result.</p>	<p>Good teamwork is demonstrated in the team's presentation, although it went slightly overtime. They broadly stated the contribution of each team member. They responded to questions and feedback in a considered manner.</p>	<p>Sound teamwork is demonstrated in the team's presentation, although it went slightly overtime. They partially stated the contribution of each team member. They responded to questions and feedback.</p>	<p>Partially sound teamwork is demonstrated in the team's presentation, although it went significantly overtime. Member's contributions were implied in the presentation.</p> <p>The team attempted to respond to questions and feedback.</p>	<p>Teamwork was not apparent. The presentation went substantively overtime. It appears that some members did not contribute to the presentation. There was an attempt to respond but responses were incomprehensible.</p>

Marking Criteria for Assessment 2: Individual Reflection

CRITERIA/QUALITY	OUTSTANDING H1 (100-80)	VERY GOOD H2A (79-75)	GOOD H2B (74-70)	ADEQUATE H3 (69-65)	PASS P (65-50)	VERY LIMITED (<50)
Critically analyses/interprets one's contribution and how it impacts/will impact one's study, work and practice (50%)	Overall, very insightful, thoughtful, perceptive, well-argued and coherent critical analyses/interpretation of one's contribution and how it impacts/will impact one's study, work and practice.	Generally, insightful, perceptive, well-argued and coherent critical analysis/interpretation of one's contribution and how it impacts/will impact one's study, work and practice	Broadly insightful, thoughtful and coherent critical analysis and interpretation of one's contribution and how it impacts/will impact one's study, work and practice	Mostly insightful, thoughtful and coherent critical analysis and interpretation of one's contribution and how it impacts/will impact one's study, work and practice	Partially thoughtful, coherent critical analysis and interpretation of one's contribution and how it impacts/will impact one's study, work and practice	Poorly described, organised with no clear argument and reflection on what was contributed and how it impacts/will impact one's study, work and practice

Marking Criteria for Assessment 2: Group Report

CRITERIA/QUALITY	OUTSTANDING H1 (100-80)	VERY GOOD H2A (79-75)	GOOD H2B (74-70)	ADEQUATE H3 (69-65)	PASS P (65-50)	VERY LIMITED (<50)
	<u>ACROSS THE REPORT</u> , to develop and create the work, your team:	<u>ACROSS THE REPORT</u> , to develop and create the work, your team:	<u>ACROSS THE REPORT</u> , to develop and create the work, your team:	<u>ACROSS THE MAJORITY OF THE REPORT</u> , to develop and create the work, your team:	<u>FOR AT LEAST HALF OF THE REPORT</u> , to develop and create the work, your team:	<u>IN LESS THAN HALF OF THE REPORT</u> , to develop and create the work, your team:
QUALITY OF CRITICAL AND SITUATIONAL ANALYSIS (40%). Demonstrate skills in critical and situational analysis to understand, interpret and evaluate 1) identified public space issues and 2) the relationships between placemaking, planning and society, culture, environment, space and politics;	Used the skills of critical and situational analysis to: >> extensively, perceptively and correctly investigate and prioritise the key issues and challenges of the site, >> thoroughly and astutely experimented with meaningful placemaking intervention(s) that address one or more of the issues/challenges identified; and define meaningful ways to engage migrants and refugees, appropriately responding to the scale of their need/problems by identifying different and varied options that bring tangible benefits to all over time. >> Supported by research and exploration, make realistic, plausible and fair recommendations to solve problems, which address wider societal attitudes, based on logically- structured and convincing alternative arguments supported by relevant, authoritative evidence, explicitly tied in with global agendas (e.g.SDGs).	Used the skills of critical and situational analysis to: >> perceptively and correctly investigate and prioritise the key issues and challenges of the site >> astutely experimented with meaningful placemaking intervention(s) that address one or more of the issues/challenges identified; and define meaningful ways to engage migrants and refugees, appropriately responding to the scale of their need/problems by identifying different and varied options that bring tangible benefits to all over time. >> Supported by research, make realistic, plausible and fair recommendations to solve problems, based on logically-structured and convincing alternative arguments supported by relevant, authoritative evidence, tied in with global agendas (e.g.SDGs).	Used the skills of critical and situational analysis to: >> correctly investigate and prioritise the key issues and challenges of the site >> astutely experimented with placemaking intervention(s) that outline ways to engage migrants and refugees, responding to their need/problems by identifying options that bring tangible benefits to all. >> Make realistic and fair recommendations to solve problems, based on logically-structured alternative arguments supported by relevant, authoritative evidence, tied in with global agendas (e.g.SDGs).	Used the skills of critical and situational analysis to: >> correctly investigate and prioritise the key issues and challenges of the site >> identified placemaking interventions which engage migrants and refugees, as an attempt to respond to their need/problems and identify options benefiting the majority. >> make generally realistic recommendations to solve problems based on a logically-structured arguments and supported by authoritative and relevant evidence.	Used the skills of situational analysis to: >> correctly identify the key issues and implications in terms of legal process and placemaker's responsibility >> make mostly realistic and fair recommendations to solve problems based on partly convincing arguments and supported by some authoritative and relevant evidence	Used the skills of situational analysis to a limited extent: >> to somewhat identify key issues and implications >> to make very limited realistic recommendations to solve problems based on partly convincing arguments and supported by some authoritative and relevant evidence
THEORY TO PRACTICE (30%). Demonstrate the application of placemaking theory, concept and knowledge to practice when identifying and proposing inclusive and creative placemaking solutions to urban	Consistently demonstrated and perceptively applied comprehensive knowledge to placemaking practice by: >> accurately relating the relevant basic theory and concepts of placemaking to each task;	Consistently demonstrated and applied comprehensive knowledge to placemaking practice by: >> accurately relating the relevant basic theory and concepts of placemaking to	Demonstrated and applied knowledge to placemaking practice by: >> accurately relating the relevant basic theory and concepts of placemaking to each task	Demonstrated and applied knowledge to placemaking practice by: >> accurately relating the relevant basic theory and concepts of placemaking to each task	Demonstrated and applied fundamental knowledge to placemaking practice by: >> relating the basic theory and concepts of placemaking to each task	Demonstrated and applied fundamental knowledge to placemaking practice by: >> partly relating the basic theory and concepts of placemaking to each task

