



MODULE SPECIFICATION

| Part 1: Information | | | |
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| Module Title | Design Studio A | | |
| Module Code | UBLMLB-60-3 | Level | Level 6 |
| For implementation from | 2018-19 | | |
| UWE Credit Rating | 60 | ECTS Credit Rating | 30 |
| Faculty | Faculty of Environment & Technology | Field | Architecture and the Built Environment |
| Department | FET Dept of Architecture & Built Environ | | |
| Contributes towards | Architecture [Sep][PT][Frenchay][3yrs] MArch 2018-19 Architecture (Apprenticeship) [Sep][PT][Frenchay][3yrs] MArch 2018-19 Architecture [Sep][FT][Frenchay][2yrs] MArch 2018-19 | | |
| Module type: | Project | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
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| <p>Educational Aims: See learning objectives.</p> <p>Outline Syllabus: The content of this module (in terms of the subjects for investigation and the design tasks undertaken) will be determined by the design studio teaching team at the start of each academic session in response to current national and international agendas and the research and practice interests and specialisms of the teaching team and the department.</p> <p>Students will be given design briefs for at least two design projects in each academic year – one of which will have a technical substantiation report submitted alongside it. They will critically develop these briefs and undertake research around the themes of the brief. This research will focus around the theoretical, cultural and historical context of the issues, including developing an</p> |

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understanding of the requirements of the clients and users of the project. At least one of the projects will involve a real site. In this case students will also undertake research to understand the physical, social, economic and environmental context. Some of this research work will be undertaken in study groups. Students will develop at least one individual design response to a brief and the subsequent research. This response will be informed by the study and analysis of a number of relevant built and fine art precedents. In developing a design response it is expected that students experiment with a range of media in order to test out design ideas and ultimately to present their ideas in a way that is appropriate to their proposal.

For one of the design projects students will produce a technical substantiation report. This will provide evidence of their investigations into appropriate structural, environmental, material, constructional and building services strategies. It will also provide evidence of their investigations into the relevant regulations that might inform their design proposals. It will evidence their ultimate choice of approach and justify the decisions that they have made. Evidence might take the form of product and material research, precedent studies, calculations and modelling.

Teaching and Learning Methods: Teaching and learning in the studio modules (Architecture studios A and B) focuses on independent study under the supervision of module leaders, design tutors and research advisors. Studio sessions typically include a combination of studio presentations, workshop activities, group and individual tutorials and independent study. Studio tasks will be selected and structured to provide a systematic development of design creativity, to promote the integration and synthesising of the cultural, theoretical and historical context of architectural design with technical and environmental approaches.

The result of each studio project will be a design proposal for an individual building, groups of buildings, part of a building or other three dimensional spatial configurations. These will be presented in drawings following the conventions of architectural communication (either hand drawn or computer generated), physical or digital models, photomontage and technical studies.

Each of the design projects will be divided into stages with a programme of tutorials and reviews. Students will make verbal presentations to tutors, visitors (professional and lay) and fellow students explaining their proposals at intervals during the development of design proposals. The feedback on these presentations, along with tutorial discussion, will provide the formative assessment of the work.

Students will be expected to attend the studio on two days per week. At least one of these days will be scheduled learning. The other studio day will be for independent study. Students will be expected to undertake additional independent study outside of this time.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

Tutorials/Seminars/Formative Reviews: 100
Supervised studios: 30
Visits:20
Lectures:15
Summative assessment (final reviews and assessments): 15
Self directed learning: 420
Total Student Hours: 600

Scheduled contact hours will constitute approximately 180 hours of the anticipated 600 hours of work necessary to complete the module.

Part 3: Assessment

The module is assessed in two components, a design project portfolio and a technical substantiation report. Students must pass both elements in order to pass the module.

The design project portfolio allows students to gather all their project work from the module to demonstrate overall that they have achieved the learning outcomes of the module. It is the most appropriate way of assessing design work.

The technical substantiation report allows students to go into more depth in evidencing the decisions made in the design project, in relation to structural, environmental, material, constructional and building services strategies, as well as the regulatory frameworks that affect their design work.

Formative assessment is provided throughout the course of the module in design studio tutorials, and in design reviews. Design review presentations are often given formative marks as a guide to inform subsequent work on the project.

Assessment criteria for element A:

At the end of the module, the student is expected to demonstrate within their design project portfolio that they can:

Produce a number of complex design proposals for a physical intervention (in the form of a building, buildings, groups of buildings or alterations to existing buildings and other structures) in particular (real or imagined) contexts, and in response to a brief, such that the final design drawings clearly communicate design intent (conceptual approach), demonstrate originality in the application of relevant knowledge and, where appropriate, test new hypotheses and speculations.

