Module Specification

AEE Studio 3.1

Version: 2027-28, v1.0, 19 Mar 2025

Contents

Part 1: Information

Module title: AEE Studio 3.1

Module code: UBLL7L-30-3

Level: Level 6

For implementation from: 2027-28

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: Studio 2.1 - Living 2026-27

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module focuses on the development of architectural design skills through a principal project set in an international context. Students will critically explore design practices across diverse cultures, climates, and collaborative settings, emphasising ethical decision-making. Key areas of focus include brief development, architectural massing, structural and construction methods, environmental comfort in non-domestic buildings, safety and maintenance,

procurement strategies, and the role of construction professionals in fostering sustainable and ethical practices.

Features: Not applicable

Educational aims: The module aims to equip students with the skills to create architectural and environmental design proposals that meet defined briefs, addressing client and user needs while considering locational, social, cultural, and environmental contexts. Students will integrate ethical, professional, and technical knowledge, develop an awareness of integrating theory and criticism into design, and understand structural principles, materials, and construction technologies. The module will also foster collaborative working, effective communication, and the use of digital tools, while addressing environmental comfort and thermal performance in non-domestic buildings.

Outline syllabus: This module provides a holistic educational experience by fostering skills and practices essential for professional and academic development.

Further key topics covered within the syllabus include:

Develop and awareness of integrating written theory and criticism into design processes.

Develop understanding of structural principles, materials and construction technologies, to design and detail the building assemblies for a design proposal.

Put into use some of the engineering principles associated with static and dynamic movement in structural elements.

Collaborative working, working effectively as part of a group, fulfilling responsibilities, and contributing meaningfully to a project.

Undertaking key moves, design development and architectural massing to meet the brief.

Effectively communicate architectural and environmental design concepts through a

range of media and verbal presentations, ensuring clarity, coherence and professionalism.

Select and use appropriate digital and graphical tools to convey the design process and decisions.

Addressing environmental comfort and thermal performance in non-domestic buildings.

As part of a strategy to highlight enterprise activities in the curriculum, an element on inter-nationalisation shall be achieved through engagement of design in very different cultures and climates.

In this module the following competencies are met and assessed to passing standard appropriate to this level of study:

How diverse global, cultural, social, technological, economic factors and building technology influence aspects of architecture and urban design.

The principles and relevance of social sustainability, social value and inclusive design.

The principles of building construction, services, structure, materials use, assembly and manufacture.

Prepare and present architectural design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, responding critically to a brief

Prepare, appraise, refine and engage with building briefs of diverse scales and types, accounting for client, user, site, environmental and contextual requirements.

Demonstrate a critical and creative approach to architectural design.

Produce designs that integrate the artistic, spatial, environmental, social and experiential aspects of a building with the technical requirements of its construction.

Propose strategies for structure, construction technology, materials, services, ventilation, thermal environment and lighting and acoustics that are appropriate to a project's brief and context.

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.

Part 3: Teaching and learning methods

Teaching and learning methods: The project brief(s) will present a scenario that encourages students to critically assess, explore and learn through the process of design. There may be more than one project brief.

The studio is supported by lectures and workshops, which expand on key skills and knowledge throughout the year. Projects may vary in length, but assessment weight is not determined by project duration. For example, a shorter design-focused project may carry the same assessment weight as a longer project that involves for example, learning through making.

Scheduled Learning: The programme combines studio-based, problem-centred learning to enhance students' understanding of architectural and engineering design, cultural contexts, and research. Students engage in lectures, seminars, group tutorials, project supervision, practical workshops and work-based learning. Formative feedback is offered at various stages throughout the year, critically reviewing each element of the project. This enables students to refine the work within their project ahead of the final portfolio submission.

Independent Learning: Students are encouraged to learn through self-directed work,

including design projects, research, and preparation. Most of their time is spent on projects, with staged submissions throughout the module. The final portfolio demonstrates their work throughout the year. Independent learning includes reading, design and dissertation research, and assignment preparation.

