Module Specification

AP Studio 4

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Contents

Part 1: Information

Module title: AP Studio 4

Module code: UBLL7R-60-3

Level: Level 6

For implementation from: 2028-29

UWE credit rating: 60

ECTS credit rating: 30

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: AP Studio 3.1 2027-28, AP Studio 3.2 2027-28

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Architecture and Planning Studio 4 is the final studio and integrates architectural and urban design criteria in response to complex, real-world challenges. It is a vehicle for both the RIBA and RTPI aspects of the course.

Project work provides a scenario that encourages critical evaluation, exploration and learning by the student. The studio is supported by lectures and workshops through which key skills and technical knowledge can be expanded. The project that is

undertaken is a single continuous brief that takes you from the urban scale into detailed architectural design. Though this is not necessarily a linear journey through the scales.

Features: Not applicable

Educational aims: The module aims to develop students' ability to conceive, evaluate, and execute complex architectural and urban design proposals that address societal needs, environmental sustainability, and inclusivity. It prepares students to navigate competing demands such as governance, safety, and economic viability while demonstrating ethical and professional conduct. The educational experience integrates interdisciplinary collaboration, reflective practice, and advanced technical strategies, equipping students with the skills to respond to contemporary challenges in architecture and planning.
In addition to assessed Learning Outcomes, the module seeks to:

Foster collaborative skills within group settings, encouraging professional responsibility and effective teamwork.
Promote the use of diverse learning resources, including planning regulations, architectural theory and architectural technology to inform design practice.

Develop advanced communication skills using visual, verbal, and written methods, including sketching, modelling, and digital tools, to critically appraise and present design proposals.

Encourage the cultivation of a professional level of enquiry and reflection.

Outline syllabus: The content of this module (in terms of the subjects for investigation and the design tasks undertaken) will be determined by the design studio teaching team at the start of each academic session in response to current national and international agendas and the research and practice interests and specialisms of the teaching team and the School of Architecture.

The module content reflects current architectural and planning challenges, emphasizing the integration of technical strategies with broader design intentions. The syllabus is structured to support the development of comprehensive design

solutions through research, analysis, and iterative design processes.

Design Brief and Contextual Analysis:
Students will engage with a real or simulated client to develop design solutions responding to a specific brief.
Research will involve evaluating the physical, social, economic, and environmental context, integrating spatial planning principles and site-specific constraints.
Analysis will include examining relevant planning policies and statutory frameworks.

Interdisciplinary Design Development:
Students will explore innovative design approaches that address user needs and incorporate technical strategies.
Projects will test competing priorities, including sustainability, functionality, fire and life safety, and economic feasibility, aligning with governance frameworks and professional standards.

Technical Integration:
Development of a technical substantiation report addressing structural principles, environmental performance, material selection, and advanced building services.
Students will produce detailed technical elements, including:
General Arrangement: Organizing structure, construction envelope, services, and fire escape strategies.
Building Element Design: Using models and detailed drawings to demonstrate construction detailing and its relationship to architectural intent.
Technical Logbook: Evaluating the project against thematic questions such as thermal performance, safety, lifecycle, and ethical considerations.

Representation and Presentation:
Emphasis on the use of diverse media, including physical and digital modeling, CAD, and GIS, to visualize and communicate design proposals effectively.
Regular studio critiques and feedback sessions to refine designs based on peer and academic input.

Reflection and Portfolio Development:

Students will critically evaluate their design decisions, documenting their process and justifying their approaches in their portfolios.
The portfolio will serve as the primary assessment tool, showcasing the integration of design, technical, and contextual considerations.

Part 3: Teaching and learning methods

Teaching and learning methods: The module uses a diverse range of teaching and learning approaches to guide students toward specialized practice in architecture and urban design. The emphasis is on integrating theoretical knowledge, technical proficiency, and practical application through a studio-based and problem-centred learning environment.

Seminars and lectures provide students with a theoretical foundation, covering topics such as sustainable design, spatial planning, and to explore key case studies. These sessions also address technical and contextual themes, including environmental performance, cultural context, and regulatory frameworks. Workshops and practical sessions focus on developing hands-on skills with digital tools, architectural detailing, model-making, and architectural visualisation.
Design critiques and reviews are an integral part of the learning experience. These sessions provide iterative feedback from tutors, peers, and industry professionals, helping students align their work with professional standards. Collaborative studio sessions foster interdisciplinary problem-solving, encouraging teamwork on complex architectural challenges. Through these collaborative activities, students build essential skills for addressing large-scale and public-realm-focused projects.

Fieldwork and external engagements, including site visits and interactions with practitioners, offer real-world insights into the contextual and technical challenges of urban design. These experiences enrich students' understanding of professional practices and their application to design projects.
Independent learning plays a key role in the module. Students are expected to take initiative in advancing their projects through self-directed studio work and research activities, including site analysis, precedent studies, and critical engagement with

planning policies and design theory. Developing a comprehensive portfolio that documents the progression from concept to final proposal is a critical element of the module. This portfolio integrates technical and contextual research, demonstrating the depth and breadth of their learning. Peer-to-peer discussions are encouraged as a means of exchanging ideas and refining design concepts collaboratively.

Assessment is integrated throughout the module via staged submissions and interim presentations, which provide opportunities for formative feedback and refinement. The final portfolio serves as the culmination of the module, showcasing the integration of design, technical, and contextual elements.

This teaching and learning approach balances structured guidance with independent exploration, preparing students to address real-world architectural and planning challenges. The methods reflect the module's commitment to professional and technical excellence while aligning with RIBA and RTPI standards in sustainability, interdisciplinary collaboration, and reflective practice.

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

MO1 Develop design solutions that address client and user needs, integrate spatial planning principles, and respond to social, cultural, and environmental contexts. Demonstrate the societal role of architecture and planning in promoting sustainability and inclusivity.

MO2 Apply problem-solving and analytical skills to propose viable architectural and spatial solutions. Address competing requirements, including governance, sustainability, functionality, safety, and economic viability, demonstrating alignment with professional planning frameworks.

MO3 Formulate and implement technical strategies that integrate functional, aesthetic, and environmental performance. Combine multidisciplinary perspectives to address fire and life safety, demonstrate ethical and professional conduct, and address complex environmental architectural challenges.

MO4 Critically assess design decisions and their impacts, incorporating feedback and reflective practice to refine approaches. Demonstrate a

commitment to lifelong learning and professional growth, ensuring alignment with ethical, social, and sustainability standards.

Hours to be allocated: 600

Contact hours:

Independent study/self-guided study = 295 hours

Face-to-face learning = 305 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/49791CA0-54E8-F88C-5AC7-8E44565C26B4.html

Part 4: Assessment

Assessment strategy: 100% of the module mark is awarded for the Portfolio submitted at the formal assessment point for the module. The Portfolio which contains a technical element is formally understood by the professional validating bodies as the vehicle suitable for the assessment of an architectural student and, as such is the assessment vehicle identified for this module.

The summative assessment is a holistic review of the Portfolio submission, which is reviewed with regard to a range of assessment criteria published with the Module Guide. Typically, the criteria cover themes such as: response to user needs; architectural organisation; response to context; drawing skill; and communication.

Formative review and assessment occurs at the conclusion of each of the design projects taken during the year. Each project may differently emphasise an aspect of the learning outcomes identified for the module and this particular emphasis is expressed to the student as part of the project brief.

It is usual for a small part of the module to be conducted as group work, which usually equates to less than 10% of the module workload.
The group activities are experiences, defining the studio culture, as such the group

work is not marked but is a catalyst for individual work.

Guidance related to the portfolio submission requires that this work element is interpreted individually as part of the portfolio and that a clear distinction is made in the portfolio between the group work and any individual work that flows from this.

Assessment tasks:

Portfolio (First Sit)
Description: Technical element of portfolio
Weighting: 25 %
Final assessment: No
Group work: No
Learning outcomes tested: MO3

Portfolio (First Sit)
Description: Design element of portfolio
Weighting: 75 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO4

Portfolio (Resit)
Description: Technical element of portfolio.
Weighting: 25 %
Final assessment: No
Group work: No
Learning outcomes tested: MO3

Portfolio (Resit)
Description: Design element of portfolio
Weighting: 75 %
Final assessment: Yes
Group work: No

Learning outcomes tested: MO1, MO2, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Architecture and Planning [Frenchay] BA (Hons) 2025-26