STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Information			
Module Title	Foundation Design Studio		
Module Code	UBLML7-30-0	Level	Level 3
For implementation from	2018-19		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Environment & Technology	Field	Architecture and the Built Environment
Department	FET Dept of Architecture & Built Environ		
Contributes towards	Product Design {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19 Architecture and Environmental Engineering {Foundation} [Sep][SW][Frenchay][6yrs] BEng (Hons) 2018-19 Architecture and Environmental Engineering {Foundation} [Sep][FT][Frenchay][5yrs] BEng (Hons) 2018-19 Interior Architecture (International) {Foundation} [Sep][SW][Frenchay][6yrs] BA (Hons) 2018-19 Architecture and Planning {Foundation} [Sep][FT][Frenchay][5yrs] BA (Hons) 2018-19 Interior Architecture (International) {Foundation} [Sep][FT][Frenchay][5yrs] BA (Hons) 2018-19 Product Design Technology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19 Product Design Technology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2018-19 Creative Product Design {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19 Creative Product Design {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2017-18 Product Design {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2018-19 Architecture {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19 Interior Architecture {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19 Architectural Technology and Design {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19 Architectural Technology and Design {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2018-19 Interior Architecture {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2018-19
Module type:	Project		
Pre-requisites	None		

Excluded Combinations	None
Co- requisites	None
Module Entry requirements	None

Part 2: Description

Educational Aims: See Learning Outcomes

Outline Syllabus: This module recognises that, for almost all the students enrolling, it will be their first experience of the practice of design. As this is so it concentrates on the foundational basics of how to conceive a simple design concept that is refined and develop through the use of elementary drawing and modelling techniques.

The module is taught as a design studio where a sequential series of design projects are undertaken. Each project formulates a problem-solving scenario that encourages experiential learning by the student and through which key skills are delivered to and applied by them. Projects vary in length although this time-period does not correlate with the assessment value of the project.

Central to the pedagogy of this module is the physical experience of drawing and making representations of design. The exploration and understanding of space and form through physical model-making is held as essential and the use of hand drawing for observation, record and design purposes is understood as paramount. This module aims to equip students with elementary skills in design thinking and drawing which they can apply strategically when progressing to level 1.

Each project is critically reviewed jointly be academics and peers at its point of conclusion and assessment feedback is provided at this juncture. Students are invited 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 a 'Working File' across the year - the latter of which catalogues their process of design research and development for each project.

Teaching and Learning Methods: Teaching and Learning Strategy for this module is studio project based learning in which a topic lecture will introduce the students to the assigned or coming up exercises and/or project which supports and frames their acquisition of topic specific knowledge and skills.

The exercises and projects are designed to facilitate competency acquisition through the didactic and applied learning, building knowledge through the introduction of new subject matter and reinvestment of gained knowledge and skills. The studio time is designed for the learner to have access to tutorial support, work in the close proximity of classmates and to self-assess his/her progress through the exercises and/or projects.

At times though the year students will be required to pre-read on topics and selected materials, research and orally present on the topic.

Projects and course work is assessed through viva (oral presentations) "pinup" critiques and project demonstrations in front of the students peers and tutors.

Feedback will be in the form of direct verbal and/or written coming from both the tutor(s) and fellow students. Marking criteria and assessment format will be clearly indicated on the Project Brief made accessible to the students at the beginning of each project.

Knowledge and Skills reinvestment from parallel running modules are assessable criteria and

essential for progression through the curriculum.

Independent learning: The ethos of studio-based teaching is 'learning by doing' and that the assimilation and development of knowledge is achieved through the exploration of design in project work. In support of this pedagogy specific studio time is to be scheduled to run concurrently with the small-group design seminars identified above, so that during scheduled Studio session students are either engaged in a small-group seminar (1 hour) or conducting self-directed learning through design (5- hours). It follows for this Studio-based approach that coursework preparation and the assimilation and development of knowledge are conjoined. Projects are undertaken and submitted throughout the year and the bulk of students' time will be devoted to this work.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices you make.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Contact hours:

Contact: 96
Assimilation and Skill Development: 36
Project: 144
Reading: 24
Total: 30

Part 3: Assessment

The assessment strategy in this project module is based upon evaluations of the process and the outcomes of the completed projects.

To best mimic professional practice the following assessment strategy has been adopted.

Summative Assessment: Projects are evaluated on subject specific criteria clearly stated on each project brief at the outset of each project:

Projects are evaluated in both peer critiques (controlled condition evaluations) and direct submissions. These presentation critiques are held during term time and during the examination period. Typical presentations are 5 to 10 minutes in duration including the formal presentation and feedback from peers and tutors.

Graphic/Written document, which represent and support the verbal presentation and 3D work, consist of student generated and cited graphic images and written content.

Submission of a process book that demonstrates the depth and breadth of research and synthesis in to the iterative process of developing a design concept.

Group/Team work is based on an overall group score and an individual mark.

Formative Assessment: Regular "in-process" critiques and one-to-one tutoring is given throughout the development process of the projects.

Feedback: Peer and tutor feedback is provided during the development process of the projects, during the project critiques.

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First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	100 %	Portfolio
Resit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	100 %	Portfolio

Part 4: Teaching and Learning Methods	
Learning Outcomes	On successful completion of this module students will be able to:

	Module Learning Outcomes
MO1	Begin to communicate one's design development process
MO2	Show principles of Design Thinking into one's own work
MO3	Work as part of a team
MO4	To manage one's project workflow in a professional manner
MO5	Research, select, evaluate, manipulate and manage information relevant to design solutions
MO6	Apply representational skills in drawing and physical model making with accuracy and care in order to explain their technical response to the design of a building element
MO7	Understand, albeit in simple terms, the conceptualisation of architectural ideas such that students can explain their organising concept for a design proposition through acts of representation and verbally justify this conceptual thinking and their choice of representation of this concept

Contact Hours

Independent Study Hours:

Independent study/self-guided study	204
Total Independent Study Hours:	204

Scheduled Learning and Teaching Hours:

Face-to-face learning	96
Total Scheduled Learning and Teaching Hours:	96

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	Hours to be allocated	300
	Allocated Hours	300
Reading List	*The reading list for this module can be accessed via the following link:* https://uwe.rl.talis.com/modules/ublml7-30-0.html	