Module Specification

Pathway Studio

Version: 2025-26, v2.0, Approved

Contents

Part 1: Information

Module title: Pathway Studio

Module code: UBLL46-30-3

Level: Level 6

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Architecture and Environment

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: The Pathway Studio module provides students with the opportunity to select a specialised studio pathway aligned to their individual interests. At least two general pathway options will be offered in each academic year. These may vary from year to year and will reflect current significant issues in architectural and/or urban design, faculty research activity and specialisms within the school. The subjects for investigation, skills and techniques workshops and specific design tasks, will be set by the design studio teaching team reflecting current national and international

agendas as well as the research, practice interests, and specialisations of both the teaching team and the school. Building on concepts from the first two modules, students engage with complex environmental challenges, including biodiversity loss and climate change, advancing their ability to design for sustainability, resilience, and human well-being.

This module emphasises collaborative, problem-solving approaches, guiding students in the application of technical and contextual knowledge to address societal and environmental needs. Through the pathway focus, students will advance their ability to design for specific contexts and fostering a critical approach to sustainable, inclusive, and human-centred architectural practice.

This module incorporates RIBA's focus on safe, healthy and resilient design (E1), as well as effective design processes and communication (E5). Through collaborative projects, students gain experience in designing for resilience, safety, and sustainability, aligning their work with RIBA's standards in health and life safety as well as effective team-based problem-solving.

Features: Specialised Studios: Offers specialist pathways, promoting tailored learning experiences aligning with students professional interests.

Group Collaboration and Practical Applications: The module encourages teamwork and exposure to real-world applications focussing on practical, hands-on projects that respond to complex environmental and societal challenges. These sessions culminate in a group presentation and are supported by individual reflective work to evaluate personal contributions and understanding of collaborative dynamics.

Emphasis on Design Competencies: Design Competencies are interwoven, allowing students to build advanced skills in architectural solutions, environmental stewardship, and collaboration.

Authentic Assessment: Ends in a presentation or exhibition, allowing for professional-level review and reflection.

Educational aims: The aim of this module is to enable students to develop an architectural design project that synthesises innovative design strategies with a commitment to sustainability and social responsibility. By the end of the module, students will:

Develop specialised design skills that reflect their chosen architectural focus.

Cultivate collaborative skills for engaging with multidisciplinary teams and external stakeholders, ensuring alignment with regulatory and professional standards.

Demonstrate the ability to create inclusive, human-centred designs that integrate social, environmental, and technical considerations, preparing students for professional practice and engagement.

Outline syllabus: The Pathway Studio module begins with the exploration of thematic and technical considerations, encouraging students to engage with complex environmental, social, and technical design issues.

Students will investigate social and environmental challenges that influence architectural projects, applying research, analysis, and synthesis skills to develop informed, contextual design proposals. Projects will require students to consider the lifecycle of buildings, the well-being of users, and sustainable practice as part of their conceptual and technical design process.

Students will be expected to demonstrate versatility in design thinking by responding to project briefs that may require collaboration across disciplines, such as urban greening, zero-carbon strategies, or advanced structural integration. Workshops and seminars will focus on developing design rationales and on presenting complex ideas effectively to both specialist and non-specialist audiences.

An exhibition will serve as a final showcase for student work, inviting feedback from peers, faculty, and professionals, allowing students to reflect on their design processes and further refine their skills in presenting integrated, sustainable design outcomes.

Each pathway reinforces key design and ethical competencies, encouraging students to consider the social value of architecture, develop inclusive design solutions, and reflect on their professional responsibilities.

Alignment to ARB Competency Outcomes

The ARB Competency Outcomes listed below are assessed to a passing standard as required under ARB's Accreditation Standard 1.1.

CK3: The principles and relevance of social sustainability, social value and inclusive design. (Knowledge)

CK4: The principles of climate change and biodiversity as relevant to design and construction. (Knowledge)

D6: Produce the designs that consider the relationship between people and built environment, between buildings and their context, and the need to relate buildings and the spaces between them to human needs, inclusivity, user experience and scale. (Ability)

PE3: Work constructively with and within a broader team, exercising leadership, effective communication and personal responsibility. (Ability)

Part 3: Teaching and learning methods

Teaching and learning methods: To support students' progression towards specialised practice, a blend of teaching methods is employed, including seminars, workshops, critiques, and collaborative studio sessions:

Seminars: Pathway-specific seminars offer students a theoretical foundation in their chosen field.

Workshops: Students engage in workshops to develop advanced skills, such as stakeholder communication, digital techniques and the application of sustainable materials and technologies.

Reviews: Regular design critiques and reviews provide opportunities for feedback from peers, tutors, and industry professionals, enabling students to refine their concepts in line with professional expectations.

Collaborative Studio Sessions: Group work is emphasised, fostering interdisciplinary collaboration and shared problem-solving. These sessions are designed to build team-based skills necessary for complex, large-scale architectural projects.

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

MO1 Develop advanced design solutions within a specialised pathway, integrating social, environmental, and technical considerations to address complex architectural challenges. (Mapped to ARB Outcome: CK3)

MO2 Demonstrate knowledge of the principles of climate change mitigation, biodiversity, and ecological responsibility, and explain how these relate to the role of architecture in addressing environmental challenges. (Mapped to ARB Outcome: CK4)

MO3 Produce spatial design solutions that prioritise human needs and inclusivity, showcasing expertise in integrating diverse cultural and contextual insights. (Mapped to ARB Outcome: D6)

MO4 Work constructively within a team, demonstrating leadership, effective communication, and a clear understanding of the roles, needs, and priorities of other disciplines, stakeholders, and clients. (Mapped to ARB Outcome: PE3)

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 via the following link https://rl.talis.com/3/uwe/lists/FA8BE7A0-D020-7192-CA68-AA396AA3993D.html

Part 4: Assessment

Assessment strategy: Assessment Type: Exhibition (Pass/Fail)

The module is assessed through a design exhibition that communicates the development and outcome of a group architectural project. The exhibition format allows students to present advanced design proposals tailored to a specialised pathway, demonstrating inclusive, sustainable, and user-centred design outcomes that align with the principles of social sustainability, social value, and inclusive design (CK3). Through visual and spatial communication, students must evidence how they have addressed the relationship between people, architecture, and context (D6).

As part of the exhibition submission, each student produces an individual reflective statement evaluating their collaborative experience and design role. This reflection assesses their ability to work constructively within a broader team, including leadership, communication, and self-awareness within interdisciplinary and stakeholder-rich environments (PE3). Students also engage critically with environmental themes, showing how their proposals respond to the principles of climate change mitigation, biodiversity, and ecological responsibility (CK4).

Assessment Objectives: This assessment evaluates students' ability to develop design proposals that respond to real-world social and environmental challenges, applying design thinking in contextually and technically appropriate ways. It measures their ability to integrate architectural strategies with ethical and ecological considerations, while working effectively within a team and reflecting on their collaborative role.

Formative Opportunities: Throughout the module, students will have formative opportunities to present drafts of their work and participate in peer reviews, gaining

feedback that informs the refinement of their final submissions. Regular sessions with tutors provide guidance on the integration of technical and ethical considerations, allowing students to iterate and enhance their designs before final assessment.

As per UWE Academic Regulations and Programme Specification, for a pass/fail module a student must achieve a ‘pass’ grade to gain the academic credit. As per the ARB requirements compensation and/or condonement are not permitted for any module that will assess ARB’s Outcomes to passing standard.

Plagiarism Prevention: The assessment design promotes originality by requiring students to work on unique, pathway-specific projects and to engage in personal reflection on the design decisions made. Each assessment reflects engagement with specific design challenges, whilst demanding personal and contextual interpretation, significantly reducing plagiarism risk.

Resit Assessment: If required, the resit assessment will follow the same brief and submission format as the main assessment, allowing students to develop and submit a revised submission that meets the original assessment objectives.

Assessment tasks:

Exhibition (First Sit)
Description: Exhibition
(Pass/Fail assessment)
Weighting: 0 %
Final assessment: Yes
Group work: Yes
Learning outcomes tested: MO1, MO2, MO3, MO4

Exhibition (Resit)
Description: Exhibition
(Pass/Fail assessment)
Weighting: 0 %

Final assessment: Yes

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Architecture [Frenchay] MArch 2025-26

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