<p>issues whilst responding to ethical challenges;</p>	<p>>> accurately using terms, definitions, concepts, principles in each required task;</p> <p>>> exploring and <i>thoroughly</i> researching and <i>diligently</i> documenting all the aspects which are <i>relevant</i> to the placemaking project correctly, and in detail, stating the factors influencing design decisions in placemaking practice and highlighted in each task;</p> <p>>> responding ethically in terms of your professional obligations and duty of care, to the challenges posed in the tasks</p>	<p>each task</p> <p>>> accurately using terms, definitions, concepts, principles in each required task exploring, <i>thoroughly</i> researching and documenting all the aspects which are <i>relevant</i> to the placemaking project</p> <p>>> correctly stating the factors influencing design decisions in placemaking practice and highlighted in each task</p> <p>>> responding ethically in terms of your professional obligations and duty of care, to the challenges posed in the task</p>	<p>>> accurately using terms, definitions, concepts, principles in each required task exploring, researching and documenting all the aspects which are <i>relevant</i> to the placemaking project</p> <p>>> correctly stating the factors influencing design decisions in placemaking practice and highlighted in each task</p> <p>>> responding ethically in terms of your professional obligations and duty of care, to the challenges posed in the task</p>	<p>>> accurately using terms, definitions, concepts, principles in each required task exploring, researching and documenting all the aspects which are <i>relevant</i> to the placemaking project</p> <p>>> correctly stating the factors influencing design decisions in placemaking practice and highlighted in each task</p> <p>>> responding ethically in terms of your professional obligations and duty of care, to the challenges posed in the task</p>	<p>>> accurately using terms, definitions, concepts, principles in each required task exploring and <i>partly</i> researching and documenting all the aspects which are <i>relevant</i> to the placemaking project</p> <p>>> correctly stating the factors influencing design decisions in placemaking practice and highlighted in each task</p> <p>>> responding ethically in terms of your professional obligations and duty of care, to the challenges posed in the task</p>	<p>>> partly using terms, definitions, concepts, principles in each required task <i>mostly</i> exploring and documenting all the aspects which are <i>relevant</i> to the placemaking project</p> <p>>> partly stating the factors influencing design decisions in placemaking practice and highlighted in each task</p> <p>>> responding ethically in terms of your professional obligations and duty of care, to the challenges posed in the task</p>
<p>QUALITY OF COMMUNICATION (20%).</p> <p>Effectively communicate and convey a sense of design work and project outcomes through a clear presentation of and with the use of media;</p>	<p>Insightfully and ambitiously expressed the project outcome through:</p> <p>>> a very effective use of the body of work (both written and visual) of the past weeks to create a well-organized and well-conceived visual discourse that integrates both the conceptual and practical aspects of the project to achieve a highly refined resolution of form and content</p> <p>>> a demonstrated understanding use and control of format, graphic design, typography, concept development, problem solving, and communication in such a way that an urban design philosophy/project statement is made manifest</p> <p>>> a very effective communication and display of the work to capture</p>	<p>Insightfully OR ambitiously expressed the project outcome through:</p> <p>>> a very effective use of the body of work (both written and visual) of the past weeks to create a well-organized and well-conceived visual discourse that integrates both the conceptual and practical aspects of the project to achieve a highly refined resolution of form and content</p> <p>>> a demonstrated understanding, use and control of format, graphic design, typography, concept development, problem solving, and communication in such a way that an urban design philosophy/project statement is made manifest</p>	<p><u>Generally</u> expressed the project outcome through:</p> <p>>> the use of the body of work (both written and visual) of the past weeks to create a well-organized and well-conceived visual discourse that integrates both the conceptual and practical aspects of the project and achieve a highly refined resolution of form and content</p> <p>>> a demonstrated understanding, use and control of format, graphic design, typography, concept development, problem solving, and communication in such a way that an urban design philosophy/project statement is made manifest</p> <p>>> a very effective communication and display of</p>	<p><u>Mostly</u> expressed the project outcome through:</p> <p>>> the use of the body of work (both written and visual) of the past weeks to create a well-organized and well-conceived visual discourse that integrates both the conceptual and practical aspects of the project and achieve a highly refined resolution of form and content</p> <p>>> a demonstrated understanding, use and control of format, graphic design, typography, concept development, problem solving, and communication in such a way that an urban design philosophy/project statement is made manifest</p> <p>>> communication and display of the work to capture the</p>	<p><u>Partially</u> expressed the project outcome through:</p> <p>>> a very effective use of the body of work (both written and visual) of the past weeks to create a well-organized and well-conceived visual discourse that integrates both the conceptual and practical aspects of the project and achieve a highly refined resolution of form and content</p> <p>>> a demonstrated understanding, use and control of format, graphic design, typography, concept development, problem solving, and communication in such a way that an urban design philosophy/project statement is made manifest</p> <p>>> communication and display</p>	<p>DID NOT express the project outcome through:</p> <p>>> the body of work (both written and visual) of the past weeks to create a well-organized and well-conceived visual discourse that integrates both the conceptual and practical aspects of the project and achieve a highly refined resolution of form and content</p> <p>>> a demonstrated understanding, use and control of format, graphic design, typography, concept development, problem solving, and communication in such a way that an urban design philosophy/project statement is made manifest</p> <p>>> communication and display of the work to capture the</p>

	<p>the attention of the intended audience</p> <p>>> the development and writing of a clear, concise, logically-structured and grammatically correct cohesive expression of the project statement that summarized the intentions of the project</p> <p>>> The report includes in-text citations and references for all sources, which consistently adheres to the conventions of a recognised referencing style</p>	<p>>> a very effective communication and display of the work to capture the attention of the intended audience</p> <p>>> writing of a clear, concise, logically-structured and grammatically correct cohesive expression of the project statement that summarized the intentions of the project</p> <p>>> The report includes citations and references for all sources, which consistently adheres to the conventions of a recognised referencing style</p>	<p>the work to capture the attention of the intended audience</p> <p>>> a clear, concise, logically-structured and grammatically correct cohesive expression of the project statement that summarized the intentions of the project</p> <p>>> The report includes citations and references for all sources, which consistently adheres to the conventions of a recognised referencing style.</p>	<p>attention of the intended audience</p> <p>>> a logically-structured and grammatically correct cohesive expression of the project statement that summarized the intentions of the project</p> <p>>> The report includes citations and references for all sources, which consistently adheres to the conventions of a recognised referencing style.</p>	<p>of the work to capture the attention of the intended audience</p> <p>>> a grammatically correct cohesive expression of the project statement that summarized the intentions of the project</p> <p>>> Few of the sources have been referenced and the style of referencing is inconsistent.</p>	<p>attention of the intended audience</p> <p>>> a grammatically correct cohesive expression of the project statement that summarized the intentions of the project</p> <p>>> The sources have not been referenced</p>
<p>TEAM WORK (10%). Demonstrate the ability to devise on strategies and timelines for completing negotiated tasks as a team and the capacity to work efficiently and effectively as a team.</p>	<p>>> Clearly, insightfully and effectively demonstrated the ability to devise on strategies and timelines for completing negotiated tasks as a team, purposefully taking into consideration the competencies, interests, strengths and expertise of each member; and</p> <p>>> Successfully demonstrated the capacity to work efficiently and effectively as a team.</p>	<p>>> Clearly and effectively demonstrated the ability to devise on strategies and timelines for completing negotiated tasks as a team, taking into consideration the competencies and interests of each member; and</p> <p>>> Successfully demonstrated the capacity to work efficiently as a team.</p>	<p>>> Effectively demonstrated the ability to devise on strategies and timelines for completing negotiated tasks as a team, to an extent, taking into consideration the interests and competencies of each member; and</p> <p>>> Successfully demonstrated the capacity to work as a team.</p>	<p>>> Effectively demonstrated the ability to devise on strategies and timelines for completing negotiated tasks as a team, taking into consideration some competencies of each member; and</p> <p>>> Demonstrated the capacity to work efficiently and effectively as a team.</p>	<p>>> Demonstrated the ability to devise on strategies and timelines for completing negotiated tasks as a team; and</p> <p>>> Somewhat demonstrated the capacity to work as a team.</p>	<p>>> Limited/no demonstration of teamwork to devise on strategies and timelines for completing negotiated tasks as a team; and</p> <p>>> Did not demonstrate any capacity to work as a team.</p>

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