Project Review and Feedback: Each project is reviewed at various stages by both academics and peers. Feedback is given to guide revisions of the final portfolio submission. Students are expected to act on feedback to improve their projects.
The essay report will be developed through mainly one to one sessions, however it is anticipated the students are primarily developing the report within their self-directed time.

The teaching strategy promotes inclusivity by ensuring all students, regardless of background, feel supported and represented. Accessible resources, including project briefs and guidelines in multiple formats compatible with assistive technologies, are provided well in advance. Case studies, guest speakers, and design examples reflect diverse cultural and professional perspectives, encouraging students to explore projects tied to their own or other cultural contexts. Learning scaffolding helps students with varied skill levels progress through phased reviews, regular feedback, and tailored workshops on technical skills and software. Inclusive studio practices foster a respectful and collaborative environment through co-created ground rules and diverse critique sessions.
Flexible assessment brief allow students to propose culturally meaningful projects aligned with clear learning outcomes and to choose formats that best showcase their work, such as physical models or digital renderings. Feedback is constructive, actionable, and delivered in multiple formats, ensuring clarity and accessibility.
Collaboration with library services to offer diversify resources, creating an equitable environment.

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

MO1 Create a well-ordered architectural, environmental and structural design proposals that address the requirements of a defined brief, considering client

and user needs, and responding to locational, social, cultural and environmental contexts.

MO2 Develop and resolve a design by critically evaluating locational, social, cultural, historical, and environmental contexts, identifying both opportunities and challenges and applying ethical principles to create solutions that meet the needs of clients, users, and broader societal demands.

MO3 Integrate structural, environmental, and mechanical systems into building designs, applying modern construction techniques and regulations to meet comfort, safety, and functionality, while understanding procurement, contracts, value, and the ethical responsibilities of construction professionals.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 192 hours

Face-to-face learning = 108 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/DF48CFA3-F065-7695-9204-E9897E7303C4.html?lang=en-GB&login=1

Part 4: Assessment

Assessment strategy: Task 1 Portfolio (80%)
An design portfolio that shall include aspects such as:
Development and realisation of a simple brief, including response to user needs, contextual integration and architectural organisation.
Development of the design into architectural massing and organisation considering the impacts of the engineering.
Integration of structural principles materials and construction technologies into a clearly resolved, sustainable design proposal.
Developed design of the architecture and engineering solutions as applicable.

Clear communication of design intentions through visual, verbal and written media. Students will maintain comprehensive sketchbooks and an illustrated journal throughout the module to document their observations, design research, and conceptual development. These materials are integral to the final portfolio, which must be well-curated and presented.

Task 2 - Structural Report (20%)
The essay requires students to critically engage with various structural solutions, demonstrating an awareness of static and dynamic movement in structural elements, developing technical knowledge, design and awareness, considering wider social and ethical considerations as well as practical coordination with the architecture and services designs.
This piece of academic writing will be targeted with enhanced study skills support as part of the scaffolding for inclusive assessment. If, in spite of this, any weaknesses in information literacy and academic writing are identified in submitted work. Feed-forward advice will be given about further support the student should explore.

Resit
For both tasks, the resit will have the same requirements as the first sit, the only difference being there is to be a written reflection requirement added

Assessment tasks:

Portfolio (First Sit)
Description: Design Portfolio
Weighting: 80 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2

Written Assignment (First Sit)
Description: Report (1,500 words)
Weighting: 20 %
Final assessment: No

Group work: No
Learning outcomes tested: MO3

Portfolio (Resit)
Description: Design Portfolio
Weighting: 80 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2

Written Assignment (Resit)
Description: Report (1,500)
Weighting: 20 %
Final assessment: No
Group work: No
Learning outcomes tested: MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Architecture and Environmental Engineering [Frenchay] BEng (Hons) 2025-26