



MODULE SPECIFICATION

| Part 1: Information | | | |
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| Module Title | Design Studio B | | |
| Module Code | UBLM6X-60-M | Level | Level 7 |
| For implementation from | 2019-20 | | |
| UWE Credit Rating | 60 | ECTS Credit Rating | 30 |
| Faculty | Faculty of Environment & Technology | Field | Architecture and the Built Environment |
| Department | FET Dept of Architecture & Built Environ | | |
| Module type: | Project | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
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| <p>Overview: Pre-requisites: students must take Architecture Studio A or equivalent design learning.</p> <p>Educational Aims: See Learning Outcomes.</p> <p>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. The focus will be upon the design of structures and buildings in an existing physical or virtual and intellectual context.</p> <p>At least two general subject options, structured as ‘design units’ 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 department of planning and architecture. Indicative themes include health and architecture, cinematic space, hybrid architecture, sustainable development, the changing architecture of heritage.</p> <p>The module has an intentionally open syllabus, enabling each ‘design unit’ option leader to structure the learning in response to the specific agenda he or she sets with the views to create a pathway for specialisation. Within the agenda there will be a degree of freedom for each student to pursue a thesis of his or her own choosing that develops an individual interest. The module</p> |

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therefore acts as a framework to support the development of each student as an architectural designer exploring a specialism.

Common to all students' architectural designs within all 'design units' will be the requirement to communicate and substantiate the design through technical and intellectual studies and presentations using a variety of media. This will be supported through skills sessions and formative, interim presentations of work.

Teaching and Learning Methods: Scheduled contact hours will constitute approximately 180 hours of the anticipated 600 hours of work necessary to complete the module.

Teaching and learning in the studio modules (Design studios A and B) focuses on independent study under the supervision of module leaders, design tutors and research advisors. Studio sessions typically include a combination of studio presentations and lectures, workshop activities, group and individual tutorials and independent study.

Design Studio B is created as a framework in which each student has an opportunity to develop a design exploration that is of personal interest within a range of pathways to achieve a specialisation offered as 'design units'. The module teaching and learning methods therefore range from shared activities within the whole module group that creates and supports the framework to smaller group activities that are subject specific to the design unit options, to individual tutorials that support the individual student's specialist design exploration within those options. As part of the module students will undertake a field course to a destination relevant to the agenda of the design unit options.

Each student will complete a design project that engages within the agenda set by each 'design unit'. Each studio project will require a design proposal for an individual building, group of buildings, part of a building or other three dimensional spatial configurations. This proposal will be presented using a variety of media (which can include but is not limited to: drawing, three dimensional modelling, both physical and digital, still or moving imagery, reports, technical studies and verbal presentations). Students will make presentations to tutors, visitors (professional and lay) and fellow students explaining their proposals at intervals during the development of design proposals. The feedback on these presentations, along with tutorial discussion, will provide the formative assessment of the work.

Students will be expected to attend the studio on two days per week. At least one of these days will be scheduled learning. The other studio day will be for independent study. Students will be expected to undertake additional independent study outside of this time. The studio environment is an essential element of design education. Students will be expected to work in the studio. In this environment there is opportunity for cross pollination of ideas and processes through formal and informal exchange between staff, students and peers.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, workshops; fieldwork; external visits; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices you make.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Tutorials/Seminars/Formative Reviews: 100 hours

Supervised studios: 30 hours

Visits: 20 hours

Lectures: 15 hours

Summative assessment (final reviews and assessments): 15 hours

Self directed learning: 420 hours

Total Student Hours: 600 hours

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Part 3: Assessment

Formative assessment is provided throughout the course of the module in design studio tutorials, and in design reviews. Design review presentations are often given formative marks as a guide to inform subsequent work on the project.

The summative assessment of the module is the assessment of one component, a design project portfolio. The design project portfolio allows students to gather all their project work from the module to demonstrate overall that they have achieved the learning outcomes of the module. It is the most appropriate way of assessing design work.

Criteria of assessment:

At the end of the module, the student is expected to demonstrate within their design project portfolio that they can:

Within the agenda of a chosen specialise design unit and using architectural design, develop a design thesis with a clear hypothesis, rigorous conceptual underpinning and critical engagement with an intellectual context.

Produce comprehensive and complex design proposals for a physical or virtual intervention (in the form of a structure, building, buildings, groups of buildings or alterations to existing buildings and other structures) of which a significant part is resolved in detail and integrates in depth understanding of the methods, materials, processes and technologies of its potential realisation.

Demonstrate an ability to respond creatively and critically to the contexts appropriate to the aims of the project, whether that is social or economic or cultural or political or environmental or physical or theoretical.

Critically evaluate and apply effective methods of communication of the design proposals using a variety of media (which can include but is not limited to: drawing, three dimensional modelling, both physical and digital, still or moving imagery, reports, technical studies and verbal presentations) in a manner suitable to the intended audience.

| First Sit Components | Final Assessment | Element weighting | Description |
|-------------------------|------------------|-------------------|----------------------------|
| Portfolio - Component A | ✓ | 100 % | Design project (portfolio) |
| Resit Components | Final Assessment | Element weighting | Description |
| Portfolio - Component A | ✓ | 100 % | Design project (portfolio) |

Part 4: Teaching and Learning Methods

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| Learning Outcomes | On successful completion of this module students will achieve the following learning outcomes: | |
| | Module Learning Outcomes | Reference |
| | Within the agenda of a chosen design unit and using design, develop a design thesis with a clear hypothesis, rigorous conceptual underpinning and critical engagement with an intellectual context | MO1 |
| | Produce comprehensive and complex design proposals for a physical intervention (in the form of a structure, building, buildings, groups of buildings or alterations to existing buildings and other structures) of which a significant part is resolved in detail and integrates in depth understanding of the methods, materials, processes and technologies of its potential realisation | MO2 |
| | Demonstrate an ability to respond creatively and critically to the contexts appropriate to the aims of the design project, whether that is social or economic or cultural or political or environmental or physical or theoretical | MO3 |

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| | Critically evaluate and apply effective methods of communication of the design proposals using a variety of media (which can include but is not limited to: drawing, three dimensional modelling, both physical and digital, still or moving imagery, reports, technical studies and verbal presentations) in a manner suitable to the intended audience | MO4 |
| | Contribute to group research, discussion, debate and critique within the 'design unit' | MO5 |
| Contact Hours | Independent Study Hours: | |
| | Independent study/self-guided study | 420 |
| | Total Independent Study Hours: | 420 |
| | Scheduled Learning and Teaching Hours: | |
| | Face-to-face learning | 180 |
| | Total Scheduled Learning and Teaching Hours: | 180 |
| | Hours to be allocated | 600 |
| | Allocated Hours | 600 |
| Reading List | <p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/ublm6x-60-m.html</p> | |

Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Architecture [Sep][PT][Frenchay][3yrs] MArch 2018-19

Architecture {Apprenticeship} [Sep][PT][Frenchay][3yrs] MArch 2018-19

Architecture [Sep][FT][Frenchay][2yrs] MArch 2018-19