



## **Module Specification**

### **AEE Studio 3.2**

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

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## Part 1: Information

**Module title:** AEE Studio 3.2

**Module code:** UBLL7M-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:** AEE Studio 3.1 2027-28

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module focuses on the integration of architectural design, building services, and environmental considerations to develop professional and academic competencies. Students will explore how to critically evaluate and apply complex architectural and engineering theories to existing structures, ensuring designs meet defined briefs and user needs. The module emphasises sustainable and ethical design practices, considering lifecycle impacts, comfort, and safety. Through hands-on projects, students will learn to communicate design concepts professionally using

diverse media, including digital tools, models, and presentations. The curriculum fosters a holistic approach, bridging theoretical and practical knowledge to create well-ordered, contextually responsive architectural solutions.

**Features:** Not applicable

**Educational aims:** The modules aim is to equip students to communicate architectural and environmental design concepts through various media, applying building services principles and construction technologies. Students will critically analyse and apply architectural and engineering theories to existing buildings and/or structures, ensuring designs meet client needs, comfort, safety, and sustainability. The module also covers integrating theory into design, creating well-ordered proposals, implementing complex performance specifications, and assessing environmental impacts. Students will develop skills in using digital tools to convey the design process and gain an understanding of assembly, maintenance, health and safety, and construction processes.

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

Key topics covered within the syllabus include:

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

Demonstrate an ability to create well-ordered architectural and building services design proposal that addresses the requirements of a defined brief within an existing building or structure, considering client and user needs, and responding to locational, social, cultural and environmental contexts.

Implement complex performance specifications taking into considering clients, users and wider contexts within an existing building or structure to deliver well-ordered architectural design solutions.

Implement complex performance specifications, applying quantitative tools to the analysis of building services design strategies that consider comfort, safety and

amenity criteria, developing an understanding of the potential for positive and negative environmental impacts associated with design decisions.

Understanding assembly, maintenance, health and safety, fire safety, and current construction processes and materials.

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

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

The principles of climate change and biodiversity as relevant to design and construction.

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

The principles required to ensure that buildings are safe to construct, inhabit, use and maintain, refurbish, re-use and deconstruct.

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.

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.

Understand the implications and benefits of regenerative design solutions and ethical sourcing and supply chains throughout the life cycle of architectural projects that meet or go beyond minimum standards.

Understand the implications and benefits of working with existing buildings including potential for re-use and retrofit, and the resulting environmental impact.

### **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.

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

**MO1** Effectively and clearly communicate coherent architectural and environmental design concepts through a range of 2D and 3D media and verbal presentations.

**MO2** Integrate building services engineering principles, material specification and construction techniques, into a comprehensive building design proposal that responds to comfort, safety, lifecycle, and environmental impacts.

**MO3** For a given design brief and set of engineering performance targets, demonstrate an ability to apply the theories of regenerative architecture to enhance the social value of a complex case study building.

**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](https://readinglists.uwe.ac.uk) via the following link

<https://rl.talis.com/3/uwe/lists/D2DDC84F-4A01-9F81-3C4F-1F5E8FC4CAF8.html?lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** Portfolio is recognised by professional validating bodies as the appropriate assessment tool for architectural students.

## Task 1 - Portfolio

Development of a narrative and architectural organisation and facade within an existing building and/or structure

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.

### Resit

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: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

#### **Portfolio (Resit)**

Description: Design Portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

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