



Assessment criteria.

This assessment strategy is designed to provide targets by which to measure The students' performance. It takes account of learning outcomes and requirements for students to demonstrate their understanding of urban design qualities and how they apply to the creation of the built form.

Learning outcomes and outputs generated in this package are:

- development of a site analysis
- production of alternative site design strategies
- presentations
- development of a Street Collage design.

Note that the performance descriptions are drawn up to assist teachers in identifying individual levels of response and may not, in themselves, constitute grades. However, students should be familiar with and understand the assessment requirements. Learning unit outputs may be developed by students alone or in conjunction with other students.

Site analysis assessment

From the walkabout of the selected site students produce an analysis of their findings. The analysis is expected to identify the urban design qualities as they relate to the investigated site. From data they collect students are encouraged to explain their observations and interpret patterns and interrelationships they identify. Data collection should be predominantly primary with supporting secondary where appropriate, and must be students' own work. In this section marks are awarded for the depth and breadth of observations, analytical comments, and interpretation of data collected.

The analysis should include the following aspects:

- paths, roads and streets
- transport systems and patterns
- levels of usage: pedestrian flows; traffic flows; compatibilities & conflicts
- parking provisions
- key links to surrounding areas: vehicular and pedestrian
- activities
- plots and blocks sizes and distances
- patterns of building and land use
- levels of compatibility
- active/non-active edges.
- number of buildings in a block
- character of existing buildings
- building vacancy rate
- open space, character and use
- views in and out of site
- key nodes and types of activities
- key landmark buildings and features
- conservation area status/sites of special interest
- perceptions of safety
- micro-climate conditions
- topographical characteristics
- trees, plants and shrubs



- street amenities: furniture; lighting.

This can be used as a checklist for evaluating student work.



Site Analysis Performance Chart

How well is learning outcome demonstrated?	PERFORMANCE DESCRIPTION
BEST POSSIBLE	<ul style="list-style-type: none"> ▪ Student follows a systematic approach collecting relevant data to meet the aims of the investigation, making a range of observations. Quantitative and qualitative data is collected using a range of appropriate techniques. ▪ Student produces an effective, coherent and independent analysis and interpretation of data collected that is directly related to the aims of the investigation. All significant interrelationships and patterns are identified and developed. ▪ 80% of items on the site analysis checklist are covered. ▪ Where group data collection forms part of the enquiry, there is clear evidence of individual analysis.
GOOD	<ul style="list-style-type: none"> ▪ The student makes accurate observations and measurements using organised data collection methods. ▪ The student produces some independent analysis and interpretation, referring to the aims of the investigation, using most of the data collected. A number of interrelationships and patterns are identified and commented on. ▪ 70% of the items on the site analysis checklist are covered. ▪ Where group data collection forms part of the enquiry, there is some evidence of individual analysis.
FAIR	<ul style="list-style-type: none"> ▪ The student collects a narrow range of data with a few accurate observations. ▪ The student makes some relevant analytical points, establishing a link with the aims of the enquiry, and referring to much of the data collected. Some interrelationships and patterns are noted. The student may require some assistance or guidance with this area of the analysis. ▪ 60% of the items on the site analysis checklist are covered. ▪ There is no clear evidence of individual analysis.
PASS	<ul style="list-style-type: none"> ▪ The student shows a limited ability to make observations and complete data collection. Student may require much assistance with data collection. ▪ The student describes what the collected data shows. Much assistance is needed to identify some interrelationships and patterns. The link between any analytical points and the aims of the enquiry is weak. ▪ 50% of the items on the site analysis checklist are covered.
FAIL	<ul style="list-style-type: none"> ▪ The student shows no ability to make observation and requires much assistance to collect data. ▪ The student attempts to analyse or interpret data is incomplete. With much assistance no interrelationships and patterns are identified. ▪ Fewer than 50% of the items on the site analysis checklist are covered.



Design development assessment

The students are expected to demonstrate knowledge, understanding and skills learned by producing design recommendations for the investigated site. Recommendations they make should respond to observations made in their site analysis, and should also meet the aim of any site brief created. In the package's Westgate sample case study a site brief was developed by Oxford City Council. Design recommendations should include an explanation, diagrams, illustrations or any other visual means which help to articulate the design intent. This section awards marks for depth and imagination in the design of the recommendations as well as including the urban design qualities and meeting the aims of the site brief.

Design recommendations should reflect the characteristics of the five urban design qualities explained and recommended in these materials.

- **Permeability:** the design should integrate the site with surrounding areas for both pedestrians and vehicles as well as provide maximum choice of movement throughout.
- **Vitality:** the design should create safe active and comfortable places.
- **Variety/Diversity:** the design should create a place which provides a balance mix of uses meeting the needs of the users.
- **Legibility:** the design should create a place which has a clear image and is easy to understand.
- **Robustness:** the design should create a place which can be used for many different purposes by different people and can change and adapt for different uses.

Design recommendations should include specific requirements of the site brief. In the case of the Westgate brief these are:

- to produce a new development that in urban design terms improves the relationship of this site to the city centre
- the siting, massing and design of the proposed development needs to relate properly to the surrounding area, and should be of a high design standard (it can be contemporary and make an architectural statement)
- the new development should represent a significant improvement to the architectural appearance of the area, and enhance its setting in relation to the Conservation Area
- the development should improve the accessibility of this site to the city centre by all forms of transport, including greater pedestrian access
- the development should comprise principally additional retail accommodation, but could include other complementary uses such as residential, food and drink, employment (offices)
- the new building should include a shopping mall which provides an attractive area to shop in
- the development should positively improve the appearance of the area and respect the important views into the city centre.

The new proposal should make the best and most efficient use of the site given its important city centre location. Urban land is a valuable and scarce resource and therefore must be used to its maximum potential.



Design Development Performance Chart	
How well is learning outcome demonstrated?	PERFORMANCE DESCRIPTION
BEST POSSIBLE	<ul style="list-style-type: none"> ▪ The student produces original, creative, and imaginative recommendations which maximise the analytical observations and meet the aims of the investigation. ▪ All five of the urban design qualities are incorporated into the design recommendations. ▪ 80% of the site brief's requirements are incorporated into the design recommendations.
GOOD	<ul style="list-style-type: none"> ▪ The student produces a wide range of appropriate recommendations which meet many of the aims established from the site analysis. ▪ Most of the urban design qualities are incorporated into the design recommendations. ▪ 70% of the site brief's requirements are incorporated into the design recommendations.
FAIR	<ul style="list-style-type: none"> ▪ The student produce some meaningful recommendations gleaned from the analytical observations. The student may require some assistance. ▪ Some of the design qualities are incorporated into the design recommendations. ▪ 60% of the site brief's requirements are incorporated into the design recommendations.
PASS	<ul style="list-style-type: none"> ▪ The student produces a few recommendations which shows some knowledge and understanding of the urban design qualities. Much assistance is needed to develop ideas and recommendations ▪ A few of the urban design qualities are incorporated in the design recommendation. ▪ 50% of the site brief's requirements are incorporated into the design recommendations.
FAIL	<ul style="list-style-type: none"> ▪ The student produces recommendations which are inappropriate and do not incorporate any urban design qualities. ▪ Fewer than 50% of the site brief's requirements are incorporated into the design recommendations.

Presentation assessment

The students are required to develop and execute a final presentation using appropriate presentation techniques to communicate clearly their findings and design intent for the investigated site. Each group member should have an active role in the presentation.

This section awards marks for:

- choice of a variety of appropriate presentation techniques



- skills demonstrated in the presentation of the data/ material relevant to the site investigation and design recommendation (this includes use of appropriate computer packages to illustrate specific points)
- quality of graphic material for the presentation
- organization and clarity of presentation.

Presentation Performance Chart	
How well is learning outcome demonstrated?	PERFORMANCE DESCRIPTION
BEST POSSIBLE	<ul style="list-style-type: none"> ▪ The student selects an appropriate and varied range of presentation techniques which may include computer generated material. They are executed accurately and with clarity. All material is suitably labelled and annotated. ▪ The presentation is executed in a well-organized manner and within the time limit. ▪ A good range of appropriate design terminology is used, and there are few, if any, errors in grammar, punctuation, or spelling.
GOOD	<ul style="list-style-type: none"> ▪ The student selects and uses appropriate presentation techniques, all of which are competently executed. All material is clearly labelled. ▪ The material is presented in a clear way and within the time limit. ▪ Appropriate terminology is often used, but there may be occasional errors in grammar, punctuation, and spelling.
FAIR	<ul style="list-style-type: none"> ▪ The student selects and uses a limited range of straightforward techniques, most of which are appropriate. There is sufficient labelling of material. The student may require some assistance. ▪ The presentation is neatly executed, but may run longer than the time limit. ▪ Appropriate terminology is sometimes used, but there are some errors in grammar, punctuation and spelling.
PASS	<ul style="list-style-type: none"> ▪ Simple techniques are used, some of which are appropriate. The student may rely on one or two methods. Labels may be incomplete. The student may require much assistance in organising information for presentation. ▪ Appropriate terminology is used in a few places, and there are noticeable errors in grammar, punctuation and spelling.
FAIL	<ul style="list-style-type: none"> ▪ The student uses inappropriate techniques which do not present the material clearly. ▪ The presentation is disorganised and there are intrusive errors in grammar, punctuation and spelling.



The street collage assessment

In this section students produce an elevation or street scene, choosing activities and building functions suggested in their site-design recommendations. While creating the street, they also suggest uses for buildings behind the collective street frontage. The collage is marked for compatibility of buildings in relation to each other and to the surrounding area, and the appropriateness of building uses and how they reflect the design intent.

Street Collage Performance Chart	
How well is learning outcome demonstrated?	PERFORMANCE DESCRIPTION
BEST POSSIBLE	<ul style="list-style-type: none"> ▪ The student produces a creative and comprehensive development which articulates the main design intent and reflects urban design qualities. ▪ The collage indicates uses beyond the street frontage while adding street amenities. ▪ The proposed street frontage complements the surrounding area and also enhances the existing area.
GOOD / FAIR	<ul style="list-style-type: none"> ▪ The student produces a thoughtful and balanced street face which reflects urban design qualities. ▪ The proposed street face complements the existing area.
PASS	<ul style="list-style-type: none"> ▪ The student proposed street face lacks continuity, but the work shows some knowledge and understanding of the urban design qualities.
FAIL	<ul style="list-style-type: none"> ▪ The student proposed street shows no continuity or relationship to the surrounding area, and fails to show evidence of the student's understanding of key urban design qualities.