



Module Specification

Drawing and Building

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Part 1: Information

Module title: Drawing and Building

Module code: UADBA5-30-2

Level: Level 5

For implementation from: 2026-27

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Arts

Partner institutions: None

Field: Design

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: Drawing and Building is a programme specific module for Interior Design BA (Hons) which teaches students the skills and design thinking involved with design detailing.

Students will engage with learning and processes involved with detailing elements of varying scale in order for future designs to be able to be constructed in the real world.

Features: Not applicable

Educational aims: The aim of this module is to teach students the processes involved with technical detailing as part of the design process.

Students will learn the skills to interrogate a design in order to produce the technical information involved to communicate how the design would be manufactured, constructed or installed.

Students will learn key communication tools and learn how vital information is presented to different audiences.

Students will interrogate materials and develop material literacy, testing ideas and concepts with design for manufacture in mind.

Outline syllabus: This module enables students to consolidate prior learning and develop their work by locating an area of practice appropriate to a client's concerns and needs. The project enables students to test and develop new skills and approaches through a period of self-directed creative work designed to allow the further consolidation and exploration of personal practice.

Students will engage with a series of practice based learning exercises that will take investigative approaches into how designs would be built in the real world and engage with the skills involved to communicate this information to a series of different audiences including clients, builders/contractors, manufacturers and sub-contractors.

Information will be represented predominantly through different types of drawing and so may include CAD, 3D renders and digitally generated information. However, students may also need to engage with material studies, models, prototypes and physical outcomes too.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning strategy for this module is studio/workshop project based learning in which a topic demonstration 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 learning, building knowledge through the introduction of new subject matter and reinvestment of gained knowledge and skills. The studio/workshop 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.

Knowledge and skills reinvestment from parallel running modules are formative and essential for progression through the curriculum.

The module is typically delivered via projects, seminars, group critiques, workshops, individual tutorials and independent study.

Teaching sessions in the module are aimed at building students skills, knowledge and understanding of the different approaches to space and placemaking.

Emphasis will be placed on establishing a meaningful relationship between conceptual and practical activities. Analytical, evaluative and planning skills will be supported through seminars/tutorials/individual critiques, in order to encourage students to adopt an ongoing engagement with ideas/processes/methods of production beyond the familiar. Critical engagement and reflection on ideas/practices examined within the module will be documented and presented for assessment in the supporting and development work.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, workshops; fieldwork; external visits; supervised time in studio/workshop.

Students are required to develop a body of work representing their acquired design

skills throughout this module and these will form a core part of the learning, teaching and assessment process. Students' portfolios can be hand and / or digital in format and should contain a range of content that includes but is not limited to; physical model making, 2D and 3D drawing, CAD and digital modelling in response to pre-defined project briefs.

The development of critical, analytical and evaluative skills is supported and encouraged through (for instance) the use of inclusive resources, discussion in group critiques and activities, and through individual tutorials. Students are encouraged and supported in the development of their visual, verbal and written communication skills through all aspects of the teaching and learning process and will have access to a range of Study Skills support available centrally.

Independent study/self-guided study includes hours engaged with creative, academic and technical development, visual and textual research, workshop activity and any learning via the VLE outside of taught sessions.

The reading and resource list for this module will be accessible via a live link on the VLE and will also be available via the module handbook and Tallis Library systems.

The reading and resource list is inclusive and accessible and has been designed to amplify a diverse range of critical and creative voices, ensuring representation across multiple perspectives and disciplines.

It is designed inspire curiosity and to support a broad range of Learners through the inclusion of source material across diverse formats, media and platforms; ensuring accessibility for all learning styles and needs.

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

MO1 Evidence innovative synthesis of content in the generation, development and realisation of project work for defined contexts.

MO2 Apply the principles of design communication to convey technical details to appropriate audiences.

MO3 Critically evaluating physical materials and process selection.

MO4 Develop design thinking in practice that accounts for functionality, buildability and aesthetics at a detail level.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/EF3025B7-362A-8CE7-7685-768A391883B9.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/EF3025B7-362A-8CE7-7685-768A391883B9.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: The assessment strategy of the programme that this module contributes to reflects the School of Art's philosophy which considers assessment to be an active part of the learning process; and is regarded as a tool for learning.

This module takes a programmatic approach to assessment. Summative assessment is via portfolio submission which includes a collection of related work developed over a period of time which may include aspects of drawing, writing and research, and a strong practical element.

This would include:

Technical detailing

Design development work

Primary/secondary research

Design specifications

Additional documentation relevant to the Interior Design discipline.

The portfolio assessment in this module is inclusive and is designed to foster and demonstrate the value of a process-centric approach to learning. The module will include a (regularly reviewed) combination of diverse formats and / or modes of

Assessment (including physical / digital) and has been designed to offer students of all learning styles the maximum opportunity to demonstrate the skills, knowledge and experiences that they have gained throughout the module.

Within the submission students are expected to present evidence of work which demonstrates engagement with the minimum number of contact hours for the module, as well as the minimum number of independent study hours. The portfolio work will evidence personal developmental activities and assessment is designed to reduce issues of plagiarism.

Students will receive regular feedback formatively via midpoint group presentations as well as during group tutorials. This provides students with timely and detailed understanding of their progress and provides clear feed-forward guidance regarding future development. The formative feedback and summative assessment processes of this module are embedded into studio pedagogy and as such establish an authentic, inclusive approach to assessment that builds students' confidence as they progress.

Self and peer evaluation constitute an important part of formative feedback in this module and are embedded to facilitate the progression towards autonomous learning.

At Level 5 assessment is via numerical grading. This assessment structure is designed to enable students to achieve and evidence the learning outcomes of the module. Students receive personalised feedback against the module learning outcomes. The module is assessed holistically.

Summative assessment feedback provides students with detailed understanding of their progress and achievement of the LO's and provides clear feed-forward guidance regarding future development. As part of the summative assessment process students are supported in developing individual 'Action Plans' based on their assessment feedback.

Students who do not pass at the first sit will be given a re-sit opportunity. The re-sit assessment requirements will be the same as the first sit.

Assessment tasks:**Portfolio (First Sit)**

Description: Presentation of Final Body of Work and supporting materials.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Presentation of Final Body of Work and supporting materials.

Weighting: 100 %

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 Design [Bower] BA (Hons) 2025-26

Interior Design {Foundation} [Bower] BA (Hons) 2024-25