STUDENT AND ACADEMIC SERVICES

UWE Bristol | University of the West of England

MODULE SPECIFICATION

Part 1: Information			
Module Title	Interior Architecture Design Studio 3		
Module Code	UBLMHS-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		
Module type:	Project		
Pre-requisites	Interior Architecture Design Studio 2 2018-19		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description

Educational Aims: In addition to Learning Outcomes, the educational experience may explore, develop, and practise but not formally discretely assess the following:

Verbal presentation skills – the verbal description and presentation of a student's design work.

The ability of the student to edit and create a hierarchy of information with regard to their design work – that is, to decide what to show and what not to show, and which elements are deserving of more visual emphasis than others

Outline Syllabus: The module is taught as a design studio where a sequential series of design projects are undertaken. Each project encourages students to solve a prescribed set of design problems through experiential learning and the support of staff, who coach key skills and technical standards as well as offering comment and suggestions for improvement (as both formative feedback and summative assessment). Projects vary in length, although this time-period does not correlate with the assessment value of the project; projects are weighted according to the demands of the project. Broadly, the syllabus takes the following course:

A complex and sophisticated intervention or reinvention of a pre-existing building, which may involve a comprehensive refurbishment, retrofit or architectural reconfiguration of that building.

The intervention will involve making structural changes to the building, extending it or altering its appearance.

The student will gain an understanding of how to change or "reprogramme" an existing building, including altering or engaging with the building structurally. This could include making alterations to the façade or other external elements. The student will demonstrate an understanding of structural principles and generate a design proposal which combines architectural/structural intervention with a sophisticated interior proposition (addressing matters including environmental conditions, surface, materiality, lighting, entrance sequence and circulation).

The major project of the Design Studio will focus on a single building or site. Students will be presented with a list of possible buildings or sites, from which they may choose.

The syllabus will include the consideration of a wide range of scales and properties within which an architectural intervention may be considered, for example at the scale of individual pieces of furniture to the consideration of the entire building, as well as consideration of matters including light, air quality and atmosphere.

The consideration of interior architecture as a sustainable, low carbon activity (the recycling of a building) and the use of sustainable materials within any intervention or project of creative or adaptive reuse.

The exploration of the notion of architectural narrative, and the use of design to convey an idea or a theoretical position. The integration of historical, theoretical and cultural references within a design proposal.

The development of a range of methods by which a place can be understood, and the idea or sense of a place or space can be developed and made tangible.

The integration of skills and design methods (drawing, computer-based, modelmaking, photography, for example) within the design process and depiction of a design proposal.

The creation of an appropriate technical strategy that responds to the functional requirements of a complex brief with a well-ordered technical solution that recognises and refines the ordering principles of that design intention; and describe this general arrangement of services, structure and building envelope, as they pertain to the intervention or reinvention of a pre-existing building, with accuracy and in detail. This will include a consideration of a range of construction technologies and material choices in order to convey a declared architectural intention.

Each assessed project is critically reviewed by staff (occasionally joined by more advanced students) at its point of conclusion. Such reviews may take the form of an "exhibition", in which staff and students closely examine pinned up work individually, or as a more formal "crit", in which the student verbally presents their work to an
audience of staff and peers. Such crits offer a valuable feedback opportunity for students, as more than one member of staff (and students) are given the opportunity to review a full response to a design brief and offer comment and advice about how the scheme might be progressed and presented within the end-of-year portfolio.

Students are actively encouraged to act on this feedback and revise their projects as part of the compilation and curation of their year's work as a portfolio, which is submitted at the formal assessment point for the module. Students are encouraged to make this portfolio a full and comprehensive account of all their work on the module and to this end they are directed to keep sketch books and retain all research and design development work which may have informed (but was not an explicit part of) design solutions presented for crits, exhibitions or other presentation opportunities. Further, the portfolio offers an opportunity for students to demonstrate how they have responded to feedback and the inspiration garnered from the work and presentations of other students. Thus, the portfolio represents the fullest account of a student's learning throughout the course of the module, framing not just previously seen work but also unseen background material.

Teaching and Learning Methods: Interior Architecture Design Studio 3 typically runs on two days each week, during which students will experience a mix of teaching and learning modes:

group teaching and workshops, lectures, student-led presentations and private tutorials as appropriate. The emphasis is largely placed on teaching/learning via year-wide presentations and small group seminars.

Some design projects will require visits to site, in order that students can survey and fully appreciate the contexts and conditions for specific project briefs.

Learning material will also be placed on UWE's virtual learning environment (Blackboard). Students are expected to regularly consult Blackboard for announcements, instructions, advice, updates, clarifications and learning material.

As a 60 credit module, students are expected to study for a total of 600 hours across the year. This time requirement is allocated as follows:

188 hours contact time that includes lecture based sessions, small-group design seminars (providing tutorial support for on-going project work), feedback sessions, skills workshops and demonstrations, and one-to-one sessions as appropriate.