Critically appraise and form considered judgements in relation to key theoretical, cultural (fine arts, humanities) and historical concepts and relate them to their design in at least one design project.

Develop a design proposal that critically responds to the requirements and aspirations of potential users and clients within a broader physical, social, economic and environmental context in at least one design project.

Present design proposals in a variety of media (which can include but is not limited to: drawing, physical and digital modelling, photomontage, reports, technical studies and verbal presentations) in a manner that is informed by the fine arts and is appropriate to the intended audience in all design projects.

Assessment criteria for element B:

At the end of the module the student is expected to demonstrate within their technical substantiation report that they can:

Critically review precedents relevant to the function, organisation and technological strategy of design proposals and apply, adapt and develop those strategies in their design where appropriate.

Incorporate relevant environmental design into a proposal, ensuring that the requirements of users (visual, thermal and acoustic environments) are balanced with those of the welfare of future generations and the natural world by evaluating the complex interrelationship between climate, built-form construction, lifestyle, energy consumption and human well-being.

Demonstrate in a design proposal an investigation, critical appraisal, and application of constructional, structural and building services systems and the regulatory requirements that apply to the design and construction of a comprehensive design project.

The following descriptors should be used as a guide to assessment: 70% or more – Excellent. The work demonstrates a very high standard and effectively synthesises a thorough range of investigations (in the areas outlined in the learning outcomes) into a cohesive, original design proposal.

60 – 69% Very good work which clearly demonstrates sound design synthesis, knowledge and research with good competence across all

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learning outcomes, but with some areas which are less well developed.

50 – 59% Average. The work is reasonably competent across all learning outcomes, though there may be some weaknesses. Design synthesis, knowledge and research is adequate in all learning outcomes with some areas of strength and some areas of weakness.

40 – 49% Competent. The work demonstrates a basic level of competence and just meets the learning outcomes in all areas.

39% and below Fail. The work does not reach the standards of the graduate attributes for Part 2 within the learning outcomes of the module.

The design portfolio and technical report combined should represent 600 hours of work. The technical report should represent the equivalent of 3000 words.

| First Sit Components | Final Assessment | Element weighting | Description |
|-------------------------|------------------|-------------------|--|
| Report - Component A | | 20 % | Technical substantiation report (3000 words) |
| Portfolio - Component A | ✓ | 80 % | Design project (portfolio) |
| Resit Components | Final Assessment | Element weighting | Description |
| Report - Component A | | 20 % | Technical substantiation report (3000 words) |
| Portfolio - Component A | ✓ | 80 % | Design project (portfolio) |

Part 4: Teaching and Learning Methods

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| Learning Outcomes | On successful completion of this module students will be able to: | |
| | | Module Learning Outcomes |
| | MO1 | Produce a number of complex design proposals for a physical intervention (in the form of a building, buildings, groups of buildings or alterations to existing buildings and other structures) in particular (real or imagined) contexts, and in response to a brief, such that the final design drawings clearly communicate design intent (conceptual approach), demonstrate originality in the application of relevant knowledge and, where appropriate, test new hypotheses and speculations |
| | MO2 | Critically appraise and form considered judgements in relation to key theoretical, cultural (fine arts, humanities) and historical concepts and relate them to their design |
| | MO3 | Develop a design proposal that critically responds to the requirements and aspirations of potential users and clients within a broader physical, social, economic and environmental context |
| | MO4 | Present design proposals in a variety of media (which can include but is not limited to: drawing, physical and digital modelling, photomontage, reports, technical studies and verbal presentations) in a manner that is informed by the fine arts and is appropriate to the intended audience |
| MO5 | Critically review precedents relevant to the function, organisation and technological strategy of design proposals and apply, adapt and develop those strategies in their design where appropriate | |

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| | MO6 | Incorporate relevant environmental design into a proposal, ensuring that the requirements of users (visual, thermal and acoustic environments) are balanced with those of the welfare of future generations and the natural world by evaluating the complex interrelationship between climate, built-form construction, lifestyle, energy consumption and human well-being | |
| | MO7 | Demonstrate in a design proposal an investigation, critical appraisal, and application of constructional, structural and building services systems and the regulatory requirements that apply to the design and construction of a comprehensive design project | |
| Contact Hours | Contact Hours | | |
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| | Independent Study Hours: | | |
| | Independent study/self-guided study | | 420 |
| | Total Independent Study Hours: | | 420 |
| | Scheduled Learning and Teaching Hours: | | |
| | Face-to-face learning | | 115 |
| | Lectures | | 15 |
| | Site visits | | 20 |
| | Studio sessions | | 30 |
| Total Scheduled Learning and Teaching Hours: | | 180 | |
| Hours to be allocated | | 600 | |
| Allocated Hours | | 600 | |
| Reading List | <p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/ublmlb-60-3.html</p> | | |