



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Theories of Architecture and Design		
Module Code	UBLMYV-15-3	Level	Level 6
For implementation from	2019-20		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Environment & Technology	Field	Architecture and the Built Environment
Department	FET Dept of Architecture & Built Environ		
Module type:	Standard		
Pre-requisites	History of Architecture 2019-20		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Overview:</b> This module covers aspects of architectural and art theory that are appropriate knowledge for architectural students (including RIBA Part 1 students), and which can enhance their ability to develop designs which embody and reflect this knowledge.</p> <p><b>Educational Aims:</b> Through formal lectures the module summarises key contemporary theoretical positions in architecture, and draws links with parallel movements in art and cultural theory. It builds on this understanding with student-led presentations. It places the students' own work within the context of contemporary good practice.</p> <p>In addition the module may explore, develop, and practise but not formally discretely assess the following:</p> <p>The application of appropriate theoretical concepts to the students' own design practice, demonstrating a reflective and critical approach in terms of their conceptualisation and representation of their own architectural designs.</p> <p><b>Outline Syllabus:</b> This module contributes to students' knowledge and understanding of:</p> <p>The cultural, social and intellectual histories, theories and technologies that influence the design</p>

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of buildings;

The influence of history and theory on the spatial, social, and technological aspects of architecture;

How the theories, practices and technologies of the arts influence architectural design;

The creative application of the fine arts and their relevance and impact on architecture;

The evaluation of evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design;

The ability to understand design proposals using a body of knowledge, at the current boundaries of professional practice and the academic discipline of architecture.

**Teaching and Learning Methods:** The module strives to attain the right balance between formal lectures, student presentations and informal discussion in dealing with a subject area that is constantly changing. The weighting of the following aspects of delivery will necessarily vary on an annual basis, as the size and makeup of cohorts change, but teaching will incorporate a balance of the following approaches:

Formal lectures that present architectural theories and principles; their chronological development, and parallel movements in art and culture; access to and making use of architectural scholarship; architectural terminology and its application in advancing theoretical positions, and the use of precedent and the diagram in developing designs.

Student presentations, either individual or in teams depending on the cohort's size (and typically 10 minutes in length) on specific aspects of architectural theory or an architect's work. Each student will be required to contribute with these presentations, which will form Component A of their assessment.

Formal teaching is especially appropriate in giving students a historical overview of architectural theory, and in demonstrating how to access, read and use architectural scholarship. On the other hand, student presentations are an effective way of achieving an understanding of discrete areas of knowledge in which material is easily identifiable and accessible. Sessions are also structured to allow for questions and informal discussion, should a particular topic be of interest. It is vital that this course is responsive to students' perceptions of their needs, and is not a set of pre-prepared presentations.

Constructive feedback is given, on the students' presentations.

Students will commonly be enrolled on this module in parallel with their graduating year design studio, which allows them to make connections between these two modules should they wish to. However an explicit connection between studio and this module will not be expected or assessed. Students may be asked to reflect how theory informs design in the assessed essay (Component B) and by extension may be asked to discuss this in the context of their own design work.

### Part 3: Assessment

In summary, the module requires students to research and debate theoretical ideas and relate these to architectural design propositions – both as architectural precedents and in the development of their own individual design work. To this end the assessment strategies require students to formulate and present argument to their peers (Component A1) and develop a written theoretical argument that relates to architectural precedents and, where relevant, their own design practice (Component B1). Component A1 is designed to provide forum amongst the students for the presentation and debate of architectural thought as part of the development of their architectural culture. Component B1 asks the student to select and apply an aspect of this way of thinking to their own work. In the context of the various programmes this module contributes to these assessments support the development of each student's individual approach to architecture and requires the student to reflect on their intellectual approach and theoretical position as architectural designers. The assessments also reinforce key

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presentation skills students must develop as architectural practitioners, that is, in the verbal presentation and communication of ideas (Component A1) and the presentation of a clear design argument (presented visually and written) in a printed document.

Component B1 does not expect or assess an explicit connection between the student's studio practice and their work for this module. This allows students to take this module separately from studio should these be taken nonconcurrently. However, the encouragement to link Component B1 with related architectural studio work encourages students to particularise and individualise their response to the essay, which lessens the opportunity for students to plagiarise a generic response to the brief.

For Component A1 the module specification includes a requirement that each member of the presenting group presents and answers questions. The marking scheme for these presentations reflects that requirement.

Component A (presentation):

Marks for presentations will be awarded for:

The scholarly understanding of the material

The clarity and visual/written quality of communication and presentation

The quality and relevance of the sources used

The quality and authority of answers to questions/contribution to subsequent discussion

Component B (essay)

This module's marks for this essay will be awarded for:

Appropriateness and justification of choice of cited theory

Analysis of theories used

Intelligent use of, and proper citation of, published or researched information

Demonstration of how theory has informed design work, be this the student's own or by historical and/or contemporary practitioners

The ability to explain design work and the ideas that inform design decisions

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		75 %	Essay (2000 words plus illustrations)
Presentation - Component A	✓	25 %	Individual presentation as part of a group presentation
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		75 %	Resubmission of essay 2000 words plus illustrations
Presentation - Component A	✓	25 %	Individual presentation (10 mins)

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<b>Part 4: Teaching and Learning Methods</b>																	
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;"><b>Module Learning Outcomes</b></th> <th style="text-align: left;"><b>Reference</b></th> </tr> </thead> <tbody> <tr> <td>Demonstrate knowledge and understanding of key theories of architecture</td> <td>MO1</td> </tr> <tr> <td>Contextualise contested positions within architectural discourse</td> <td>MO2</td> </tr> <tr> <td>Identify, access and read relevant scholarly material, and use such material in forming a piece of written work</td> <td>MO3</td> </tr> <tr> <td>Demonstrate an understanding of the importance of precedent in developing architectural designs</td> <td>MO4</td> </tr> <tr> <td>Understand how theory can underpin and inform design strategies</td> <td>MO5</td> </tr> </tbody> </table>	<b>Module Learning Outcomes</b>	<b>Reference</b>	Demonstrate knowledge and understanding of key theories of architecture	MO1	Contextualise contested positions within architectural discourse	MO2	Identify, access and read relevant scholarly material, and use such material in forming a piece of written work	MO3	Demonstrate an understanding of the importance of precedent in developing architectural designs	MO4	Understand how theory can underpin and inform design strategies	MO5				
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Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p><a href="https://uwe.rl.talis.com/modules/ublmyv-15-3.html">https://uwe.rl.talis.com/modules/ublmyv-15-3.html</a></p>																

<b>Part 5: Contributes Towards</b>
This module contributes towards the following programmes of study: