



## **Module Specification**

### **AEE Studio 4**

Version: 2028-29, v1.0, 20 Mar 2025

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## Part 1: Information

**Module title:** AEE Studio 4

**Module code:** UBLL7V-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:** AEE Studio 3.1 2027-28, AEE 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:** This architectural studio module integrates architectural design with environmental engineering through a thematic brief that evolves annually in response to pressing global and local issues. Students will critically investigate architectural narratives, site-specific strategies, and environmental performance while integrating advanced technical solutions into their design proposals. Emphasis is placed on iterative development, rigorous research, and innovative design thinking. The studio fosters creativity, technical proficiency, and critical reflection,

culminating in a portfolio that demonstrates a holistic approach to sustainable and context-sensitive architecture.

**Features:** Not applicable

**Educational aims:** This module aims to bring together all key learning the students have developed on the course, enabling them to develop architectural and environmental design proposals by integrating urban analysis, structural principles, and construction technologies, while addressing social, cultural, and environmental contexts. Students will use digital tools to communicate design processes, incorporate sustainability, and integrate mechanical and electrical services. Emphasis is placed on collaborative working, regulatory compliance, engineering analysis, and applying theory and criticism. Students will also apply ethical considerations in design, conduct research to inform proposals, and present their work effectively through various media and verbal communication.

**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 department.

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.

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

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

Analyse complex engineering plant and systems within the design to solve problems relating to engineering specifications and performance indices.

Regulation requirements, leveraging learning materials such as Building Regulations and health and safety, fire safety and other key resources to develop studio projects, with particular focus on integrating written theory and criticism into design processes.

Applying ethical considerations to create solutions that address client, user and wider social needs within the architectural and engineering context.

Effectively communicate architectural and environmental design concepts through a range of media and verbal presentations, ensuring clarity, coherence and professionalism.

As part of a strategy to highlight enterprise activities in the curriculum, aspects of critical analysis, judgement and risk taking shall be explored and evidenced.

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

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

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

The principles of building physics and environmental design.

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.

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.

Prepare and document designs that demonstrate appropriate consideration of fire safety, life safety and wellbeing and inclusivity of users, the public and building constructors.

Use appropriate digital systems for creating, modelling, processing, presenting, and sharing design, building and project information.

Use techniques of research, enquiry and experimentation to develop effective solutions to architectural problems and to broaden their knowledge base.

Critically evaluate a diverse range of architectural precedents in order to inform design thinking.

Locate and evaluate evidence that may be incomplete or contradictory, critically evaluating the quality of knowledge sources, making judgements and drawing appropriate conclusions that can inform architectural practice.

Communicate effectively with both specialists and non-specialist audiences through a range of media.

Display a committed approach to equity, diversity and inclusion, including in their approach to designing environments and in their relationships with colleagues, employees, clients and communities.

Uphold the architect's obligations to the health and safety of the public and building users and building constructors.

Uphold the architect's obligation to the environment, society, and the wellbeing and quality of lives of current and future generations.

Recognise the responsibilities and duties of care that architects have towards their clients, users, the public and those with whom they work.

### **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 problem-centred 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 offering feedback. 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 research 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. Individual consultations are available to address specific needs, while group activities encourage learning from peers' experiences.

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. This approach equips all students with the skills and confidence to excel in their design practice and future careers.

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

**MO1** Develop and refine a project brief, narrative and manifesto, based on comprehensive urban analysis, using it to create a well-resolved architectural design proposal that meets client and user needs, while responding to the broader historical, social, cultural and environmental contexts.

**MO2** Select and use appropriate digital communication tools to graphically convey analysis, process and design intentions, ensuring clarity, accuracy and professionalism.

**MO3** Develop and implement a building services strategy that incorporates environmental criteria and integrates mechanical and electrical services, with an emphasis on technical solutions, material choices, and the environmental impacts of the building lifecycle.

**MO4** Conduct and justify substantial technical research in architecture and environmental engineering, employing a clear approach that builds upon existing work and uses research findings effectively evaluating the design proposal.

**Hours to be allocated:** 600

**Contact hours:**

Independent study/self-guided study = 384 hours

Face-to-face learning = 216 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/68E2144B-0537-9EF7-48B3-B3C6473E2717.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/68E2144B-0537-9EF7-48B3-B3C6473E2717.html?lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** Recognised by the professional validating bodies as the primary assessment vehicle for architectural students, the portfolio is assessed



holistically at the end of the year.

### Task 1 - Design Portfolio

The design portfolio will include a combination of strategic design, conceptual development, design proposals and technical components.

Assessment criteria include:

Development and realisation of the brief, including response to site, user needs, contextual integration and architectural organisation

Integration of structural principles, materials and construction technologies into a clearly resolved, sustainable design proposal.

Clear communication of concept and design development and final intentions through effective use of visual, verbal and written media.

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.

A component of the module will be conducted as groupwork. This groupwork element will be interpreted individually as part of the portfolio.

### Task 2 - Engineering portfolio

The engineering portfolio is integrated within the above portfolio. The engineering technical elements of the main architectural project are assessed for this task.

### Task 3 - Technical Research Report

The technical research report is a self-directed piece of individual investigation focussing on a chosen aspect of architecture and environmental engineering.

Students choose a research subject linked to their concept or technical exploration of the building they are designing in the studio. It should be a deep study of one technical aspect of the design, showing an appreciation of research methods.

This is the final significant piece of academic writing in the programme, with similar assessments in earlier years being used to scaffold academic writing skills, as part of an inclusive assessment strategy.

For all three tasks, the resit will have the same requirements as the first sit.

**Assessment tasks:**

**Portfolio (First Sit)**

Description: Design Portfolio

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

**Portfolio (First Sit)**

Description: Engineering Portfolio

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3

**Written Assignment (First Sit)**

Description: Technical Report (3000 words)

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO4

**Portfolio (Resit)**

Description: Design Portfolio

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

**Portfolio (Resit)**

Description: Engineering Portfolio

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3

**Written Assignment (Resit)**

Description: Technical Report (3,000 words)

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

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