

1.	Programme Title	BA (Hons) Architecture BA (Hons) IDEAs
2.	Unit Title	Urban Intervention
3.	HE Level	UG 2 - FHEQ Level 5
4.	Unit Code	ARC16202
5.	Credit Value of Unit	30
6.	Unit Type	Mandatory
7.	Unit Tutor	Alberto Villanueva

8. Indicative Notional Learning Hours			
Staff – Student Contact		Independent Study Hours	
Classes Formal planned learning & teaching delivery (Hybrid) (e.g. lectures, seminars and supervised group activity)	47	Independent Study (e.g. project development, reading, research and work on online forums)	92
Supervised Access to Resources (Hybrid)	28	Preparation for Assessment	80
		Unsupervised Access to Resources (Hybrid)	53
Total	75		225

9. Unit Introduction

The unit analyses an area of a city, produces a brief and proposes a design for its redevelopment. Students gain an understanding of the urban cycle and its effect on communities: from historical decline, to perceived need of regeneration, to the maintenance of socio-historical and cultural continuity.

The unit project begins with group work in an urban case study, followed by the survey of a chosen area and the production of a development framework. Working individually, students will develop a design for a specific site, with reference to local planning policy and development control legislation, along with social, environmental and economic considerations.

Hybrid delivery -

Hybrid is commonly used to describe courses in which some traditional face to face teaching has been replaced with online learning activities.

The purpose of hybrid delivery is to take advantage of the best features of both online and face to face learning.

10. Aims of the Unit

- Reflection upon practical, historical, theoretical and ethical factors that impact on the design of the urban environment;
- Consideration of current critical issues surrounding the experience of city life (form, scale, aesthetics, building, narrative, symbolic representation).
- Exploration of the nature of existing or imagined cities (maps, models, utopias and computer simulations) and their relationship to material experience.
- Development of knowledge of urban design, planning and the skills involved in

the planning process.

- Development of an understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.

11. Indicative Content

- Regulatory requirements of urban planning;
- The environmental, contextual and cultural requirements of communities;
- Technological change and its impact on human interaction and the environment;
- Urban utopias and their socio-political impact on future projected development;
- The city as metaphor and a vehicle for polemic, as viewed through related disciplines (film, art, philosophy, psychology, literature and computer generated form);
- The city as state and as a provider of services; The city as monument and a receptacle of memory; Urban morphology;
- Contemporary Nomadic lifestyles.

12. Unit Learning Outcomes

In order to successfully satisfy the learning outcomes students are required to engage with the process of learning. The learning outcomes refer to developing the following attributes and must be read in conjunction with these:

GA1.1 Ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture;

GA1.2 Ability to apply a range of communication methods and media to present design proposals clearly and effectively.

Learning Outcome	Marking Criteria	
On completion of this unit students will have:		
Working in a Group		
1. Critically evaluated the urban and landscape design potential afforded by an urban site, population and setting, and developed strategic design options; (ref: ARB/RIBA GC4.1)	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input checked="" type="checkbox"/> Collaborative and / or Independent Professional working
2. Communicated urban and landscape design strategies in an appropriate format;	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development

		<input checked="" type="checkbox"/> Collaborative and / or Independent Professional working
Working Individually:		
3. With reference to local planning guidelines, produced a sustainable urban and landscape design at the scale of an urban block for an identified community or demographic;(ref: ARB/RIBA GC1.1, GC4.1, GC4.3, GC5.1, GC5.2, GC5.3, GC6.3, GC7.2))	<input type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
4. Designed an infrastructural element within an urban/landscape design according to explicit functional and experiential requirements;(ref: ARB/RIBA GC7.1))	<input type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
5. Presented the design of an urban block and infrastructural element by specified graphic, written and oral means.	<input type="checkbox"/> Research <input type="checkbox"/> Analysis <input type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working

Please see the Project Brief for a more detailed explanation of the relationship between learning outcomes and marking criteria.

13. Learning and Teaching Methods

This unit will be delivered using a combination of:

- Briefings - online (asynchronous delivery) ☒
- Lectures - online (asynchronous delivery) ☒

- Project work ☒
- Seminars - online (mixed asynchronous and synchronous) ☒
- Workshops - Studio Based Workshops and Formative Practical Tasks – individual and group ☒
- Group work ☒
- Online activity ☒
- Individual Presentations and critiques - online (mixed asynchronous and synchronous) ☒
- Group presentations and critiques - online (mixed asynchronous and synchronous) ☒
- Self-directed independent study ☒
- Other (describe below): ☒
- Site Visits ☒
- Individual Tutorials ☒
- Exhibition ☒

14. Assessment Methods

Indicative Assessment Tasks

Group Work

1. Presentation of urban design proposal (Crit: 20 minutes group presentation followed by 10 minutes of discussion and questions);
2. Strategic design for the site, represented at both a human and urban scale;
3. Physical and/or digital models at an appropriate scale of the design;
4. Evidence of testing and evaluation (group prepared dossier of evidence).

Working Individually

5. General Arrangement (plan) drawings to scale 1:100 detailing at least one element of the group urban design;
6. Design of a constructed element within an urban/landscape design accommodation (plans/sections and elevations to scale 1:100);
7. Presentation of design work (Crit: 5 minutes presentation followed by 10 minutes discussion and questions);
8. Sketchbook / journal illustrating development process;
9. Individual report (drawings and max 1000 words).

Assessment Structure

The assessment for this unit is weighted. In element-based assessment, you must achieve at least an E grade in each element, and an aggregate grade of at least D- in the overall unit. Failure (F, or F-), or non-submission in any element defaults to Fail for the unit.

This unit is assessed through two elements, weighted as follows:

Group work 40%

Individual work 60%

All learning outcomes must be achieved to pass this unit.

15. Reading and Resource List

Amoroso, N. (2012) *Digital Landscape Architecture Now* London & New York: Thames & Hudson.

Berman, M. (1983). *All That is Solid Melts into Air: Experience of Modernity* London: Verso Books.

De Bono, E. (2010) *Lateral Thinking : Handbook for Creativity*, London: Penguin

Further Reading and Resources

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

Krier, Rob (1979) *Urban Space* London: Academy Editions

Lefteri, C. (2006) *Materials for Inspirational Design* Hove: RotoVision.

Nesbitt, K. (1996) *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995* New York: Princeton Architectural Press.

Powell, K. (2004) *The City Reborn* London: Merrell Publishers Ltd.

Troika (2010) *Digital by Design: Crafting Technology for Products and Environments* London & New York: Thames & Hudson.

Zimmermann, A. (2011) *Constructing Landscapes: Materials, Techniques, Structural Components* 2nd Edition. Basel Berlin Boston: Birkhäuser.

Report Writing:

Bowden, J. (2004) *Writing a report: how to prepare, write and present effective reports* Oxford: How to Books.

Gravett, S. (1998) *The Right Way to Write Reports: That are Accurate, Clear, Concise and Effective* Tadworth: Right Way.

Further Reading and Resources

Further reading and resources will be identified in your Brief.