



MODULE SPECIFICATION

Part 1: Information			
Module Title	Live Project Studio		
Module Code	UBLMWR-30-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Environment & Technology	Field	
Department	FET Dept of Architecture & Built Environ		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Overview: Post-graduate students of architecture who, more often than not, have completed some professional work in architectural practice take this module. Building on this previous academic and professional experience, this module requires these students to use their design and organisational skills to collaborate in the design of an architectural proposal for a live client and their associated stakeholders and potential users. As an ethical requirement of this module these live clients are anticipated to be charities or not-for-profit organisations. The social intention of this module is to provide initial consultancy advice for this type of client that can articulate their project's vision through the student's design interventions and design reports. The resultant project may then where appropriate be used by the client in bids for future funding.</p> <p>Features: Module entry requirements: Students must have successfully completed an undergraduate degree in architectural design.</p> <p>Educational Aims: This module has two related outcomes:</p> <p>The development and practice of architectural design skills through quasi-professional consultancy;</p> <p>and the development of understanding and critical reflection on the professional and ethical practices required of a professional architect.</p>

STUDENT AND ACADEMIC SERVICES

Outline Syllabus: The module runs as an architectural studio project where students are organised in to small groups of 3 to 5 with each group being assigned a separate client. The design project requires the student groups to take a brief from their client and related stakeholders and users. This brief-building exercise is of central importance to the module's outcomes as it concentrates on imparting design skills in listening to and negotiating the differences between clients' and users' requirements; and then requires each student to critically reflect on the responsibilities and ethical implications of a professional architectural practitioner's role in relation to clients and users.

The module asks student groups to develop this design project, while continuing to liaise with their client/user groups at regular meetings. Towards the end of the module the students then present the project to their client – this presentation is assessed and contributes to the final module mark. In parallel, students are required to develop their knowledge of the professional and ethical practices in play during an architectural project. Each student individually demonstrates this knowledge and their critical application of these ideas in the submission of a Project Case Study, which provides two forms of analysis:

A design report on the project, presenting the design of the project and then briefing the client on the funding, procurement, regulatory, programming, construction and costing constraints, and project risk issues the Client will need to consider as this project develops.

A critical reflection by which the student analyses the professional issues they have found within the project and reflect on these with reference to and discussion of current best practice models for professional appointment, professional ethics, brief-making, project management and professional practice.

Teaching and Learning Methods: The module will be taught as a semester-long design studio with academics acting as design tutors and professional mentors during the design development phase of the project. In parallel, lectures and seminars will discuss issues of professional practice relating to the project such as: professional codes of conduct, building procurement and contracts, delivery of design services, client and user participation, brief-making, practice structures, business management, regulatory frameworks, inclusive design, project funding and costing. The intention will be that these sessions support key moments and actions within the project and prime topics for reflection in the Project Case Study.

Part 3: Assessment

The Assessment vehicle for the module is a portfolio in three parts comprising a design project portfolio, a record of the presentation of that design project to the client/user group, and an individual project case study. The project portfolio and the client presentation use the accepted communication and media by which a design project is summarised and presented to a client-body. Thus the students will develop skills in communicating with a client that directly mimic the skills they will need as architectural practitioners. The project case study is designed as an illustrated report so that each individual student can curate and re-present the design work using imagery from the group project and relate this to their own, individual, critical appraisal of the professional practice associated with the project. This is an appropriate mode of assessment because the student is required to demonstrate their skills in assembling a design report for a client and also how they write analytically and critically about a professional issues.

As a PSRB requirement the individual project case study within the portfolio must be weighted at a minimum of 50% of the overall assessment for the portfolio and must be passed with a minimum mark of 40%.

First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	100 %	Project Portfolio (5,500 words) (Comprises Group Work [Design Work and 1500-word commentary] and Individual Case Study [4000-words, illustrated])

STUDENT AND ACADEMIC SERVICES

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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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Collaborate fully in the initiation, project management, design and communication of an architectural consultancy for live client(s) and/or user(s).</td> <td>MO1</td> </tr> <tr> <td>Collaborate fully in the development of design proposals in a variety of media (which can include but is not limited to: drawing, physical and digital modelling, film-making, photomontage, spatial intervention, public consultation, reports, technical studies and verbal presentations) in a manner that is informed by the fine arts and is appropriate to the live client and their associated users and stakeholders.</td> <td>MO2</td> </tr> <tr> <td>Collaborate fully in the execution of a design project incorporating the investigation, critical appraisal, and application of constructional, structural and environmental systems and the regulatory requirements that are deemed appropriate to that particular Live Project.</td> <td>MO3</td> </tr> <tr> <td>Collaborate fully in the design and completion of a presentation that communicates a project proposal to a live client and their associated users and stakeholders.</td> <td>MO4</td> </tr> <tr> <td>Write a feasibility study for an architectural project of moderate complexity that articulates the project brief, examines the client and users' requirements and examines these with reference to funding, procurement, regulatory, programming, construction and costing constraints.</td> <td>MO5</td> </tr> <tr> <td>Critically evaluate the development of an episode of Live Project consultancy and explain and critically analyse the decision-making process between that consultancy, clients and users through which this Live Project has been developed.</td> <td>MO6</td> </tr> <tr> <td>Demonstrate an understanding of the responsibilities of a professional architect in terms of appointment, ethics, project management and practice management.</td> <td>MO7</td> </tr> <tr> <td>Identify and demonstrate an understanding of the roles and relationships between design and construction consultants and identify an appropriate procurement relationship between relevant consultants for the live project.</td> <td>MO8</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Collaborate fully in the initiation, project management, design and communication of an architectural consultancy for live client(s) and/or user(s).	MO1	Collaborate fully in the development of design proposals in a variety of media (which can include but is not limited to: drawing, physical and digital modelling, film-making, photomontage, spatial intervention, public consultation, reports, technical studies and verbal presentations) in a manner that is informed by the fine arts and is appropriate to the live client and their associated users and stakeholders.	MO2	Collaborate fully in the execution of a design project incorporating the investigation, critical appraisal, and application of constructional, structural and environmental systems and the regulatory requirements that are deemed appropriate to that particular Live Project.	MO3	Collaborate fully in the design and completion of a presentation that communicates a project proposal to a live client and their associated users and stakeholders.	MO4	Write a feasibility study for an architectural project of moderate complexity that articulates the project brief, examines the client and users' requirements and examines these with reference to funding, procurement, regulatory, programming, construction and costing constraints.	MO5	Critically evaluate the development of an episode of Live Project consultancy and explain and critically analyse the decision-making process between that consultancy, clients and users through which this Live Project has been developed.	MO6	Demonstrate an understanding of the responsibilities of a professional architect in terms of appointment, ethics, project management and practice management.	MO7	Identify and demonstrate an understanding of the roles and relationships between design and construction consultants and identify an appropriate procurement relationship between relevant consultants for the live project.	MO8
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STUDENT AND ACADEMIC SERVICES

	Total Scheduled Learning and Teaching Hours:	90
	Hours to be allocated	300
	Allocated Hours	300
Reading List	<i>The reading list for this module can be accessed via the following link:</i> https://uwe.rl.talis.com/modules/ublmwr-30-3.html	

Part 5: Contributes Towards

This module contributes towards the following programmes of study: