



MODULE SPECIFICATION

Part 1: Information			
Module Title	Research and Design Strategies 3		
Module Code	UBLLWR-15-3	Level	Level 6
For implementation from	2018-19		
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	None		
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>Professional habits of work, time-keeping and punctuality</p> <p>Habits of good group-working.</p> <p>Outline Syllabus: The central concern of this module is the development of analytical tools by which answers can be found to the difficult and complex questions posed by the built environment. The tools introduced and developed include methods of design analysis, research and critical writing. The module explores the use of strategies and intellectual methodologies to define and analyse a research problem or essay question using clear methods of intellectual enquiry. It will concentrate on the strategies for design, research, data gathering and problem analysis that are necessary to begin an intelligent and informed process of problem-solving.</p> <p>Teaching and Learning Methods: The module includes two teaching themes.</p> <p>Firstly methods of design analysis will be introduced in taught sessions and students will be required to apply these to produce a Design Report and Design Presentation that informs their</p>

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related work in design studio. Where appropriate, these taught sessions will make specific links to design projects carried out in the related third year studio, which coincides with the Level 3 delivery of this module.

Secondly, thematic areas of architectural research, together with their related body of academic literature and relevant research methods will be introduced in taught seminars and students will be required to apply these to investigate a question in a thematic area (that may be architectural, engineering, urban or technical in character) that leads to a critical essay referencing architectural precedent. This study develops the students' knowledge and use of research methodologies, literature review, precedent analysis and critical writing.

The module will deliver key information in lecture-based sessions that are supported by workshops and seminars. These taught sessions will prepare students for two extended elements of coursework. Within this teaching model the hours allocated are as follows:

36 hours contact time that includes lecture-based sessions, workshop session exploring analytical techniques related to project work, small-group seminars offering specific tutorial support on project work, and skills workshops led by technical support staff.

52 hours are scheduled for the assimilation and development of knowledge through coursework preparation in the form of the research strategy and the synopsis.

62 hours are identified for final preparation of the assessed elements.

Total 150hrs.

Part 3: Assessment

Three assessment vehicles are posited that follow the central models by which architectural and engineering professionals develop design and research analyses, these are:

Design Presentation - An individual or group presentation on a building precedent.

Design Report - A 1,500-word illustrated report that investigates a series of architectural problems and their contexts using design analysis to critically appraise design proposals.

Essay - A 1,500-word essay discussing a thematic architecture or design idea relating it to architectural precedent.

The purpose of the Design Presentation (A1) is to provide a controlled component by which all students are assessed on their comprehension and understanding of the first semester's work. This presentation will use the understanding developed in the first term's teaching to investigate and present design precedents and relate these to design work students are undertaking in other modules. Usually this Design Presentation will be organised as group work where a design topic will be researched and presented by a small group, with each member of the group required to contribute equally to that presentation. This form of group presentation also requires the students to work in a group and develop a timed, succinct presentation on a complex topic. These skills of group-work, rehearsal and presentation are required for professional presentations the students are required to develop as future professionals. There may be cases where an individual presentation is preferable, and in these cases the topic and extent of the presentation will be tailored to allow an appropriate scope of work.

The Design Report (A2) is an individual submission that is designed to test and build on the themes and analytical techniques developed in the first semester. This report will require the students to produce analytical drawings, diagrams and pieces of analytical and descriptive writing developing skills that are essential for the written design advocacy students are required to develop as future professionals.

The Essay (B1) requires the students to develop a more detailed and in-depth written analysis of an architectural theme or design issue. This assessment will require students to demonstrate a high-level of scholarship, writing skills and written argument – all necessary skills the students are required to develop as future professionals.

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First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B	✓	50 %	Essay (1500 words)
Report - Component A		35 %	Design report (1,500 words)
Presentation - Component A		15 %	Design presentation (in-class presentation)
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		50 %	Essay (1500 words)
Report - Component A		35 %	Design report (1500 words)
Presentation - Component A	✓	15 %	Design presentation

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	Module Learning Outcomes	
	Analyse design problems (that may be urban planning, architectural, design, compositional or technical in nature) and select and apply an appropriate design strategy or method by which a solution may be found	MO1
	Appraise and understand a range of strategies through which a design problem may be approached	MO2
	Develop a sophisticated and comparative analysis of architectural and design precedent as part of a written critique	MO3
	Write a critical essay that explores a design question in detail, and defines and applies a method of enquiry in the exploration of that question and formulates an argument and conclusion to this piece	MO4
	Review architectural precedents (both historical and contemporary) and analyse these designs to formulate a written and drawn critique of that architectural strategy	MO5
	Reference literature accurately, applying conventions of academic referencing, and through written argument place academic literature within historical and thematic contexts	MO6
Contact Hours	Independent Study Hours:	
	Independent study/self-guided study	114
	Total Independent Study Hours:	114
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	36

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	Total Scheduled Learning and Teaching Hours:	36
	Hours to be allocated	150
	Allocated Hours	150
Reading List	<i>The reading list for this module can be accessed via the following link:</i> https://uwe.rl.talis.com/index.html	

Part 5: Contributes Towards

This module contributes towards the following programmes of study: