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The AA is a Partner Institution and Affiliated Research Centre of The Open University (OU), UK. All taught graduate degrees at the AA are validated by the OU. The OU is the awarding body for research degrees at the AA.
1 INTRODUCTION & OVERVIEW

Landscape Urbanism is a Graduate Design Programme at the Architectural Association leading to a Masters of Architecture (MArch, 16 months) and to a Masters in Science (MSc, 12 months) in Landscape Urbanism.

The programme explores the role that design and designers (from architects, landscape architects, urban designers, planners perspective) can play when confronted with large scale territories (metropolitan areas, rural environments, infrastructural and productive landscapes, etc.). At these scales of intervention, territories are configured by sets of economic policies, political decisions, social and cultural structures, and engineering solutions where design inputs are left out or put at the fringes. Landscape Urbanism at the AA explores design not only as the source of aesthetic and performative proposals necessary to offer alternatives to today's acute urban/environmental problems, but also as a mechanism to orchestrate, choreograph and negotiate their implementation at large scales over time.

Beyond the design of single buildings or pieces of urban design, landscape urbanism is interested in the design of spatial policies, organizational models, innovative regulatory plans and visual decision making tools with the capacity to integrate design within economic, social, cultural and political frameworks. The aim of the programme is to contribute to the enhancement of the discipline by making it more relevant at multiple scales and foster closer dialogues and debates with different disciplines (geography, economy, ecology, political science, etc.), highlighting the unique capabilities of design.

The programme uses the concept of territory as a backbone and sees it as a potential field of design praxis. Through this lens, it operates within contemporary conditions whereby urban environments are understood as intrinsically interconnected and related webs of consequential landscapes with implications at local, regional and planetary scales. These consequences are best reflected in current environmental concerns such as climate change, energy crisis, water/food/land consumption and widespread pollution, but are less apparent in their social and political implications, currently being disguised by ecological and sustainable design driven agendas for the urbanised world.

The programme has been constantly evolving, integrating practices such as cartography and new applications of technologies such as scripted simulations and GIS mapping, all of which are widely available in geographical disciplines but relatively untapped within design disciplines engaged with large scale territories.

Following a research by design methodology, students develop the ability to abstract complex territorial formations and landscape-based models to generate a set of novel guidelines that can potentially be deployed in comparable territories. These guidelines for new socio-spatial outcomes provide an alternative to conventional planning projects, challenging how urban territories are designed and ultimately reconfigured.
1.1 Fields of Research

The former rationale is framed by the following methodological fields of research:

- **Territory as Design Praxis**: The course addresses how the concept and field of the territory challenges existing disciplinary demarcations in design. Territory, understood as a political technology in the production of landscape, calls for new forms of thinking and practice in design in order to effectively intervene within its conditions.

- **New Material Technologies of the Territory**: The course studies existing and new techniques of comprehending, describing, and simulating material processes (geomorphology). These techniques can then be turned into projective tools whose function extends beyond their original predictive or analytical nature. Students learn to use GIS and computer-based simulations of landforms and landscapes including river-modelling, dune dynamics and ecological analysis of landscape patterns, so as to employ these in the creation of new territorial typologies.

- **Social Formations**: The course researches particular forms of spatiality together with its material appearance which are constructed through social practice. This line of research stresses the manufactured nature of Territory and is directed to help students describe the complex interrelations between socioeconomic factors and their implications in the social production of space.

- **Projective Cartographies**: The course explores the critical potential of cartographical techniques in the generation of arguments that bridge local and continental scales. Through this approach spatial design strikes a balance between the specific forms of social and physical formations of individual sites and the generic definition of territorial types. Students are made aware of their relevancy as designers within a decision-making process that critically engages with, and acknowledges, the implications of territorial management and landscape interventions.

1.2 Bifurcation Model

The programme rationale and research fields grouped under the idea of Territory as Design Praxis generates the necessity for a dual agency for designers. This dual agency is reflected via the Bifurcation model offered within the Landscape Urbanism programme, whereby two degrees are offered, MArch and MSc, as part of the overall framework. Students from both degrees will share a substantial proportion of their course and development of the project to then move forward and develop their independent separate design proposals aligned with their specific degree as follows:
The **MSc in Landscape Urbanism** will develop the ability to comparatively analyse, interpret and generalise large-scale and complex territorial formations in order to generate a set of design guidelines (i.e. Manual) that can potentially be deployed and transferred into comparable territories (i.e. Atlas). These design documents will be the outcome of a research by design methodology based on analytical and design tools and techniques (its development and refinement) such as digital geomorphological simulations, GIS mapping and cartographic concepts and practices. This technical and scientific methodology will be used to facilitate the reappropriation of landscape-based models into the production of alternative and novel design guidelines, as opposed to traditional and conventional planning projects, for the design of large-scale territories.

The **MArch in Landscape Urbanism** will produce site specific projects that will work as an operative test bed of territorial design guidelines. As such the projects will be understood as the application and on site implementation of techniques and theories into concrete designed scenarios. The MArch degree will foster a way of thinking in which the overarching questions developed in territorial design guidelines and the specificity of particular site conditions will mutually feed back. The students will have an opportunity to additionally develop an in-depth research on the given site, in collaboration with local universities and institutions, over the summer months. This investigation will contribute to critical reflection on the theoretical aspects of the course, and discuss the relevancy of the discipline in the given specific context.

In the following, this document sets out the structure and content of Landscape Urbanism. It outlines the educational aims, teaching and learning strategies, assessment procedures and resources. This programme guide is to be read in conjunction with the current versions of the AA School Academic Regulations and AA Student Handbook.
2 TEACHING STAFF LIST AND BIOS

MArch/MSC Landscape Urbanism Graduate Programme, Architectural Association

Directors:

José Alfredo Ramirez, alfredo@aaschool.ac.uk
José Alfredo Ramirez is an architect and founding director of Groundlab where he has won and developed several competitions, workshops, exhibitions and projects. He is Director of the AA Visiting School in Mexico City and has given workshops and lectured internationally on the topic of landscape urbanism and the work of Groundlab.

Eduardo Rico eduardorico@aaschool.ac.uk
Eduardo Rico studied civil engineering in Spain and graduated from the AA’s Landscape Urbanism programme. He has been a consultant and researcher in the fields of infrastructure and landscape in Spain and the UK. Currently he is working within the Arup engineering team. He has also taught at Harvard GSD and the Berlage Institute.

Studio Master:

Clara Oloriz Clara.Oloriz@aaschool.ac.uk
Clara Oloriz Sanjuan is a practising architect and received her PhD from the eTsA Universidad de Navarra. She has worked for Foreign Office Architects, Cerouno, Plasma Studio and Groundlab. She teaches at the University of Navarra and is co-director of the AA Visiting School in Bilbao. She co-directs an AA research cluster titled Urban Prototypes.

Seminar and Technical Staff:

Gustavo Romanillos romanillos.arroyo@aaschool.ac.uk
Gustavo Romanillos is an architect and researcher interested in the spatial analysis of urban and territorial dynamics. He completed his degree in Architecture at the ETSAM, and a Masters in Geographic Information Technologies at the UCM. His research and teaching activities are being developed in different Spanish universities, Nicaragua and the UK.

Claudio Campanille claudio.campanile@aaschool.ac.uk
Claudio Campanille is an engineer and computational designer. His main interest relies on developing computational tools and integrated pipelines to synthesise complexity within design problems; namely, within the domain of complex geometries, structural systems and digital manufacturing to deliver innovative design technology models for
the built environment. After having experienced jobs in China and the UK, Claudio obtained his MSc in the Emergent Technologies and Design programme at the AA School of Architecture.

Graduate School Administrator
Clement Chung clement@aaschool.ac.uk

External Examiners
Ed Wall
Academic Leader Landscape
Department of Architecture and Landscape
University of Greenwich
3 PROGRAMME SPECIFICATION

<table>
<thead>
<tr>
<th>Programme/award title(s)</th>
<th>MArch/MSc in Landscape Urbanism</th>
</tr>
</thead>
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<td>Teaching Institution</td>
<td>Architectural Association School of Architecture</td>
</tr>
<tr>
<td>Awarding Institution</td>
<td>The Open University</td>
</tr>
<tr>
<td>Date of latest OU validation</td>
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</tr>
<tr>
<td>Next revalidation</td>
<td>2015</td>
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<tr>
<td>Credit points for the award</td>
<td>180 credits for MArch and MSc</td>
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<tr>
<td>Programme start date</td>
<td>October</td>
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<tr>
<td>Underpinning QAA subject benchmark(s)</td>
<td>Descriptor for a higher education qualification at level 7: Master's degree</td>
</tr>
<tr>
<td>Duration of the programme for each mode of study (P/T, FT, DL)</td>
<td>16 months MArch and 12 months MSc (1800 hours) = 45 weeks, FULL-TIME</td>
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<td>Date of production/revision of this specification</td>
<td>July 2015</td>
</tr>
</tbody>
</table>

3.1 Educational aims

Landscape Urbanism works as a design research course, where the overall agenda on the development of new theories, projects and techniques is pursued through the production of innovative work in the design studio. At the end of the programme, students are expected to work as design professionals capable of handling large-scale, multi-disciplinary projects and with a particular technical expertise on landscape and territorial processes applicable to a variety of professional disciplines such as architecture, landscape architecture, urban design and planning.

The following section includes the most salient points that describe the main educational objectives of the course:

- To form design professionals, that is professionals who can participate in large-scale, multi-disciplinary projects and can read and analyse landscape phenomena using sophisticated digital tools. Develop a view towards these tools which is
simultaneously open-minded and critical about the outcomes and potentials for their implementation in large-scale projects.

- Approach the design of the urban landscape as an artifice which simultaneously engages numerous processes of exchange of information in the city and the landscape, and develop designs that are operative, i.e. based on how things work, and are critical of contemporary conditions, i.e. interrogate today’s contemporary conditions.

- Develop a long-term research on novel forms of cartographical representation, socio-economic analysis and landscape simulation which can be applied as design tools for territorial projects.

- Develop a design discourse on new forms of projects, theories and techniques that engages with the wider disciplinary problem of ‘territory’ as a design praxis.

The course offers two parallel degrees which share a proportion of the teaching time and course methodology. These two degrees provide a wider spectrum of knowledge and skills applicable to each degree, but also serve to obtain different learning outcomes for each of them. The specific educational aims which are emphasized in the **MSc** course are linked to the development of practices aligned to the analytic skills and research methods of engineering and scientific disciplines. These can be described as follows:

- Bridge the gap between analysis and design by integrating tools such as computer-based simulations, GIS or other digital design packages.

- Develop methodologies that test and evaluate design proposals using analytic software and integrate the results in the workflow of the design research.

- Fulfill current demands of large-scale coordination and production of territories where design research can bring meaningful developments and alternative interventions in order to challenge normative planning practices.

The specific educational aims which are emphasized in the **MArch** course are linked to the development of practices aligned to the smaller-scale and synthetic approach of architectural designers. These can be described as follows:

- Develop professionals who can generate detailed design strategies from the research on territorial processes which has been conducted in the studio.

- Work across scales, generating rich spatial design proposals derived from the study of landscape formations derived from social and geomorphological forces.

- Develop spatial design strategies which address both specific conditions (detailed social and environmental conditions) but can also work at a generic level (design guidelines and implementation at strategic level).
3.2 Programme outcomes

The approach of the programme to the design of ‘territories’, being urban/rural or hybrid environments, incorporating the numerous exchanges of information between them, leads to group design proposals that are expected to be operative and to engage the temporal changes that contemporary conditions demand.

In order to achieve these outcomes the programme seeks to develop a series of skills, particularly in the field of digital technology and the application of innovative landscape construction techniques, to enable students to propose systematic projects that can be applied to different territories.

The programme also seeks to develop technical knowledge in relation to environmental, sustainability and infrastructural issues that are addressed through specific lectures, workshops, courses and students’ personal research.

Research skills are developed both in relation to site-specific information and to the preparation of written essays. The identification, analysis and evaluation of contemporary urban and landscape projects is required as an element of both design and written submissions.

An additional skill to be developed is the ability to communicate ideas verbally, and to structure and demonstrate their validity through graphic means. A high degree of professionalism is encouraged through public presentations of design development and the production of a final printed and bound thesis portfolio.

3.2.1 Learning Objectives

At the end of the 16- and 12-month Landscape Urbanism programme, students are expected to be able to:

- Return to work as design professionals who can participate in large-scale, multi-disciplinary projects.
- Develop a synthetic approach towards the design of ‘territorial’ urban landscapes that incorporates the knowledge and critical awareness of disciplines such as urbanism, landscape, geography, urban political ecology, among others.
- Theoretically and technically build on the diverse range of material presented in the seminars and lectures to frame and develop their design proposals.
- Approach the design of the urban landscape as an artifice which simultaneously engages numerous processes of exchange of information in the city and the landscape, and develop designs that are operative, i.e. based on how things work and critical, i.e. interrogating today’s contemporary conditions.
- Construct ways of evaluating the implications of design proposals in time. This implies inducing changes and engaging creatively with the broad range of temporal changes that exist in the city and the landscape.
The table in the next section gives a detailed list of particular skills and points to the particular parts of the course which are responsible for providing and assessing them.

### 3.2.2 Skills acquired during the course

The programme enables students to acquire, develop, and apply skills in the areas of: knowledge and understanding, intellectual skills, research skills and transferable skills.

#### A- Knowledge and Understanding

On successful completion of the programme students are expected to:

- A1 - develop a project brief which is critically situated within a wider architectural – landscape – urbanism territorial discourse
- A2 - demonstrate a critical understanding of current theories and practice within the field of urbanism, landscape and ecology
- A3 - analyse complex territorial contexts as well as design concepts by means of a synthesis of personal and work place reflection and data drawn from scholarship, research and personal enquiry;
- A4 - evaluate complex and even contradictory theories and present their findings in a well argued presentation
- A5 - undertake independent research with minimum guidance and synthesize that information in a well-constructed argument leading to a conclusion
- A6 - develop an understanding of infrastructural input into the design

#### Teaching and Learning Methods

The required knowledge and understanding is acquired through the seminar courses, design studios, and specific workshops. Intellectual and research skills are developed throughout the programme, in particular the seminar courses and the Thesis, while the design studios present opportunities to develop knowledge and understanding in an analytical design context.

Individual research, presentations, written essays and, in particular, the Final Thesis, encourage students to make critical and analytical observations and formulate hypotheses.

Students are introduced to research methods and academic writing through the programme. An initial comprehensive reading list is provided at the start of the course (see Course Description Section), which is supplemented by guidance on reading in the seminars and supervision as relevant.

Research methods, techniques, and analytical skills are developed through all coursework. Students benefit from continuous support by regular feedback sessions in individual and group tutorials throughout the programme to assist, direct, and monitor progress.

#### Assessment
The primary assessment of knowledge and understanding is through submitted work, but also through a combination of workshop exercises and seminar presentations. All assessment methods, from essays and design reports to the Thesis, place great emphasis on a student’s ability to demonstrate research skills, critical and conceptual understanding, originality, and methodological rigour.

**B- Intellectual Skills**

On successful completion of the programme students are expected to:

- B1. generate graphic material capable of outlining information clearly and concisely
- B2. generate new design concepts for their project and support the achievement of desired outcomes at a professional or equivalent level
- B3. develop 3D sculpting tools, digital simulations, dynamic modelling tools, parametric modelling tools
- B4. demonstrate the ability to communicate ideas orally and demonstrate the capability to structure and show complex ideas through graphic means
- B5. make use of diagrammatic drawings, 3D software, mapping and physical models to enable decision-making in complex and unpredictable situations

**Teaching and Learning Methods**

The required knowledge is acquired through seminars and design studios with complementary skills workshops. All are continuously supported by individual supervision throughout the programme to assist, direct and monitor progress.

**Assessment**

The primary assessment of knowledge and understanding is through submitted pieces of work both written and design based.

**C- Research Skills**

On successful completion of the programme students are expected to:

- C1. evaluate critically current research, advanced scholarship or professional practice in the discipline or field of study
- C2. evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses
- C3. plan, develop and apply research methods, retrieving and interpreting information from a wide range of sources
- C4. synthesise design and theoretical research and report clearly, accurately and eloquently on findings; represent and visualise clearly in design and writing
- C5. continue to advance their knowledge and understanding, and to develop new skills to a high level

**Teaching and Learning Methods**
The course requires students to take responsibility in planning their own research and provides regular opportunities to present their work through visual, written, and oral means. Through the coursework, students independently and systematically develop how to frame concepts, techniques, and ideas in creative and rigorous ways while regular feedback is provided in the form of tutorials, submission assessments, or review reports.

Assessment
Effective development and communication of analysis, design concepts, and research speculations and findings are important criteria in all areas of a student’s work and continuously assessed at all stages. Time management, organisation, and skills to work individually or with others are generally reflected in the quality of submitted coursework.

D- Key Transferable Skills
On successful completion of the programme students are expected to:

- D1- exercise initiative and personal responsibility and accept accountability for decision-making including the use of supervision
- D2- be able to make decisions in complex and unpredictable situations
- D3- have achieved the independent learning ability required for continuing professional development
- D4- be able to organise decision-making processes
- D5- work and adapt to different team experiences, sharing, negotiating and presenting information and contribute to the formulation of a design proposal at the urban and territorial scale
- D6- manage others’ work and adapt the course design methodology to gain insight into complex urban and territorial problems

Teaching and Learning Methods
The required knowledge is acquired through interaction with peers during course work either in their final group submission or individual workshops in first term.

Assessment
Research skills are primarily assessed through the Final Thesis, but also developed and assessed in the coursework.

3.3 Curriculum Map
The following table outlines which parts of the course are responsible for delivering (shaded) and assessing (X) particular learning outcomes:
<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Design Studio</th>
<th>Workshops</th>
<th>History and Theory Seminar Series</th>
<th>Machining Landscapes Lecture Series</th>
<th>Landform Dynamics Lecture Series</th>
<th>Core Seminar</th>
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</table>

- **X** These Skills are emphasized for MSc in Phase 2
- **X** These Skills are emphasized for MArch in Phase 2
### 3.4 PROGRAMME STRUCTURE

#### 3.4.1 Course Credits and Assessed Work

The course credits and assessed work are listed below for each term. The hourly breakdown is indicative only and percentages refer to the final grade of the degree.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Elements for Assessment</th>
<th>% Final Award</th>
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</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong> (12 weeks, 480 hours, 48 credits) <strong>Mandatory attendance at all courses + 2 Essays in Terms 1 &amp; 2</strong></td>
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<tr>
<td>Design Studio</td>
<td>22</td>
<td>Design Studio Progress Portfolio</td>
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<tr>
<td>Alfredo Ramirez, Eduardo Rico, Clara Oloriz</td>
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<tr>
<td>Lecture Series</td>
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<td>Seminar Series</td>
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<td>2,500 Essay, individual</td>
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<tr>
<td>History and Theory</td>
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<tr>
<td>Douglas Spencer</td>
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<tr>
<td><strong>TERM 2</strong> – (12 weeks, 480 hours, 48 credits) <strong>Mandatory attendance at all courses + 2 Essays</strong></td>
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<tr>
<td>Design Studio</td>
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<td>Design Studio Progress Portfolio</td>
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<tr>
<td>Alfredo Ramirez, Eduardo Rico, Clara Oloriz</td>
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<tr>
<td>Seminar Series</td>
<td>13</td>
<td>2,500 Essay, individual</td>
<td>7.2%</td>
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<td>Douglas Spencer</td>
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<tr>
<td>Seminar Series</td>
<td>13</td>
<td>2,500 Essay, group, within thesis</td>
<td>7.2%</td>
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<tr>
<td>Machining Landscapes</td>
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<td>Tom Smith</td>
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<td><strong>TERM 3</strong> – (8 weeks, 320 hours, 32 credits) <strong>Group work. Mandatory attendance at all courses + 2 Essays</strong></td>
<td></td>
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<tr>
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<td>Research Portfolio, group work</td>
<td></td>
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<tr>
<td>Alfredo Ramirez, Eduardo Rico, Clara Oloriz</td>
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<tr>
<td>Core Seminar</td>
<td>12</td>
<td>2,500 Essay, group, within Thesis</td>
<td>6.7%</td>
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<tr>
<td>Alfredo Ramirez, Eduardo Rico, Clara Oloriz, Douglas Spencer</td>
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<tr>
<td><strong>TERM 4</strong> – (13 weeks, 520 hours, 52 credits) <strong>Group work. Independent research with limited teaching support.</strong> <strong>Group Design portfolio submission</strong></td>
<td></td>
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<tr>
<td>Development of Independent Design Thesis</td>
<td>52</td>
<td>Design Thesis (MArch) Design Thesis (MSc)</td>
<td>40.0%</td>
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</table>
Thinking Landscape Urbanism through the concept of territory, the agency of the designer can be extended beyond its current disciplinary confinements: those of architecture, planning, urban design, landscape architecture, engineering, etc. as well as those of the various (un)-disciplinary re-alignments and hybrids in which these are currently configured. In the process, geographic knowledge and practices, such as cartography and geomorphology, are reappropriated and mobilised as the means to ask and respond to these fundamental questions.

In doing so, the programme explores the types of project, forms of documentation, theories, technologies and techniques required to rethink and redefine the temporal production of territorial spaces through the praxis of design. It engages critically with a range of social and material formations in given territories, and with the conflicts that resonate at geographical scales of the local, the regional and the continental.

The following sections describe the permanent and variable content of the course, the academic calendar and the programme modules and detail the submissions, credits, aims, learning outcomes, and assessment criteria for each:

4.1 Permanent and Variable Content of the Course

The permanent year-to-year aspects of the programme are embedded in its structure, which consists of a combination of design studio and workshops, together with lecture and seminar courses that have been evolving within the programme since its inception. The aims and objectives of the programme, the learning outcomes and the assessment procedures also remain broadly similar from year to year, so that students are able to anticipate what constitutes the essential core of the programme and how their work will be assessed.

The variable component of the programme has to do with the selection of a different agenda/site each year, in the context of which students are invited to develop a team-based design thesis. The choice of sites reflects the aim of the programme to keep abreast of current events and changing conditions in the global context.

The following points outline the way in which the course delivers its contents to the students:

- **Term 1:** The course starts by building up skills and theoretical background. The students are taught techniques of simulation, mapping and representation which are going to be a fundamental part of their future deliveries. These workshops include simulations, 3D modelling and GIS. Students work in groups which are different for each workshop. In parallel, there is a series of lectures on land formation which supports the simulation part of the work as well as general software and coding. The History and Theory seminar series brings basic
theoretical background to the students and places the work of LU within a wider perspective. There is an overlap with the MArch students from the previous year that allows the new cohort to get acquainted with techniques and theories more effectively. Students work in teams which will shift in different workshops but submit a unique design portfolio at the end of the term.

- **Term 2:** The students start to focus on their final course project and form definitive groups. During this term the groups are meant to generate an Atlas forming the wider geographical framework of their proposals. Both the History and Theory seminars and invited guest lecturers provide specific support for this part of the course, which focuses mainly on cartography. Students work in teams composed of both MSc and MArch candidates.

- **Term 3:** The focus of the studio is more on the detailed definition of the project. During this period the number of seminars is reduced to the Core Seminar series which, while being reduced in number, is aimed at focusing the agenda of the students and linking them to the overall ethos of the course. Students work in teams composed of both MSc and MArch candidates.

- **Term 4:** **MSc:** Students develop their individual thesis by focusing on the generation of a set of design guidelines that can potentially be deployed and transferred to comparable territories. It includes research on the design techniques (simulations, GIS, interactive mappings, etc) developed during the course. Tutorials are given to the students as per previous terms. Students work individually.

- **Term 4:** **MArch:** Students develop the final thesis by focusing on detailed spatial and material strategies at architectural scales. Tutorials are given to students as per previous terms and they have the possibility of software reinforcement with the new series of workshops. Students work individually.

### 4.2 Academic Calendar

Landscape Urbanism Programme is organised in two stages according to a specific calendar for MArch or MSc courses.

The MSc Course runs for 12 months (September to September) and concludes with the Design Dissertation in Phase 2.

The MArch Course runs for 16 months (September to January) and concludes with the Design Thesis in Phase 2.

The number of hours and credits are identical in the MSc and the MArch (see section 6.1), but their distribution over time and the type and scopes of projects are different.

See complete academic calendar overleaf:
The programme is organised around the Design Studio, with individual and group teaching available throughout the academic year, and on a more limited basis from July-September. Students are expected to attend the studio regularly and work in teams throughout most of the year. The studio is also where the various workshops are taught and is the central focus of the Masters where the dissertation comes together. A number of seminar series and theory courses feed into the studio at different times.

4.3 Phase 1 (Activities):

Term 1: Territorial Formations

Workshop 1: Landscript
Workshop 2: Social Formations
Workshop 3: Manufactured Grounds
Seminar Series: Model, Methods and Histories
Lecture Series: Landform Dynamics
MSc / March Landscape Urbanism 2018-2019

Term 2: Cartogenesis

- Design Studio Development: Research and Territory
- Design Studio Development: Atlas of Transferable Grounds
- Design Studio Development: Cartogenesis
- Lecture Series: Cartographies; Genealogies and Practices
- Seminar Series: The Rhetoric of Mapping
- Lecture Series: Landscape Urbanism Lecture
- Field Trip

Term 3: Tectonic Grounds

- Design Studio Development: Territorial Morphology
- Design Studio Development: Tectonic Grounds
- Workshop 4: Digitally Fabricated Territories Series
- Seminar Series: Landscape Urbanism Core Seminar
- Seminar Series: Machining Landscapes

4.4 Phase 2 (Activities):

Term 4

- Design Thesis (MArch)
- Design Thesis (MSc)

*MSc End of Year Board: September 2019 (to be confirmed)
*MArch End of Year Board: January 2020 (to be confirmed)

4.5 DESIGN STUDIO

Jose Alfredo Ramírez, Eduardo Rico, Clara Oloriz

Mandatory Course
Credits: 116
% of final award: 64.4%
Workshops: 150 hrs
Tutorials: 300 hrs
Personal project development: 480 hrs
Project document submission: 230 hrs

4.5.1 Course Brief

Who designs Britain?

AALU will continue exploring UK and similar territories in partnership with the British Geological Survey and the New Economic Foundation. As a case study, UK landscapes and cities reflect best the disorienting conditions of the contemporary world. Political uncertainty is part of the daily life, whether part of a European framework or outside of
it, whilst existing socio-economic structures affect directly the built and natural environment, and its relationship with people. For example, agricultural and land ownership policies have exacerbated flooding in the lower cities and, London central power have depressed development in coastal towns which are unable to transform their economies and tackle the threat of rising water levels and climate change. These and other instances have prompt us to question the potential role a landscape urbanist can play in contemporary UK.

Using design as the main skill, the Landscape Urbanist from the AA will speculate and imagine potential designed policies, tools and scenarios that could offer UK alternatives to navigate and negotiate current spatial problems into potential futures by:

- Exploring cartographic practices with the capacity to influence the public sphere and decision-making processes, such as interactive and participatory maps built by local people with data gathered on site.
- Revisiting concepts such as commons, public participation, platform cooperativism, etc. through the lens of design, and their implications to build collecting design frameworks and management of shared resources that are neither public nor private.
- Implementing latest technologies to simulate the behaviour of cities, landscapes, and territories, using software, scripts, to foresee possible future scenarios with the help of partner scientists and researchers.
- Understanding the use of space, from a UK and other territories perspective, by diagramming and proposing new spatial configuration of public space in accordance to 21st century challenges.

### 4.5.2 Learning Outcomes

At the end of this course, students are expected to be able to:

- Make use of new systems of description and representation.
- Move across disciplinary boundaries.
- Be able to conduct an urban, territorial and landscape analysis in depth.
- Understand the existing processes of territorial formations in accordance to the specific site context.
- Integrate these processes within flexible strategies in a fully developed individual thesis.

### 4.5.3 Assessed Work

Students are assessed with two Design Studio Progress Portfolios (Term 1 and Term 2) and a Final Thesis to be delivered throughout the course of the year:

**Design Studio Progress Portfolio**

These design portfolios will be delivered at the beginning of Terms 2 and 3 (See Submissions and Resubmission Map section). They should include drawings and description of the main outcomes and explorations regarding site specific research and
Final Design Thesis

Students must submit a Final Design Thesis which outlines the aims, objectives and outcomes of their design project. This Project Report includes the following:

- Site description.
- Text outlining aims, objectives and methodology.
- Landscape Urbanism Core Seminar Essay outlining the main argument of the project (2,500 words).
- Machining Landscape Seminar essay outlining the research on building techniques, digital simulations, tests and technical data supporting the overall project (2,500 words).
- Design experiments (workshop outcomes etc.).
- Main design outcomes.
- Images, renders.

The format of this document takes the shape of a booklet, although the amount of material (images, words) is not prescribed. Students have access to previous years’ Design Reports, which are discussed with the course staff in order to provide clear guidance of intended outcome.

For submission dates please refer to the Submissions and Resubmission Map section. For weight and credits of each submission please refer to the Programme Summary section.

4.5.4 Assessment Criteria

In order to achieve a Pass, the Final Design Portfolio is expected to demonstrate:

- Rigour in the collection and analysis of research information.
- An understanding of organisational techniques and digital skills from diverse fields of expertise.
- An ability to establish, demonstrate and distinguish the different scales of time and space at which diverse urban processes operate, and to formulate integrated responses to these processes.
- Criticality in the analysis of urban models and agility in constructing new modes of organisation capable of operating in time.
- Presentation skills enabling the final portfolio to be accessible and representative of the student’s achievement over the year.

4.5.5 Design Studio Outline Description per Term

Territorial formations (Terms 1-2)

During the first two terms, Landscape Urbanism aims to thread geomorphological processes, social structures and design intentions into Territorial Formations.
Landscape Urbanism wants to extrapolate the idea of a necessary synthesis, of a forced hybridization from a utilitarian perspective to imagine new forms of territory where physical and social processes morph into new spatial solutions. They will rely on the historic capacity of landscapes to host and modulate the struggles between physical/environmental and the human forces, at its very specific geographical/geological point in space and time.