412 hours self-directed learning including sessions within a timetabled design studio space, in which students are expected to prepare for, develop and resolve design projects, as well as respond to feedback and prepare final presentation material and portfolio content.

Students are expected to fully engage with the culture of the Design Studio; attendance is required in order to make the best use of available staff time and share learning, skills and knowledge with other students. The culture of design studio is one of learning and developing together, and students are encouraged to listen to the tutorials of others and to take inspiration from each other's work. The regular presentation and "pin-up" of design work is not merely for personal assessment and feedback purposes, but also to enable students to exhibit their work to each other. The atmosphere within design studio is designed to be one of shared learning and development. The bulk of studio time is devoted to design project work, supported by background sessions (history/theory/examples/guidance) and skills workshops (drawing, CAD, model making etc).

Scheduled learning: During scheduled studio sessions students will receive project briefs and guidance; detailed explanation concerning technical requirements and solutions, techniques and examples for problem solving; skills sessions; feedback; and coaching. The Design Studio places a great emphasis on learning by doing; students are encouraged to learn through trial and error, and the rigorous application of design process.

Independent learning: The assimilation and development of knowledge is achieved through the exploration of design through project work – learning by doing. Studio time is organised in such a way that students engage in self-directed learning within the studio environment. Students are further expected to use their time for independent learning to engage in reading, preparation, study visits and other activities which support individual design projects specifically and overall module objectives generally.

Part 3: Assessment

100% of the module mark is arrived at through the assessment of a portfolio (Component A). The portfolio comprises two Elements: a Design Portfolio of work (Element 1: 80%) and a Technical Logbook (Elements 2: 20%) that must be submitted at the year end on a date specified by the Faculty.

The Portfolio and Technical Logbook must be submitted on a date specified in the module guide. The Design Portfolio is formally understood by the design professions as a key vehicle suitable for the assessment of a design student. The summative assessment is a holistic review of the entire module.
Typically, the portfolio will include:

work from all design projects undertaken within the module;

background research;

trial and error work, undertaken in the course of design projects but not presented for individual project reviews;

sketchbooks;

response to feedback, such as redrawn, revised or reconsidered work, or work developed to a more advanced or complete stage than previously seen or assessed;

evidence of engagement with skills or methods workshops;

evidence of engagement with group work.

The portfolio represents a student's body of work as a totality. Further, the portfolio must be presented as a coherent collection of design work with clear authorship and an obvious sense of development and progress. The portfolio should include as much work as does justice to a reasonable engagement with the module. It must not comprise just the edited highlights.

First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	80 %	Portfolio
Portfolio - Component A		20 %	Technical logbook
Resit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	80 %	Portfolio
Portfolio - Component A		20 %	Technical logbook

Part 4: Teaching and Learning Methods	
Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:

Module Learning Outcomes	Reference
Create a significant intervention in an existing building or structure with due regard for structure, materiality, sustainability and services. This design, which changes the function of the original building, will embody a significant degree of complexity (spatial, structural, theoretical, for example)	MO1
Generate a complete set of drawings, models and other relevant illustrative material (produced at an appropriate set of scales) which successfully communicate the design intention in terms of spatiality, materiality, atmosphere, occupancy and function. The design programme will embody a complex and coherent argument/position, which will be legible through the depictive material	MO2
Critique and evaluate psychological/social/cultural dimensions of designing an interior space, in order to design a set of spaces with a clear understanding of how they will be occupied. This includes an understanding of key precedents and typologies	MO3
Approach and resolve a design problem through the appropriate use of design process and design tools/methods	MO4
Demonstrate an understanding of construction techniques and structural principles, and combine this with decision making when engaging with a preexisting building with a view to making an architectural intervention; become familiar with the standards set out in key building regulations (Approved Documents)	MO5

	Demonstrate an ability to marshal the technical knowledge developed over the preceding years of study and exercise design judgement in the use of this knowledge to develop a technical strategy that is integrated with their design intentions for their major project. The technical descriptions are to suit and be integrated with the nature of each student's individual project (and are therefor not prescribed) but typically will include a description of the general arrangement of the building/intervention – demonstrating its organisation of structure, services and fire escape strategy; the design of a building intervention or element – in model and detail drawing that demonstrates how construction detailing has informed an architectural idea; a technical logbook – that evaluates the building with reference to thematic questions discussed in previously in levels including: structural principles and sizes, material choices and properties, environmental comfort, data and research, ethics and value.	MO6

Contact Hours	**Independent Study Hours:**	
	Independent study/self-guided study	412
	Total Independent Study Hours:	412
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	188
	Total Scheduled Learning and Teaching Hours:	188
	Hours to be allocated	600
	Allocated Hours	600
Reading List	*The reading list for this module can be accessed via the following link:* https://uwe.rl.talis.com/modules/ublmhs-60-3.html	

Part 5: Contributes Towards
This module contributes towards the following programmes of study: