



MODULE SPECIFICATION

Part 1: Information			
Module Title	Studio 2		
Module Code	UBLMXE-45-2	Level	Level 5
For implementation from	2018-19		
UWE Credit Rating	45	ECTS Credit Rating	22.5
Faculty	Faculty of Environment & Technology	Field	Architecture and the Built Environment
Department	FET Dept of Architecture & Built Environ		
Module type:	Project		
Pre-requisites	Studio 1 2017-18, Technical Studio 1 2017-18		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Educational Aims: In addition to the learning outcomes, the educational experience may explore, develop, and practise but not formally discretely assess the following:</p> <p>Verbal presentation skills – the verbal description and presentation of a student’s design work.</p> <p>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.</p> <p>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:</p> <p>Exploration of the mechanics and principles of dwellings through the investigation of students’ own homes and key housing typologies and precedents.</p>

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The extension of an existing terrace through the addition of a small family home, with an emphasis on internal circulation and traditional domestic construction.

Investigation and critique of generally accepted norms, principles and standards through the design of a non-typical dwelling.

The design and sophisticated depiction of a domestic development, of approximately 6 dwellings, within an urban context - including the design of both the building/s, outside space and a considered response to context.

A series of short exercises and workshops including, for example, drawing, modelmaking, photography and computer skills (eg Autocad and Photoshop).

Studio 2 introduces the principles of traditional 'load-bearing' construction as these are employed in a domestic scale of building. This technology is discussed with reference to the thematic questions introduced previously in Level 1 teaching. These key questions and associated syllabus elements are as follows:

Structural Principles and the sizing of structural elements used in traditional loadbearing construction.

Material Properties of traditional building materials (brick, glass, stone, timber, for example).

Environmental Comfort in domestic environments.

Building Physics and thermal performance in domestic buildings.

Construction Detailing using traditional materials.

Poetics and Problem-Solving – integration of building technology with architectural ideas of domesticity, shelter and 'home'.

Assembly, Maintenance and Safety – an introduction to the traditional construction process, traditional procurement route and assessment of health and safety.

Data and Research – methods of measuring building performance; and fire escape in dwellings.

Ethics and Value – the question of value as this is associated with housing both in terms of financial cost and social benefit.

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 "review", in which the student verbally presents their work to an audience of staff and peers. Such reviews 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 reviews, 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.

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Teaching and Learning Methods: Studio 2 runs over two days per 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 45 credit module, students are expected to study for a total of 450 hours across the year. This time requirement is allocated as follows:

232 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.

218 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 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 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 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: Studio 2 typically runs on two days each week. During these scheduled teaching/learning periods 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

75% of the module mark is arrived at through the assessment of a portfolio, submitted at the year end on a date specified by the Faculty and entered in the Module Guide. 25% of the module mark is arrived at through the assessment of the technical logbook, and associated drawings (typically, general arrangement and building element); this material will be submitted with the portfolio of work, but assessed separately.

PORTFOLIO (75%). The Portfolio must be submitted on a date specified in the Module Guide. The Design Portfolio is formally understood by professional validating bodies as a key vehicle suitable for the assessment of an architectural student and, as such, attracts a large percentage of the module mark. 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

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Background research and sketchbooks

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

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.

TECHNICAL ELEMENT (25%). The portfolio submission will include three workelements through which students are to demonstrate their learning of this technical syllabus:

A General Arrangement Drawing – demonstrating the organisation of structure and construction envelope for a two to three-storey building

The design of a Building Element – in model and detail drawing that demonstrates how construction detailing has informed an architectural idea

A Technical Logbook –this is to be an edited account of the student's work that demonstrates the knowledge they have gained from their studio work and from the lecture and seminar series associated with the module.

First Sit Components	Final Assessment	Element weighting	Description
Project - Component A		25 %	Technical Logbook
Portfolio - Component A	✓	75 %	Portfolio
Resit Components	Final Assessment	Element weighting	Description
Project - Component A		25 %	Technical Logbook
Portfolio - Component A	✓	75 %	Portfolio

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Part 4: Teaching and Learning Methods																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Design one or more domestic dwellings, with a proper consideration of elements including threshold and entrance, horizontal and vertical circulation, and space standards. This includes an understanding of key precedents and typologies – with an emphasis on higher density dwellings such as the terrace. The skills, knowledge and understanding of this learning outcome, as with the outcomes set out below, will be assessed through a portfolio of design projects submitted at the year end</td> <td>MO1</td> </tr> <tr> <td>Demonstrate understanding of issues of context and designing a building or group of buildings in a real setting, the ability to create an architectural design with due regard to relevant design criteria including: topography, built context, orientation and access</td> <td>MO2</td> </tr> <tr> <td>Consider and critique the principles of housing, occupation, space and circulation, such as: floor-to-ceiling heights, spatial adjacency, natural lighting, means of establishing privacy</td> <td>MO3</td> </tr> <tr> <td>Use a variety of depiction techniques (eg the hand drawing, the sketch, the computer model, the physical model, the diagram) to describe a wide range of architectural intentions, such as an idea, a resolved detail and a 3-dimensional portrayal of an inhabited space</td> <td>MO4</td> </tr> <tr> <td>Design at a variety of appropriate scales for scales from 1:5 to 1:5000</td> <td>MO5</td> </tr> <tr> <td>Demonstrate knowledge of domestic construction technologies and combine the principles and detail of this technology in the design of buildings of two or three storeys</td> <td>MO6</td> </tr> <tr> <td>Apply technical knowledge of domestic such that technical strategies are selected and materials chosen which inform the architectural intentions for the detailed design of an architectural component or assembly</td> <td>MO7</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Design one or more domestic dwellings, with a proper consideration of elements including threshold and entrance, horizontal and vertical circulation, and space standards. This includes an understanding of key precedents and typologies – with an emphasis on higher density dwellings such as the terrace. The skills, knowledge and understanding of this learning outcome, as with the outcomes set out below, will be assessed through a portfolio of design projects submitted at the year end	MO1	Demonstrate understanding of issues of context and designing a building or group of buildings in a real setting, the ability to create an architectural design with due regard to relevant design criteria including: topography, built context, orientation and access	MO2	Consider and critique the principles of housing, occupation, space and circulation, such as: floor-to-ceiling heights, spatial adjacency, natural lighting, means of establishing privacy	MO3	Use a variety of depiction techniques (eg the hand drawing, the sketch, the computer model, the physical model, the diagram) to describe a wide range of architectural intentions, such as an idea, a resolved detail and a 3-dimensional portrayal of an inhabited space	MO4	Design at a variety of appropriate scales for scales from 1:5 to 1:5000	MO5	Demonstrate knowledge of domestic construction technologies and combine the principles and detail of this technology in the design of buildings of two or three storeys	MO6	Apply technical knowledge of domestic such that technical strategies are selected and materials chosen which inform the architectural intentions for the detailed design of an architectural component or assembly	MO7
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Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/ublmxe-45-2.html</p>																

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