**Cartogenesis (Terms 2 - 3)**

The assemblages of geomorphological processes and social formations will be retraced and redescribed in light of historical and contemporary forms of cartographic representation. This will serve as the basis from which to fabricate a description of territorial space in architectural terms and, at the same time, a territorial description of architectural space. The final aim of this term is the generation of an atlas of similar and relevant territories across Europe, tracing the geographies of the pan-European problematic posed by the social and geomorphological formations outlined and researched by the student.

**Territorial documentation (Term 4)**

The final section of the course will consist of the exploration of modes of documentation that extend beyond the idea of the fixity and stability of masterplanning, to operate projectively and subversively. Following the development of an Atlas, the student will produce a territorial manual that will describe the procedures and guidelines behind their projects in order to extrapolate principles for similar, relevant locations across European territories.

### 4.5.6 Design Studio Workshops

**LU Bootcamp: Skill Gathering (Term 1)**

Rhino and grasshopper skills will be acquired in addition to communication and representational drawing skills. GIS Software and programming will be introduced enabling students to script basic procedural modelling, and to understand the ways in which physical interactions of materials and processes produce recognisable morphologies in the landscape. The use of relevant software, such as GIS, Phyton, Rhino as well as land form modelling will be used to exercise students’ capacity to introduce intention and design criteria in a decision-making process.

**Social formations (Terms 1 - 2)**

This workshop will seek an understanding of processes of social formation, their multiple forms of organization and the ways in which these produce specific spatial configurations. The student will diagram and ultimately employ in their design practice, their knowledge of the ways in which specific groups have historically organised themselves into productive communities such as, for example: trade unions, local associations, guilds, cartels and cooperatives, and ultimately their impact on the land morphologies.

**Cartogenesis (Terms 2 -3)**
The aim of the workshop is the generation of a series of cartographical representations of the projects. This workshop will introduce the idea of projective cartographies with a critical input, in order to produce a cartogenetic manifesto of the pan-European intentions of the project.

4.5.7 Field Trip

All students will be encouraged to undertake an individual field trip to different sites across Europe by the end of Term 2, in order to visit and survey potential sites, to access specific sources of information and arrange meetings with local practitioners, engineers, researchers and interested parties.

4.5.8 Design Studio Bibliography


Spencer, D. ‘Nature is the dummy’in New Geographies Journal, 06, 2014, pp. 112-117.


Malm, A. The Progress of this Storm (London: Verso, 2018)


Spencer, D. The Architecture of Neoliberalism: How Contemporary Architecture Became an
Instrument of Control and Compliance. (London: Bloomsbury, 2016)


Grinspoon, D. Earth in human hands (Grand Central Publishing, 2016)


4.6 LANDSCAPE URBANISM: CORE SEMINAR

Eduardo Rico, Clara Oloriz, Alfredo Ramirez

Mandatory Course
Credits: 12
% of final award: 6.7%
Contact (lectures & tutorials): 20 hrs
Research & reading: 50 hrs
Essay: 50 hrs
Terms 2 & 3

4.6.1 Learning Outcomes

The purpose of this seminar is to introduce the main concepts which underpin the overall course ethos and methodologies. It should provide a robust framework for discussion of the development of the student projects within the studio as well as facilitate links to other seminars and parts of the course.

4.6.2 Assessed Work

The students should present a 2,500 word essay which will be part of the Final Design Thesis Submission. This essay should outline the main argument of the project and reflect critically on the concepts and ideas highlighted throughout the seminar series, linking the ideas discussed with historic precedents chosen by the student (an initial selection will be discussed within the sessions) and their own proposals within the studio project.

For submission dates please refer to the Submissions and Resubmission Map section. For weight and credits for this submission please refer to the Programme Summary: Credits and Assessed Works section.

4.6.3 Assessment Criteria

In acknowledging the range of student experience and interests, the assessment criteria will reflect this diversity and respond to the scholarly objectives of individual students. However, emphasis will be placed on the following core criteria:

- Content – analysis, contextualisation, argument, debate, structure.
- Research – range, selection and use of resources.
- Communication – writing, illustration, annotation and account of sources.

4.6.4 Term Outline Description

SESSION 1: Territory as Locus of Praxis
This first session will look into current and historical definitions of territory in order to open up a discussion around its place in design oriented praxis. Territory will be put in historical geographical perspective with other concepts such as ‘terrain’ and ‘land’ to
then move to contemporary discussions of how it has been positioned within design practices dealing with city, landscape and environment. The session should lead to an understanding of how design relates with the territory and how this discussion ultimately influences the design ethos of the studio proposals.

- Cosgrove, Denis ‘Landscape and Landschaft’, lecture delivered at the Spatial Turn in History Symposium, German Historical Institute, February 19, 2004.

SESSION 2: Landscape, Design and Geology
The session aims to draw an outline between continued and creative tensions between scientific knowledge and design agency, which continue to permeate today’s landscape and territorial practices. As an example of this, we will draw on the landscape painting conditions in England and Industrial capitalism in the nineteenth century to discuss current conditions.


SESSION 3: Process and Territorial Formations
The understanding of environments as being formed by processes has connotations in the way in which we describe and map our engagement with territories. The session will discuss the implications this has on moving from ideas related to “site” to those related to “condition”, helping to reframe the whole discussion on the scales of engagement of the course work. This should be further linked with the selection of project areas and network of potential interventions of the studio work and their potential relation with wider European policies of the European Landscape Convention as well as local dynamics and frameworks.

- European Landscape Convention.

SESSION 4: Drawing and Representation
This session discusses the central role that drawing and representation have in the
formation of a robust discourse around architecture and urbanism in general, and territorial praxis in particular. It will discuss different types of drawings (map, index and diagrams) to then move on to discuss an historical account of how drawings operate as an agent of spatial thought. The session will focus on cartographies as the main tool in Landscape Urbanism practices.


SESSION 5: Time and Landscape Formations
This session outlines the central character of ‘time’ as part of the overall engagement with territory from a processual perspective. It begins by outlining the qualitative aspects brought by the science of cybernetics into discussions of passage of time, to then move on to accounts of time as the locus of creativity. The session aims to create a link to methodological aspects of the course workshops such ‘threaded simulation’ as outlined during the scripting sessions.


SESSION 6: Design Agency
In contemporary conditions, the development of knowledge embedded into design disciplines has been roughly divided between two agendas: on the one hand, a pure pseudoscientific approach (such as the so called bio-mimicry, biological, generative, parametric and evolutionary design) which heuristically applies quantitative approaches to the qualitative conflicts posed by territories and landscapes. On the other hand, social-political awareness links design practices to specific contexts and realities but disregards the material capacity of landscape and territorial techniques as mechanisms to test their own visions of idealised futures. What is at stake here is the urgency to reconcile, through the reassertion of design agency, technology and its capacity to innovate and incorporate processes such as emergence that are embedded in the materiality of landscapes and territories as mechanisms and tools and, from there, to test and provide feasible scenarios with the capacity to cope with local and contemporary conditions.

4.7 HISTORY AND THEORY SEMINAR & LECTURE SERIES

Clara Oloriz

Mandatory Course
Credits: 26 (13 in Term 1 and 13 in Term 2)
% of final award: 14.4%
Contact (lectures & tutorials): 40 hrs
Research & reading: 110 hrs
Essay: 110 hrs

Terms 1 & 2 Wednesday 2pm

Given the multidisciplinary nature of Landscape Urbanism, this series correspondingly ranges across urbanism, landscape architecture, planning, geography, philosophy, cybernetics and social theory. It aims to explore the role of these disciplines in relation to the development, theorisation and practice of Landscape Urbanism. Specifically, this course will introduce and elaborate the paradigm under which Landscape Urbanism understands and employs the ‘Landscape’ component of its title. As opposed to presenting the discipline as a simple conjunction of its two terms therefore, the aim, particularly within Term 1, is to elaborate the ways in which Landscape offers a processual, scalar and temporal medium through which the particular conditions of contemporary urbanism might be processed.

Structurally the course aims toward a synergy with the programme of the design studio, since, in Term 1, it addresses the models and methods employed by Landscape Urbanism alongside an historically and socially contextualised account of the conditions through which these have developed. Term 2 opens up a series of debates around historic and contemporary implications of cartography. It explores its political connotations as well as contemporary cases of engagement by design disciplines. It serves as a link between theory and the studio work in the generation of the project Atlas.

Students will be expected to work in groups for the seminar portion of the course. In Term 1, the sessions will be largely given to lectures with minor input from student groups. In Term 2, a greater role will be handed over to student group presentations.

4.7.1 Learning Outcomes

Students attending this course are likely to bring a wide variety of intellectual skills and academic interests, and the learning outcomes will reflect this diversity. Some students will direct their attention more toward issues related to the design and spatiality of urban projects, while others will direct their attention more toward political and
theoretical aspects. This diversity can enrich the seminar portion of the course, and the key learning outcomes will reflect this emphasis upon deepening students’ understanding of the relationship between the spatial and the political.

At the end of the course, students should be able to:

- Understand the contribution of various disciplines to Landscape Urbanism.
- Critically assess the contribution and significance of various ideas and practices to Landscape Urbanism.
- Demonstrate a critical and informed comprehension of Landscape Urbanism as a specific design practice.
- Contextualise Landscape Urbanism with reference to specific examples of its contemporary practice.
- Develop a personal critical agenda which informs their practice.

4.7.2 Assessed Work

- Students will select projects to investigate and discuss (an overview and list of suggestions will be provided at the beginning of the term.) The work for each term will be to write an essay of 2,500 words, analysing the critical content of an urban project, and linking the analysis of the project to current debates within architectural urbanism, to be submitted at the end of Terms 1 and 2 respectively.

For submission dates please refer to the Submissions and Resubmission Map section. For weight and credits for this submission please refer to the Programme Summary: Credits and Assessed Works section.

4.7.3 Assessment Criteria

In acknowledging the range of student experience and interests, the assessment criteria will reflect this diversity and respond to the scholarly objectives of individual students. However, emphasis will be placed on the following core criteria:

- Content – analysis, contextualisation, argument, debate, structure
- Research – range, selection and use of resources
- Communication – writing, illustration, annotation and account of sources
4.7.4 Term 1: Models Methods and Histories

SESSION 1:
Lecture: Coming to terms with ‘Landscape’, ‘Urbanism’ and ‘Landscape Urbanism’
Concerning the terms ‘landscape’, ‘urbanism’, their origins and meanings, and how and why they came to be combined in ‘landscape urbanism’.

Seminar: Definitions and Critiques

SESSION 2:
Lecture: Ecology, Economy and Exchange
The term ‘ecology’, so prevalent throughout contemporary design discourse, and largely affirmed as a new orthodoxy, is critically engaged with through a consideration of its historical development and its various relationships to power, economics and modes of exchange.

Seminar: Matter, Circulation and Organisation

SESSION 3:
Lecture: The picturesque and the Sublime: the Aesthetics of Landscape
Analyzing the emergence of the aesthetics categories of the ‘picturesque’ and the ‘sublime’ and how these have informed representations of landscapes and urban landscapes, in landscape design, painting and film.

Seminar: Primitive Accumulation: The ‘Dark Side’ of the English Landscape


**SESSION 4:**

**Lecture:** *Modernisation and Urbanisation: Cerdá and Haussmann*

A comparative analysis of the making of the modern metropolis, and the birth of contemporary urbanism, through the cases of 19th century Paris and Barcelona.

**Seminar: Stoffwechsel and Circulation**


**SESSION 5:**

**Lecture:** *From the Garden City to Milton Keynes*

The idea of the city as a ‘garden’ or ‘landscape’ has been a constant accompaniment to theories of urban form and its reconciliation with ‘nature’. Beginning with the idea of the ‘Garden City’, this lecture explores a number of models and projects for the ‘greening’ of 20th century cities and infrastructural systems.

**Seminar: Soviet Experiments in Urban Form**


Tafuri, Manfredo, and Dal Co, Francesco, ‘Urbanistic Administration and Building

**SESSION 6:**
Lecture: *Automotive Territories*
An analysis of the ways in which the car, and the infrastructural systems developed for its circulation, are intricately bound up with questions of urban form, the organisation and perception of landscapes, and questions of access to and enjoyment of the city and the country.

Seminar: *Artificial Ecologies and Urban Patterns*

**SESSION 7**
Lecture: *Corporate Landscapes*
The rise of the corporation during the 20th and into the 21st centuries has led to a juncture where it is able to develop models of landscape, urban and architectural forms entirely tailored to their own productive and organisational requirements. This lecture considers this phenomenon through a number of contemporary case studies.

Seminar: *Organized Labour and the Campus*
4.7.5 Term 2: The Rhetoric of Mapping

SESSION 1
Seminar: ‘How to Assemble the Globe’: Radical Cartographies
Douglas Spencer

Fuller, B. Ideas and Intelligences, Lars Muller, Baden, Switzerland 2009 (1969).

SESSION 2
Seminar: Territories and Territorialization
Douglas Spencer


SESSION 3
Seminar: Cartographies of Knowledge and Power
Douglas Spencer

Crampton, J. and Elden, S., eds, Space, Knowledge and Power: Foucault and Geography, Aldershot: Ashgate, 2007
Wood, D., Rethinking the Power of Maps, Guilford: Guilford Press, 2010

SESSION 4
Seminar: Cartography and Choreography: Drawing the Landscape
Douglas Spencer


SESSION 5
Seminar: Mapping Circulation and Urbanization
Douglas Spencer


SESSION 6
Seminar: Information: Datascapes and Networks
Douglas Spencer


SESSION 7
Seminar: Cartographies and Morphologies
Clara Oloriz Sanjuan


SESSION 8
Seminar: Projective Cartographies
Clara Oloriz Sanjuan

4.8 WORKSHOP SERIES: MACHINING LANDSCAPES

Jose Alfredo Ramirez, Eduardo Rico, Clara Oloriz with Tom Smith

Mandatory Course
Credits: 13
% of final award: 7.2%
Contact (lectures & tutorials): 20 hrs
Research & reading: 55 hrs
Essay: 55 hrs

Félix Guattari, in his essay ‘On Machines’ proposed that the concept ‘technological machine’ be expanded to one of the ‘machinic assemblage’. This ‘machine’, he writes, ‘is open to the outside and its machinic environment and maintains all kinds of relationships to social components and individual subjectivities’. Drawing upon this proposition the Machining Landscapes series integrates knowledge with principles of a range of construction techniques related to the design of landscape projects, to understand, consider and address the complexity of the relations among contemporary urban dynamics, adopting a ‘machinic’ ethos to technical practice.

As opposed to the traditional concept of landscape, the seminar will conceive of it as a model of connective, scalar and temporal operations through which the urban assemblage is conceived and engaged with: the urban is diagrammed as a landscape; a complex and processual ecology. Therefore concepts such as performance and multiscalarity, where the emphasis lies on how things work rather that how they look and how to link and engage between the different scales, will be materialized in specific tools that will enable the students to generate, organize and model urban territories. Rather than a remedial or problem-solving approach, the seminar addresses the generative potential of technical methods and their capacity to produce new territories openly engaged with environmental, social and subjective conditions.

The structure of the course will be actively incorporated into the dynamics of the design studio. Students will be encouraged to use and apply those techniques in the development and generation of their projects throughout the year, developing in parallel a technical report that will be assessed and presented at the end of the year in conjunction with their final project.

4.8.1 Learning Outcomes

At the end of the course, students should be able to:

- Critically assess the contribution and significance of various ideas and practices to Landscape Urbanism.
- Understand implications of the projects within a wider ecological framework.
- Identify main aspects related to water management which may affect the project.
- Situate their project within the context of large-scale landscape management techniques.
- Develop an understanding of environmental issues.
• Develop an understanding of sustainable design strategies and associated building techniques.
• Integrate into design projects and processes, digital modelling techniques and software of relevant landforms.

4.8.2 Assessed Work

The assessed work for the course will be to write an essay of 2,500 words, which will be part of the Final Design Thesis. It includes the following:

• Techniques and precedents of relevant small-scale construction techniques.
• Techniques and methodology of digital simulation and modelling technologies (geomorphological precedents and examples) applied to the development of a design project.
• Similar projects or interventions at the large scale that inform the overall design project and scheme (precedents, etc.).

For submission dates please refer to the Submissions and Resubmission Map section. For weight and credits for this submission please refer to the Programme Summary: Credits and assessed works section.

4.8.3 Assessment Criteria

In acknowledging the range of student experience and interests, the assessment criteria will reflect this diversity and respond to the scholarly objectives of individual students. However, emphasis will be placed on the following core criteria:

• Content – analysis, contextualisation, argument, debate, structure.
• Research – range, selection and use of resources.
• Communication – writing, illustration, annotation and account of sources.

4.8.4 Term Outline Description

SESSION 1: Establishing Urban Habitats

The flora and fauna of our natural world is becoming increasingly influenced by urban development. Sometimes nature has been successful in colonised areas of our cities, developing into complex and diverse habitats. This session will look at why and how habitats in our cities naturally thrive and how it can be encouraged.

KEY POINTS COVERED
• The impact of human habitats on ecosystems.
• The importance of bio diversity.
• Establishing habitat, stepping stones and connectivity.

SESSION 2: Micro Climates
Micro climates are local atmospheric zones where the climate differs from the surrounding area. Micro climates are affected by factors of aspect, planting, location, humidity and proximity to cities and large bodies of water. This session will investigate natural and manmade micro climates, and the impact they can have on our urban environment.

KEY POINTS COVERED
- Urban heat islands
- Local modification of climatic conditions
- Basic strategies in respect to aspect and shelter

RELEVANT PROJECTS
- Heart of Doha
- Phoenix AZ USA
- Education City Doha

SESSION 3: Urban Agriculture

It is currently estimated that the United States agriculture and food system uses 19 percent of the total fossil energy burnt in the US. Food production and distribution is becoming a major issue for the urban areas of the world. Demand for food is rising whilst large swathes of land for food production are converted to grow bio-fuels or for development. This session will look at urban agricultural strategies and how they can help to supply food to urban areas and educate the urban population to follow suit.

KEY POINTS COVERED
- Agro forestry
- Allotments
- Permaculture

RELEVANT PROJECTS
- Kings Cross skip garden
- Lea Valley regional park

SESSION 4: Water – Flooding

With climate change, coastal and fluvial flooding has an increasing impact on our existing cities and the way we plan new settlements. This session looks at patterns of drainage and flooding and methods of defence.
KEY POINTS COVERED

- Patterns of fluvial drainage
- Coastal defensive strategies
- Flood modelling

RELEVANT PROJECTS

- Blackpool sea front
- 2012 Olympics

BOOKS/WEBSITE REFERENCES


SESSION 5: Water – Drainage

Run off from ever expanding urban areas puts enormous pressure on our urban infrastructure. This session looks at the various ways sustainable urban drainage can reduce flood risk and improve the urban environment.

KEY POINTS COVERED

- Infiltration/Quality
- SUDS Sustainable Urban Drainage
- Rain Gardens

RELEVANT PROJECTS

- Australian/San Francisco detail examples

SESSION 6: Water – Treatment

Clean water is becoming one of the world’s most precious resources. Industrialisation and urbanisation have led to increased contamination of urban water supplies at a time when demand has never been higher. This session will look at natural methods of capturing and cleansing water and improving water quality.

KEY POINTS COVERED

- Reed bed filtration
- Bio filtration
- Water retention
RELEVANT PROJECTS

- London Olympic village

SESSION 7: **Slope Stabilisation**

Human’s ability to effectively modify topography has allowed more efficient use of land and ultimately allowed urban development to occur in more extreme environments. This session studies a variety of solutions for retaining earth.

KEY POINTS COVERED

- Retaining slope
- Retaining structures
- Terracing and platforms

RELEVANT PROJECTS

- 2012 Olympics

SESSION 8: **Topographical Modification**

The movement of large quantities of material generated by large-scale construction and infrastructure projects is becoming a major issue for the urban environment. Much of this material is contaminated in some way and requires treatment and careful handling. This session looks at strategies for dealing with such material and how it can be beneficial to the urban environment.

KEY POINTS COVERED

- Movement
- Storage
- Remediation
- Capping

RELEVANT PROJECTS

- 2012 Olympics
- Northala, London

4.8.5 **Course Bibliography**


Grant, Gary, *Green roofs and facades* (BRE Press, 2006).


Marsh, William M. *Landscape planning: Environmental applications* (John Wiley & Sons, 2010).


Oudolf, Piet, *Designing with plants* (Conran Octopus Ltd, 2009).

Ruby, Andreas, and Ruby, Ilka, *Groundscapes. The rediscovery of the ground in contemporary architecture* (Gustavo Gili, 2006).

Thomas, Peter A. *Trees: Their natural history* (Cambridge University Press, 2000).


Zion, Robert L. *Trees for architecture and landscape* (John Wiley & Sons, 1994).

### 4.9 LECTURE SERIES: LANDFORMS DYNAMICS
Various lecturers

Mandatory Course
Credits: 13
% of final award: 7.2%
Contact (lectures & tutorials): 20 hrs
Research & reading: 55 hrs
Essay: 55 hrs

Term 1 (4 lectures)

This series of lectures from experts in geomorphology and ecology will give an overview of existing methods and practices that describe the active processes shaping the landscape. These are intended to support the development of course work, of scripting and simulation workshops, as well as to generate an understanding of how these processes interact with human-driven processes.

Students will be asked to undertake research into the issues of global and local processes relating to their chosen site. With the help of such knowledge and a catalogue of analytical tools gained from the lectures, as well as the field trip, students will be required to present a Territorial Process.

4.9.1 Learning Outcomes

It is intended that the student’s final portfolio should demonstrate an understanding of the natural and geomorphological processes studied in the first term. During the course each student will be required to give a presentation which will enable them to introduce for discussion the topic that they intend to develop in a Territorial Processes Report. It is intended that this report should demonstrate ability to:

- Understand the natural mechanisms that generate the geomorphological or natural feature. Define their boundaries, applicability and control parameters.
- Identify the form in which these processes are translated into mathematical models and introduced into the software.
- Extract from the modelling or simulation software geometrical features and formal control definitions. Explain their range, variations, critical limits.
- Identify potential project intervention within these processes as well as the effects upon outcomes.
- Identify impacts (positive or negative) on the site and surroundings which these types of interventions would have.
- Identify case studies which outline the way in which processes have been studied.

4.9.2 Teaching Strategies

During the course of lectures specialists will present examples of projects that they have been involved with professionally, in which specific environmental concerns have been identified. They will describe what measures were taken to ensure that potentially
damaging effects were avoided.

4.9.3 Assessed Work

As part of the final dissertation, the student should submit a short report outlining the most relevant technical feature of their project. These include considerations of their material research (particular construction techniques) or refer back to the Lecture Series. The format of the report is open (no word length requirement) and is agreed with each individual student before preparation of the overall report.

4.9.4 Assessment Criteria

The report will be assessed according to the following criteria:
- Ability to demonstrate an understanding of natural processes within a specific context.
- Ability to apply this knowledge to the simulation and issues discussed in the Studio.
- Quality of independent research and evaluation of its relevance to the chosen topic.

4.9.5 Term Outline Description

Term 1

- Introduction to geomorphology
  - The analytical approach of geomorphology will be introduced in order to serve as a basis for the methodology of reading and understanding the environment and definition of future interventions.
- Introduction to geomorphological modelling and simulations
  - This session will introduce the basic ideas behind the understanding of mathematical models and simulations.
- Introduction to coastal dynamics
  - This session will introduce basic concepts of coastal morphology in order to enable a systemic description of coastal processes.
- Estuarine environments
  - This session will describe basic morphologies of estuaries and deltaic environments, together with typical associated formation processes.
- Introduction to river dynamics
  - This session will outline basic concepts of how rivers evolve both as they flow and also with time.
- Sand dunes and sand formations
  - An introduction to Aeolian driven sedimentary environments, types of dune formations and their principles will be accompanied by descriptions of modes of simulation.
4.9.6 Course Bibliography


Department for Transport, *Focus on Personal Travel* (2001):  
http://www.dft.gov.uk/stellent/groups/dft_transstats/documents/page/dft_transstat


Government's White Paper, *A New Deal for Transport*, (2003) - this is the official policy, with the obligatory references to 'sustainability'  
http://www.dft.gov.uk/stellent/groups/dft_transstrat/documents/page/dft_transstrat_021588.hcsp
4.10 LANDSCAPE URBANISM LECTURE SERIES

As the Landscape Urbanism programme continues to develop and refine its own transdisciplinary approach, each year it invites an international and diverse range of speakers to offer new perspectives on the issues that concern its practice. These lectures are open to the public and are offered as a means to engage the tutors and students of the LU programme in a productive dialogue with other practitioners, theorists and researchers within an open forum.

During the last years the focus has been on the development and alternatives of Cartographic representations as the main medium to project future scenarios for Landscape Urbanism practices. The lecture series is titled:

Last year speakers include:

Judith Ryser, (ISOCARP)
Fernada Balata, (New Economics Foundation)
Griffin Carpenter, (New Economics Foundation)
Andrew Barkwith, (British Geological Survey)
Elise Hunchuck, (Scapegoat magazine, University Olsmted Scholar)
Dubravka Sekulic, (Institute of Contemporary Art)
Eric Rodenbeck, (Stamen)
Stuart Elden (Political Theory & Geography, Warwick University)
Andrew Barkwith (Geomorphologist, British Geological Survey)
Clon Ulrick (Coastal Engineer, ARUP)
Kate Raworth (Economist, Doughnuts Economics)
Fabio Vanin (Architect, Latitude Platform)
Richard Hughes (Archaeologist ARUP)
WHITE Arlitekter (Architects, Sweden)
Charles Waldheim (Architect, Harvard GSD)

Previous years speakers include:

Marti Peran, Rahul Mehrotra, Peter Trummer, Graham Shane, Francoise Fromonot, Lars Lerup, Jon Goodbun, Eelco Hoffman, Alejandro Zaera-Polo, Erik Swyngedouw, Chris Reed, Steve Graham, Alex Wall, Alberto Clementi, Mike Hodson, Simon Marvin, Charles Waldheim, Andreas Ruby, Kelly Shannon, Richard Weller, David Cunningham, Matthew Gandy and Gareth Doherty
5 TEACHING AND LEARNING STRATEGIES

The programme’s design studios, computational workshops, seminars and lectures are thematically and pedagogically related, providing students with the necessary information, knowledge, skills, and guidance to undertake the required project work and complete the programme.

The programme is organized around a DESIGN STUDIO which is theoretically supported by a series of SEMINARS AND LECTURES and a FIELD TRIP to collect and verify data. The Design Studio is based on a series of weekly tutorials and intensive workshops. Both Design Studio and Seminars and Lectures provide individual and group tutorials and teaching which are available throughout the academic year, and on a more limited basis from July to September.

The principal process of learning in the programme is the development of the students’ personal and team agendas throughout the year, which starts with a series of short-term group workshops in Term 1, tailored to acquire a wide range of tools and geared toward long-term group proposals. It then moves to development of group agendas in Terms 2 and 3 for group projects to focus during Term 4 on the development of an Atlas of Similar Territories thesis (MSc during summer) or a comprehensive design project at Territorial Scales (MArch following autumn).

The learning processes of the programme can be summarised as follows:

- Undertaking design research, which must be completed and presented at given stages of the programme.
- Attending prescribed lectures and participating in seminars which include readings and group discussions.
- Researching and writing individual essays related to core seminars and lectures.
- Taking part in field trips and workshops.
- Attending open evening lectures and other special events organised by the AA
- Preparing digital and physical portfolios.
- Preparing a printed and bound document of the individual design development by Term 1 and 2 and group design thesis by the end of the programme.

5.1 Design Studio Objectives

The objectives of the Design Studio are as follows:

- To construct a discipline capable of integrating several modes of operation derived from concepts such as landscape and territory into design practices related with urban environments.
- To construct ways of moving across disciplinary boundaries (architecture, landscape architecture, geography, planning) by reconfiguring, decoding and re-coding diverse techniques of organization and description.
- To develop operative mechanisms to engage in the rapid transformations of cities and of the landscape.
To reconsider established modes of temporal development in order to speculate with precision about their future.

To understand both the city and the landscape as a compound of the sediments of processes of material evolution happening at several scales, and to construct ways of intervening directly in these processes.

To evolve new mixtures between landscape and urban materials that can help reformulate existing urban typologies.

5.2 Design Studio Structure

The Design Studio activity is structured over the course of three terms + thesis work (MArch) 16 months or Dissertation work (MSC) 12 months. During the programme students are taught how to systematically construct and design techniques and arguments capable of describing and correlating temporal processes relating to Landscape Urbanism agendas.

The Studio remains open during the summer, and contact arrangements are made with Programme Staff to ensure that tutorials are available. The School itself is open throughout the summer (with the exception of one week’s closure period), with members of the Registrar’s Office and Graduate School co-ordinators’ Office Staff always on hand.

Workshops

Workshops (from one to three weeks) are inserted into this programme in order to familiarise students with digital mapping techniques, introduce new forms of software, and offer techniques and processes for abstracting dynamic organisations. This should be incorporated within the design work/project during the overall duration of the studio. The assessment of the student’s performance within the workshop is carried out in short presentations at the end of these workshops. These are set up with members of the Studio Staff and invited guests, in order to further particular areas of expertise.

Seminar and Lecture Series

The studio is supported by Seminar and Lecture Series that take place during Terms 1, 2 and 3. In addition to mandatory attendance at these events, students are required to make presentations and to undertake a series of essays with a total of 10,000 words produced during the year.

All essays must be completed and passed in order to be eligible for the Degree Award.

A series of weekly seminars, approximately two hours in length, are followed by an opportunity for students to discuss the issues raised. Appropriate reading for each lecture is indicated in advance, with a broader reading list provided for each seminar.

