Module Specification

Healthy and Responsible Architecture

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Part 1: Information

Module title: Healthy and Responsible Architecture

Module code: UBLMF1-15-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Environment & Technology

Department: FET Dept of Architecture & Built Environ

Partner institutions: None

Field: Architecture and the Built Environment

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module introduces principles of climate responsive, healthy and responsible architecture that students may use as the foundation for their design practice and the development of their thinking about architecture. The module explores different architectures from across the globe and uses viewpoints from the humanities and technology to analyse different cultures ways of making healthy and responsible building and places.

Features: Not applicable

Educational aims: This module studies historical and contemporary precedents to introduce and develop students' awareness and knowledge of strategies for healthy building, vernacular adaption to climate, material use within a circular economy, finite resources, inclusive design, and ethical architectural practice. The module aims to broaden the students' knowledge and understanding of key readings in these areas, develop their analytical skills in writing and diagramming strategies and provide students with a framework of ideas with which to understand, argue for and design healthy and responsible architecture.

Outline syllabus: The module uses building and design precedents to discuss themes and issues that are seen as central to the development of healthy and responsible design solutions for architectural problems. To this end the curriculum includes:

Climate Change - the fundamentals of climate science and its global impact on the built environment.

Health and Wellbeing - the role of architecture in supporting and enhancing users' health and wellbeing, and its role as encouraging inclusivity and connectivity within a society.

Ecology, Diversity and Resilience – architecture and building strategies that preserve, integrate and enhance natural habitats, which encourage biodiversity and support access to green infrastructure space for communities

Ethical Practice – the ethical questions an individual must consider, how these relate to the duties of a design practitioner and one's duties to the wider world; the relationship between social sustainability, social justice and environmental sustainability.

Materials and Resources - ethical and sustainable sourcing of materials, architecture's contribution to a circular economy; and the implications of demand, supply and reduction strategies within the water cycle.

Energy and Carbon – the questions of affordable and clean energy, appropriate renewable technologies; and the concepts of whole life carbon, low embodied carbon design and building retrofit.

Vernacular Precedents – evaluation of global precedents that demonstrate traditions of building that embody a particular society's response to place, local resources and adaption to climate.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning includes lectures, lectorial demonstration of drawn analysis, master-classes, workshops, film. The aim of this delivery to broaden the students' knowledge and understanding of key readings in these areas, develop their analytical skills in writing and diagramming strategies and provide students with a framework of ideas with which to understand, argue for and design healthy and responsible architecture.

In parallel to the formal delivery a range of set readings and texts for extended reading are set to structure the students' independent learning. The work, both in-class and self-directed contributes to the development of a portfolio that supports the development of both written and communication skills.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Explain the cultural contexts and theories that influence the design and development of healthy buildings and responsible architecture.

MO2 Discuss and defend ethical issues in relation to sustainable architectural practice.

MO3 Describe and explain basic concepts and theories of energy management, carbon reduction and material economies as these may be used in the design of sustainable architecture.

MO4 Use a variety of methods of communication (visual and written) to analyse and contextualise precedents for healthy and responsive architecture as appropriate for the discipline of architecture.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 128 hours

Face-to-face learning = 32 hours

Total = 160

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/ublmf1-15-1.html

Part 4: Assessment

Assessment strategy: The module is assessed through each student's development of an individual portfolio of work. This portfolio allows students to demonstrate engagement with the module across its duration and show a complete grasp of the material covered and the mastering of a range of communication and academic skills. For each of the themes of the syllabus students will be expected to produce work in an ongoing manner that demonstrates the results of their own reading and research and not simply the reproduction of classroom sessions, thus demonstrating that they have understood the ideas of that theme. These pieces will build up throughout the semester and be compiled into a portfolio. Students will need to demonstrate that they have a grasp of different visual and communication skills in presenting the work. The portfolio will include short pieces of reflective and critical writing that will be used to show that students have engaged with reading and thinking about healthy and responsible architecture. It is important that students demonstrate week by week engagement with the module.

All work is individual, there is no group work.

Re-sit work will follow the same broad format but, so that students will not simply be able to ‘make good’ a poor submission, it will include a new piece of critical writing. This strategy encourages a pass at first sitting by not making the re-sit brief simply an easier version of the original.

Assessment tasks:

Portfolio (First Sit)
Description: Portfolio of weekly visual and written tasks and critical writing equivalent to 4000-words (maximum) plus illustrations.

This is a Pass/Fail assessment.
Weighting:
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)
Description: Revised portfolio of weekly visual and written tasks, with revised Resit Brief for critical writing; equivalent to 4000-words (maximum) plus illustrations.

This is a Pass/Fail assessment.
Weighting:
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Interior Architecture [Frenchay] BA (Hons) 2023-24

Architecture and Planning [Frenchay] MDes 2023-24

Architecture and Planning [Frenchay] BA (Hons) 2023-24

Architecture [Frenchay] BSc (Hons) 2023-24

Interior Architecture {Foundation} [Frenchay] BA (Hons) 2022-23

Architecture and Planning {Foundation} [Frenchay] BA (Hons) 2022-23