

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	Ma	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	✓	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	-	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	✓	COMPLEXITY OF KNOWLEDGE AND UNDERSTANDING (25%) of the placemaking topics							
CRITERIA		QUALITY OF ANALYSIS (25%): ability to be critical of the content presented each day and context of 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	✓	The submission must include citations and a reference list using CONSISTENT referencing style.							
SUBMISSION	✓	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 transdisciplinarity. 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 transdisciplinarity. 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 transdisciplinarity. Clearly and succinctly explained.	Demonstrated limited and incomplete knowledge and understanding of the placemaking topics its relationship to the project, your practice and transdisciplinarity. 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 of multiple, complementary, cohesive and well-regarded sources of evidence and strong reflective practice, including overall relevant examples/case studies, clearly demonstrating the individual's in-depth knowledge and ability to reflect.	Clearly presented main argument which was strongly supported by the use of multiple, complementary, cohesive and well-regarded sources of evidence and a level of reflective practice, including overall relevant examples/case studies, clearly demonstrating the individual's in-depth knowledge and ability to reflect.	Generally clearly presented main argument, supported with some complementary, cohesive and well- regarded sources of evidence, including overall relevant examples/case studies, clearly demonstrating good knowledge and some evidence of reflection.	Adequately presented main argument, supported with some complementary, cohesive and well-regarded sources of evidence, including some examples/case studies, demonstrating some knowledge and reflection.	Adequately presented main argument, supported with some evidence, including some examples/case studies, demonstrating limited and incomplete knowledge and a limited level of reflection.	Limited support towards one's argument due to lack of evidence and reflection; demonstrating limited understanding and grasp of the content of the day	
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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 analys DUE	is: presentation, (individual) reflection and report (50%)				
WORD COUNT	2500 words per person Marks will be lost for exceeding the total word limit by more than 10%; and Word count does not include the end reference list.				
OUTPUTS	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.				
	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.				
	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%;				
	 There are three components of your final assessment: 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	Group presentation ✓ 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 Individual reflection				
	✓ 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;
- Research and exploration of different placemaking ideas/interventions most appropriate for complex demographic conditions;
- 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%)

	one's study, work and practice (50%)
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						implica in the presentation.	
		and feedback in a thoughtful and	forward as a result.	considered manner.	feedback.	The team attempted to respond to	respond but responses were
considered manner, explaining how they			12.12.2.2.3.3.1.3.3.1.1		33330		
will move forward as a result.							

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	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	Overall, very insightful,	Generally, insightful,	Broadly insightful,	Mostly insightful,	Partially thoughtful,	Poorly described,		
analyses/interprets	thoughtful, perceptive,	perceptive, well-	thoughtful and	thoughtful and	coherent critical	organised with no		
one's contribution	well-argued and coherent	argued and coherent	coherent critical	coherent critical	analysis and	clear argument and		
and how it	critical	critical	analysis and	analysis and	interpretation of	reflection on what		
impacts/will	analyses/interpretation of	analysis/interpretation	interpretation of one's	interpretation of	one's contribution	was contributed		
impact one's study,	one's contribution and	of one's contribution	contribution and how	one's contribution	and how it	and how it		
work and practice	how it impacts/will impact	and how it	it impacts/will impact	and how it	impacts/will impact	impacts/will impact		
(50%)	one's study, work and	impacts/will impact	one's study, work and	impacts/will impact	one's study, work	one's study, work		
	practice.	one's study, work and	practice	one's study, work and	and practice	and practice		
		practice		practice				

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Marking Criteria for Assessment 2: Group Report							
	CRITERIA/QUALITY	OUTSTANDING	VERY GOOD	GOOD	ADEQUATE	PASS	VERY LIMITED
		H1 (100-80)	H2A (79-75)	H2B (74-70)	H3 (69-65)	P (65-50)	(<50)
		ACROSS THE REPORT, to develop	ACROSS THE REPORT, to	<i>ACROSS THE REPORT,</i> to	ACROSS THE MAJORITY OF	FOR AT LEAST HALF OF THE	<u>IN LESS THAN HALF OF THE</u>
		and create the work, your team:	develop and create the work,	develop and create the work, your	THE REPORT, to develop and	REPORT, to develop and create	<u>REPORT</u> , to develop and create
			your team:	team:	create the work, your team:	the work, your team:	the work, your team:
	QUALITY OF CRITICAL AND	Used the skills of critical and	Used the skills of critical and	Used the skills of critical and	Used the skills of critical and	Used the skills of situational	Used the skills of situational
	SITUATIONAL ANALYSIS (40%).	situational analysis to:	situational analysis to:	situational analysis to:	situational analysis to:	analysis to:	analysis to a limited extent:
	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;	>> 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	>> 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).	>> 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).	>> 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.	>> 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	>> 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%).	(e.g.SDGs). Consistently demonstrated and	Consistently demonstrated	Demonstrated and applied	Demonstrated and applied	Demonstrated and applied	Demonstrated and applied
	THEORY TO FRACTICE (30%).	perceptively applied	and applied comprehensive	knowledge to placemaking	knowledge to placemaking	fundamental knowledge to	fundamental knowledge to
	Demonstrate the application of	comprehensive knowledge to	knowledge to placemaking	practice by:	practice by:	placemaking practice by:	placemaking practice by:
	placemaking theory, concept	placemaking practice by:	practice by:	practice by.	practice by.	piacemaking practice by.	placemaking plactice by.
	and knowledge to practice when	placemaking practice by.	practice by.	>> accurately relating the	>> accurately relating the	>> relating the basic theory and	>> partly relating the basic
	identifying and proposing	>> accurately relating the relevant	>> accurately relating the	relevant basic theory and	relevant basic theory and	concepts of placemaking to	theory and concepts of
	inclusive and creative	basic theory and concepts of	relevant basic theory and	concepts of placemaking to	concepts of placemaking to	each task	placemaking to each task
	placemaking solutions to urban	placemaking to each task;	concepts of placemaking to	each task	each task	Cacilidak	placemaking to each task
	placemaking solutions to urban	placemaking to each task,	concepts of placemaking to	Cacii iask	Cacii task		

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issues whilst responding to ethical challenges;	>> accurately using terms, definitions, concepts, principles in each required task; >> exploring and thoroughly researching and diligently documenting all the aspects which are relevant to the placemaking project correctly, and in detail, stating the factors influencing design decisions in placemaking practice and highlighted in each task; >> responding ethically in terms of your professional obligations and duty of care, to the challenges posed in the tasks	each task >> accurately using terms, definitions, concepts, principles in each required task exploring, thoroughly researching and documenting all the aspects which are relevant to the placemaking project >> correctly stating the factors influencing design decisions in placemaking practice and highlighted in each task >> responding ethically in terms of your professional obligations and duty of care, to the challenges posed in the task	>> 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 >> correctly stating the factors influencing design decisions in placemaking practice and highlighted in each task >> responding ethically in terms of your professional obligations and duty of care, to the challenges posed in the task	>> 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 >> correctly stating the factors influencing design decisions in placemaking practice and highlighted in each task >> responding ethically in terms of your professional obligations and duty of care, to the challenges posed in the task	>> accurately using terms, definitions, concepts, principles in each required task exploring and partly researching and documenting all the aspects which are relevant to the placemaking project >> correctly stating the factors influencing design decisions in placemaking practice and highlighted in each task >> responding ethically in terms of your professional obligations and duty of care, to the challenges posed in the task
QUALITY OF COMMUNICATION (20%). Effectively communicate and convey a sense of design work and project outcomes through a clear presentation of and with the use of media;	Insightfully and ambitiously expressed the project outcome through: >> a very effective use of the body of work (both written and visual) of the past weeks to create a wellorganized and well-conceived visual discourse that integrates both the conceptual and practical aspects of the project to achieve a highly refined resolution of form	Insightfully <u>OR</u> ambitiously expressed the project outcome through: >> 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	Generally expressed the project outcome through: >> 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	Mostly expressed the project outcome through: >> 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	Partially expressed the project outcome through: >> 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

- highly refined resolution of form and content
- 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
- >> a very effective communication and display of the work to capture

- >> a demonstrated understanding
- aspects of the project to achieve a highly refined resolution of form and content
- >> 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
- resolution of form and content
- >> 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

>> a demonstrated

typography, concept

made manifest

understanding, use and control

development, problem solving,

and communication in such a

philosophy/project statement is

>> communication and display

of the work to capture the

of format, graphic design,

way that an urban design

>> a very effective communication and display of

- >> partly using terms. definitions, concepts, principles in each required task mostly exploring and documenting all the aspects which are *relevant* to the placemaking project
- >> partly stating the factors influencing design decisions in placemaking practice and highlighted in each task
- >> responding ethically in terms of your professional obligations and duty of care, to the challenges posed in the task

- achieve a highly refined resolution of form and content
- >> 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
- >> communication and display

DID NOT express the project outcome through:

- >> the body of work (both written and visual) of the past weeks to create a wellorganized 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
- >> 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
- >> communication and display of the work to capture the



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	the attention of the intended audience >> 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 >> The report includes in-text citations and references for all sources, which consistently adheres to the conventions of a recognised referencing style	>> a very effective communication and display of the work to capture the attention of the intended audience >> writing of a clear, concise, logically-structured and grammatically correct cohesive expression of the project statement that summarized the intentions of the project >> The report includes citations and references for all sources, which consistently adheres to the conventions of a recognised referencing style	the work to capture the attention of the intended audience >> a clear, concise, logically- structured and grammatically correct cohesive expression of the project statement that summarized the intentions of the project >> The report includes citations and references for all sources, which consistently adheres to the conventions of a recognised referencing style.	attention of the intended audience >> a logically-structured and grammatically correct cohesive expression of the project statement that summarized the intentions of the project >> The report includes citations and references for all sources, which consistently adheres to the conventions of a recognised referencing style.	of the work to capture the attention of the intended audience >> a grammatically correct cohesive expression of the project statement that summarized the intentions of the project >> Few of the sources have been referenced and the style of referencing is inconsistent.	attention of the intended audience >> a grammatically correct cohesive expression of the project statement that summarized the intentions of the project >> The sources have not been referenced
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.	>> 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 >> Successfully demonstrated the capacity to work efficiently and effectively as a team.	>> 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 >> Successfully demonstrated the capacity to work efficiently as a team.	>> 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 >> Successfully demonstrated the capacity to work as a team.	>> 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 >> Demonstrated the capacity to work efficiently and effectively as a team.	>> Demonstrated the ability to devise on strategies and timelines for completing negotiated tasks as a team; and >> Somewhat demonstrated the capacity to work as a team.	>> Limited/no demonstration of teamwork to devise on strategies and timelines for completing negotiated tasks as a team; and >> Did not demonstrate any capacity to work as a team.

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