The general aim of the Lecture and Seminar Series is:

- To offer a critical theoretical basis for Studio Work.
• To provide a broad platform of knowledge of contemporary landscape and urban projects being undertaken in Europe and worldwide that demonstrate issues and methodologies relevant to the Studio Work.
• To provide technical information concerning the ecological and sustainable issues that inform current work.
• To promote independent research and its synthesis in written papers.

Tutorials

Within all modules, the progress of students is monitored and assisted through regular weekly individual and group tutorials. The modules have appointed tutors who are available at scheduled times. However, teaching staff are available for additional tutorials if necessary.

Project Presentations and Reviews

Individual and group presentations are regular events and part of all modules. Their aim is to develop presentation skills, but also serve to monitor progress by staff as well as between peers.

Field Trip

A study trip to a location chosen for the Studio project agenda of the year generally takes place at the end of Term 2, in order for students to examine specific site conditions, access sources of information, and meet with local practitioners and researchers. Students select the site to be visited on a group basis according to the previous research and project location. Special events, such as symposia or reviews with other students, depend on the topics and interests of the on-going research agendas.

Elective Courses

Students who need to acquire or refresh skills and knowledge may take, with prior agreement of the Directors, one additional Course from those that are provided within the Graduate School.

5.3 Student Feedback

Students play an important part in the continued development of the programme, and all tutors welcome student feedback. Group and individual meetings take place at the end of each term, and again at the end of the year, to discuss the range of activities and student response to the content and methodology of the programme. Suggestions from students are discussed by the GMC (Graduate Management Committee) in the planning of the next year's programmes.

Feedback is obtained in the following ways:
a) In course evaluation sessions at the end of each term. In these interviews the staff directors meet the students and discuss the term, obtaining interesting feedback about what aspects of the course work well and which ones can be improved.

b) Direct requests and informal discussion of individual concerns arising in the course of tutorials or studio meetings.

c) In Programme Evaluation Forms submitted by students during the year and at completion.

Students can also give feedback through students’ institutional representatives who attend in the GMC and Student Board.

5.4 Student Support

The AA offers a number of facilities to support students in their studies and help with any personal problems. During the initial Introduction week all new students are introduced to the facilities of the AA. The Graduate School administrative coordinators are available at all times to answer any queries and provide official letters and all other relevant documentation. The School Registrar deals with financial problems, is responsible for visa letters, and advises students on pastoral matters.

Within the Landscape Urbanism Studio, students have access to Programme Staff on a daily basis and are the first to be approached concerning any study problems. The Director of the School provides an ‘open-door’ policy for all students within the undergraduate and graduates programmes.

All students experiencing difficulties personally, or with their studies, should initially consult with and notify their Programme Directors/Course Masters/Tutors. Following this initial meeting the student should then contact and arrange to meet with the AA Registrar, Belinda Flaherty: (belinda@aaschool.ac.uk). Further meetings can be arranged with Jorge Fiori, Head of the Graduate Management Committee, if the matter is related to academic or study activities. Students are encouraged to contact staff quickly regarding any issues or concerns that arise at any time throughout the year.
6 ASSESSMENT PROCEDURES

Students are continually assessed during tutorials, presentations and reviews throughout the programme, as well as through their participation and contribution in the design studio, workshops and seminars. The formally assessed work is based on both students’ individual and group submissions, which are Design Studio Portfolios, Seminar Essays, and the final Design Thesis.

Formally assessed work is submitted to the Graduate School Coordinator at given deadlines and times. All submissions are assessed and marked by two members of the programme’s teaching staff and written reports and grades are given to the students. Students receive further informal feedback on their assessment during tutorials.

The Examination Board, composed of the programme’s teaching staff and external examiner, meets shortly after the given final submission date for each degree (MArch & MSc), and reviews all marks and assessments for final approval and confirmation. The role of the external examiner is to ensure fair and objective marking and the maintaining of high academic standards. The external examiner will receive samples of submissions in time for the meeting of the Examination Board. The Examination Board has the responsibility for the final marking and for making recommendations on the award of distinctions or the need for resubmission. The decision by the Examination Board is final.

The Examination Board reports to the Joint Assessment Board, which in turn informs the AA Graduate School’s Management Committee (GMC). The GMC reports to The Open University, the validating body for the AA School’s Masters programmes. Notification of results is given to students by the Registrar’s Office through the Graduate School’s Administrative Coordinator.

6.1 Assessment Criteria and Grading

The assessment of submitted work is based on the following overall assessment criteria. Specific criteria for each Design Studio and Seminar Course are given in the description of each course and Studio in Section 8:

1. A systematic understanding of knowledge, and a critical awareness of current problems and insights at, or informed by, the forefront of the architectural, landscape and urban design disciplines and their practices.

2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship.

3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; how the boundaries of knowledge are advanced through research.

4. Conceptual understanding that enables them:
- to evaluate critically current research and advanced scholarship in the discipline; and
- to evaluate methodologies and develop critiques of them and to propose new hypotheses.

The coursework is marked numerically on a percentage scale. The grades are given on the basis of the assessment criteria above and the relevant syllabus for each coursework.

**Assessment Grading**

The marking of all coursework is on a scale of 0-100% with a minimum pass mark of 50%, equivalent to a grading and performance assessment as shown below:

**New Marking Scheme** (applicable to students entering the programme in 2015)

- 70 and above = A Excellent Pass/Distinction
- 65-69 = B+ High Pass
- 60-64 = B Good Pass
- 57-59 = C+ Satisfactory Pass
- 54-56 = C Adequate Pass
- 50-53 = D Low Pass
- 49 and below = Fail

**Excellent Pass/Distinction=A (70% and above)**

Exceptional, creative and critical work demonstrating insight and outstanding analysis and development of all issues and concepts of the programme. Uses full range of sources to provide selective evidence to arguments. Coherently structured and compellingly presented. Clearly demonstrates originality, independent thought, and rigour. The student advances the boundaries of disciplinary knowledge based on the brief, indicating the way in which the discipline of Landscape Urbanism can move in the future, creating a new personal agenda relevant for the course. There is also a clear and realistic build-up of the project agenda which is successfully fulfilled and surpassed throughout the year. The student shows a productive synergy between different parts of the course, discovering ways in which the results of one become stronger through the mastering of the other. The project design material in combination with its theoretical reflection becomes a referent for future students and forms part of the showcase repertoire and publishable material for the programme.
High Pass=B+ (65-69%)

Excellent, creative critical work with outstanding knowledge of material. Excellent analysis and design development of key issues and concepts. Uses full range of sources to provide selective evidence to arguments. Coherently structured and compellingly presented. Demonstrates originality, independence of thought, and rigour. The student fulfils the goals of the course, achieving a comprehensive level in all of the sections of the programme. The student shows understanding of previous benchmarks of excellence within the course, keeping up production and managing to push his/her own agenda. The project manages to show interesting combinations and development (theoretical – technical, design – theoretical, etc) and produces outstanding results in certain aspects of the project.

Good Pass=B (60-64%)

Coherent creative work demonstrating critical analysis. Independent, critical analysis of full range of sources. Partially original in arguments and work. Presents complex issues and concepts using key sources effectively. Arguments are concise and explicit. Approaching excellence in parts and shows research abilities. The project achieves success in most of the sections of the course, both methodological, theoretical and technical. The student succeeds in setting a project agenda and fulfilling its expectations in a correct and clear manner. There is a clear understanding of previous years’ excellence benchmarks and the student navigates the different course components in order to reach some of them.

Satisfactory Pass=C+ (57-59%)

Coherent creative work demonstrating critical analysis. Independent, critical analysis of full range of sources. Partially original in arguments and work. Presents complex issues and concepts using key sources effectively. Arguments are concise and explicit. Good degree of accuracy and technical competence.

Adequate Pass=C (54-56%)

Coherent, logical work showing understanding of basic principles. Capacity to reflect critically but without significant evidence of originality. Sound knowledge of key issues and concepts and relevant primary and secondary sources. Developed arguments that are partially descriptive and only partially accurate. Approaching good analysis in parts but work is incomplete.

Low Pass=D (50-53%)

Coherent, logical work showing understanding of basic principles. Capacity to reflect critically but without evidence of originality. Sound knowledge of key issues and concepts and relevant primary and secondary sources. Narrow arguments that are partially descriptive and only partially accurate. Broadly satisfactory fulfilling the requirements of the curriculum.

Fail (49% and below)

The design principles of the course are poorly grasped and do not translate into the work. The project brief is unclear and the production does not respond to the expectations raised. The work carried out in the different parts of the course is unconnected and does not manage to produce an overarching design and theoretical argument.
All coursework is marked by two internal assessors. Their marks are averaged to establish a moderated mark for each graded submission. Where the result of the assessment calculation creates a mark of 0.5% or greater, this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%). For the purposes of rounding up or down, only the first decimal place is used.

The minimum pass requirement to qualify for both degrees MSc and MArch in Landscape Urbanism is a 50% mark for all submitted coursework. The final degree mark is calculated as the weighted average of all submissions. For the award of Distinction, the overall mean mark will be 70% or above. (For students entering prior to 2015, to be awarded a Distinction, only the Final Thesis mark is considered and has to achieve a minimum of 80%). Grades other than the final mark are kept on record and listed on transcripts, but do not appear on the degree certificate.

In cases where there are no accepted mitigating circumstances and where coursework is submitted late, marks will be deducted. Any element of assessed work submitted up to seven days after the deadline will be marked and 10 marks (on a scale of 100), will be deducted for that element, for each calendar day of lateness incurred. Any piece of work submitted 7 or more days after the deadline will not be assessed and assigned a mark of 0, unless the student submits personal circumstances and these are accepted. (For students entering prior to 2015, non-submission or late-submission without extenuating circumstances are recorded as a ‘Fail’).

Failure to attend at least 80% of the activities of coursework without mitigating circumstances will result in a student failing the specific coursework and in repeated cases the programme.

Students who fail to attain an average of 50% for their Final Thesis will be allowed to resubmit once for the Examination Board of the following academic year.

Failure to resubmit and achieve a pass mark of at least 50% will result in the withdrawal from the programme on academic grounds. Submissions failed or recorded as failed can only be resubmitted once. Resubmissions after non- or unjustified late-submission are capped at 50%.

Guidance from programme staff during the preparation of any resubmission is available.

The assessment methods and criteria are aligned to those set in the AA Academic Regulation Document:


6.2 Plagiarism
Plagiarism is defined as stealing another person’s work and ideas and using them as though they were your own. It is plagiarism if you do not acknowledge the co-operation of another person who works with you or who gives you permission to use their work or if you use research without crediting the source.

Student work substitution is the submission of another student’s work in entirety. Plagiarism and student work substitution are very serious offences at the AA School and these practices are considered unacceptable and can lead to failure and removal from the School.

Students who offend in this respect will be warned during individual tutorials/group tutorials following the preliminary consultations of the design work/coursework. In the case of suspicion of any such practice in relation to submitted design work/coursework the student will be called to meet with Programme Directors/Unit Masters/Course Programme Masters/Registrar.

If there is inconclusive evidence of dishonest intent the student will be given one opportunity of resubmission. In a case of clear evidence of improper practices the submission will be passed to either members of the Undergraduate Group or the Graduate Management Committee for review and discussion.

Extensive and systematic dishonesty will be penalised and the School may impose any or all of the following penalties on a student found guilty of plagiarism:

- Removal from the School, without right of resubmission;
- Suspension from registration at the School or in particular courses for such period as it thinks fit;
- Denial of credit or partial credit in any course, courses or design work (portfolio);
- An official letter of warning/conclusion to be issued within two working days of the decision taken.

**Plagiarism Prevention**

**Turnitin** uses text matching software which can help in the prevention and detection of plagiarism in an essay. Turnitin is available to AA staff and students to review papers and identify unoriginal material. For access to this site please see the AA Library online resources and contact library@aaschool.ac.uk for any help.

Essays and Dissertations are generally subject to submission to Turnitin to check for unoriginal content

**Cite Them Right online**
http://www.citethemrightonline.com

All assignments need to include correct references and this online resource will show you how. Cite Them Right is a guide to referencing and avoiding plagiarism, providing
clear and comprehensive coverage for all print and electronic sources, business, government, technical and legal publications, works of art and images.

Key Features: Cite any information source, from ancient texts to Twitter. Examples are given in Harvard, APA, MHRA, MLA, OSCOLA and Vancouver referencing styles. Simplified advice on referencing online publications.

Contact the Library (Simine Marine) for help using these resources and referencing in general.
### 6.3 Submission and Resubmission Map

Students are expected to comply with the following submissions dates as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Submissions</th>
<th>Type</th>
<th>Resubmissions</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 (12 weeks)</td>
<td>week 10</td>
<td>History and Theory Seminar Essay, Term 1 (draft outline)</td>
<td>Digital Copy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>week 12</td>
<td>Design Studio Progress Portfolio, Term 3 (draft layout)</td>
<td>Digital Copy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 2 (13 weeks)</td>
<td>week 1</td>
<td>Final History and Theory Seminar Essay, Term 1</td>
<td>Digital and Hard Copy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>week 9</td>
<td>History and Theory Seminar Essay, Term 2 (draft outline)</td>
<td>Digital Copy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>week 11</td>
<td>Design Studio Progress Portfolio, Term 2 (draft layout)</td>
<td>Digital Copy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3 (9 weeks)</td>
<td>week 1</td>
<td>Design Studio Progress Portfolio, Term 2</td>
<td>Digital and Hard Copy</td>
<td>History and Theory Seminar Essay, Term 1</td>
<td>Digital and Hard Copy</td>
</tr>
<tr>
<td></td>
<td>week 2</td>
<td>Final History and Theory Seminar Essay, Term 2</td>
<td>Digital and Hard Copy</td>
<td>Design Studio Progress Portfolio Term 1</td>
<td>Digital and Hard Copy</td>
</tr>
<tr>
<td>Term 4 (12 weeks)</td>
<td>week 4</td>
<td>Machining Landscape Seminar Essay (draft outline)</td>
<td>Digital Copy</td>
<td>History and Theory Seminar Essay, Term 2</td>
<td>Digital and Hard Copy</td>
</tr>
<tr>
<td></td>
<td>week 5</td>
<td>Landscape Urbanism Core Seminar Essay (draft outline)</td>
<td>Digital Copy</td>
<td>Design Studio Progress Portfolio Term 2</td>
<td>Digital and Hard Copy</td>
</tr>
<tr>
<td></td>
<td>week 10</td>
<td>Design Thesis, (draft layout)</td>
<td>Digital Copy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>week 12</td>
<td>Final Design Thesis, including Machining Landscape seminar essay and Landscape Urbanism Core Seminar Essay</td>
<td>Digital and Hard Copy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Following Academic year

Students are expected to complete their submissions on time. In exceptional circumstances students can apply to the Programme Director for deferment of the submissions of a final project’s thesis to the following academic year. This can only be undertaken on one occasion. Below is the distribution of submissions in relation to partial and overall percentages of final award for the year 2015-16 (see 3.2 section):

### 6.5 Submission and Resubmission Chart & Percentages

<table>
<thead>
<tr>
<th>Task</th>
<th>Design Studio (D)</th>
<th>Lecture &amp; Seminar (L)</th>
<th>Design 1 Seminar (H)</th>
<th>Design 2 Seminar (H)</th>
<th>Design 3 Seminar (H)</th>
<th>Final Thesis</th>
<th>Overall</th>
</tr>
</thead>
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7 RESOURCES

There is a wide range of resources available to the students. The following list outlines the most relevant ones:

- Information resources in the School Library
- Computers and digital resources in the School’s Computer Lab
- Materials workshops and Digital Prototyping Lab
- Studio space

The Landscape Urbanism programme’s dedicated website:
http://landscapeurbanism.aaschool.ac.uk/

Contains each year’s Programme and Course Guideline, together with recent research work by graduates of the programme. The course also has active social network pages open to the students and the public as an interactive mechanism for communicating the work:

Facebook (Galleries & News):
AALandscapeUrbanism

Twitter (News):
AALandscapeUrb

Instagram (Images):
aalandscapeurbanism

Issuu (Complete Design Thesis):
http://issuu.com/aalandscapeurbanism

7.1 School Facilities

Landscape Urbanism students are provided with their own studio space within Bedford Square premises, which is open every day from 8.00 a.m. – 10.00 p.m. Each student is provided with an individual desk space and facilities for connecting their computer to the AA internet and Server.

Details of complementary facilities within the School as well as student support available within the AA are detailed in the AA School Academic Regulations document.

7.2 Programme Requirements

Completion of a total of 180 credits (1,800 hours of study) by successful completion of the Phase 1 courses and successful submission of the Design Dissertation (MSc) or Design Thesis (MArch) in Phase 2.

7.3 Admissions
The programme seeks to encourage a multidisciplinary intake and welcomes applications from those in the fields of architecture, engineering, landscape architecture, urbanism, as well as urban planning and geography or any other relevant field, provided that they meet the following entry requirements for admission to a graduate design programme:

**MSc Landscape Urbanism** (12 months)

Entry into the MSc Course is open to students with a professional degree or diploma in architecture, landscape architecture, urbanism, urban planning, geography, engineering or other relevant discipline.

**MArch Landscape Urbanism** (16 months)

Entry into the MArch Course is open to students with a five-year professional degree or diploma in architecture or a related discipline (BArch/Diploma equivalent).

**Reference Requirements**

Applicants must submit two references with the online application form: one related to work experience, the other academic. If the applicant has no work experience two academic references are required. References must be on headed paper and signed. No application will be considered before two references have been received.
Portfolio Requirements

All applicants are required to submit a portfolio of design work (no larger than A4 format) showing a combination of both academic and professional work (if applicable). CDs/DVDs of additional material are also accepted but only when accompanying a printed hard-copy portfolio. Portfolios must be accompanied by the completed Portfolio Cover Sheet (pdf). Portfolios will only be returned if requested and a £50 postage fee is paid in advance, or if the portfolio is picked up in person from the AA on a date prearranged with the Graduate Admissions Team.

Language of study

All courses will be taught in English.

English language requirements

To meet both the AA and the Home Office/UKVI English language requirements you will need to have one of the acceptable language qualifications listed in the AA School Academic Regulations, unless you are from one of the following groups:

- You are a national of a majority English-speaking country as defined per the list on the UKVI website; or
- You have successfully completed an academic qualification of at least three years' duration, equivalent to a UK bachelor’s degree or above, which was taught in a majority English-speaking country as defined by the UKVI; or
- You successfully completed a course in the UK as a Tier 4 (Child) student visa holder. The course must have lasted for at least six months, and must have ended no more than two years prior to your visa application.

If your place is conditional on providing English language qualification the following qualifications satisfy both the requirements of the Home Office/UKVI and the entry requirements of the AA:

- IELTS (Academic) 6.5 overall with at least 6.0 in each category – two-year validity period: must be within the two years at time of CAS visa application.
- Cambridge Certificate of Advanced English at grade C1 or C2.
- Cambridge Certificate of Proficiency in English at grade C2.
- Pearson Test of English (PTE) (Academic) overall minimum of 63 with a score of at least 59 in each category – two-year validity period: must be within the two years at time of CAS visa application.
- Trinity College (Integrated Skills in English – ISE III / ISE IV) at grade C1 or C2.

Applicants are required to meet the scores in each category and overall – we cannot accept lower scores and we cannot combine test results across multiple score sheets. Applicants must submit their English language examination results by Friday 29 May.
2015, prior to entry in Term 1. The AA reserves the right to make a place in the school conditional on gaining a further English language qualification if deemed necessary.

7.4 Switching degrees

Switching degrees within programmes operating a bifurcation model (MArch/MSc) will only be allowed under very exceptional circumstances. Students who feel strongly about it should approach the Course Directors before the end of the first week of Term 2. If they have compelling reasons for changing, they will be asked to submit a written statement by the last week of January on why they feel better suited for the other degree, how the potential change relates to the work they have done by then and what type of final work they envisage doing. This, together with the results of Term 1’s coursework, will be taken into consideration by the Course Directors and their teams when making the final decision. Students would have to fulfil the entry requirements of the degree they wish to switch to and under no circumstances can they change their visa arrangements.

Refer to the AA Academic Regulation Document for more information: