



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Design Studio 4		
Module Code	UBLMPV-60-3	Level	Level 6
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	Integrated Practice Studio 2019-20		
Module Entry requirements	None		

Part 2: Description
<p><b>Educational Aims:</b> In addition to the Learning Outcomes, the educational experience may explore, develop, and practice but not formally discretely assess the following:</p> <p>Working as a member of a group and meeting obligations to others within the module cohort.</p> <p>The use of learning resources in support of studio practice, including building Regulation Guidance and, in particular, the relationship between written architectural theory and criticism and design practice.</p> <p>Use visual, verbal and written communication methods and appropriate media (including sketching, modeling, digital and electronic techniques) to clearly and effectively convey and critically appraise design ideas and proposals</p> <p>Professional habits of work, time-keeping and punctuality</p> <p><b>Outline Syllabus:</b> 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.</p>

## STUDENT AND ACADEMIC SERVICES

Students will be given a design brief in each academic year – one of which will have a technical substantiation report submitted. They will critically develop this brief and also will be asked to understand the site with a real client (when possible). The students will also have to research the site to understand the physical, social, economic and environmental context as well as the planning policies associated to it. Some of this research work will be undertaken in study groups. In developing a design and contextual response it is expected that students experiment with a range of media in order to test out design ideas and ultimately to present their ideas in a way that is appropriate to their proposal. Each element of the project is critically reviewed at various stages jointly by academics and peers at its point of conclusion and indicative assessment feedback is provided. Students are expected to act on feedback and revise their project as necessary for the final portfolio submission of their year's work as a portfolio. The portfolio which includes a technical element constitutes the formal assessment point for the module. Students are expected to make this portfolio a full and comprehensive account of all their work on the module and to this end they are directed to keep sketch books, their process of design research, technical and conceptual development for each project. Students will be expected to curate and provide a well presented portfolio.

Design Studio 4 requires the students to marshal the technical knowledge they have developed over the preceding years of study and exercise design judgement in the use of this knowledge to develop a technical strategy that is integrated with their design intentions for their major project. As the technical descriptions are to suit and be integrated with the nature of each student's individual inquiry the mode of technical description is not prescribed; but typically this technical substantiation will include similar technical elements to those required at levels 1, 2 and 3, that is:

A description of the 'General Arrangement' of the building – demonstrating its organisation of structure, construction envelope, services and fire escape strategy;

The design of a Building Element – in model and detail drawing that demonstrates how construction detailing has informed an architectural idea;

A Technical Logbook – that evaluates the building with reference to the thematic questions discussed previously in Level 1, 2 and 3 studies and outlined below.

In developing an integrated technology strategy for their buildings students will be expected to evaluate and answer the following thematic questions:

- Structural Principles and Structural Sizes
- Material Choices and Properties
- Environmental Comfort
- Building Physics and Thermal Performance
- Construction Detailing
- Construction Poetics
- Assembly, Maintenance and Safety
- Advanced Mechanical and Electrical Services
- Building Lifecycles
- Data and Research
- Ethics and Value

The students will also have to produce a technical substantiation report alongside their portfolios. This will provide evidence of their investigations into appropriate structural, environmental, material, constructional and advance building services strategies. It will also provide evidence of their investigations into the relevant regulations that might inform their design proposals. It will evidence their ultimate choice of approach and justify the decisions that they have made. Evidence might take the form of product and material research, precedent studies, calculations and modelling.

**Teaching and Learning Methods:** Scheduled learning: As noted above the intended Programme strategy is to provide the students with a greater understanding of architectural and planning design and construction delivered as a studio-based and problem-centred learning experience. Expand their knowledge of cultural context and augment their ability to undertake an integrated design response.

## STUDENT AND ACADEMIC SERVICES

Independent learning: The studio-based teaching continues the ethos of 'learning by doing'. Specific studio time is to be scheduled during which students are either undertaking self directed work or undertaking workshops or engaged in small group design seminars. Students are encouraged to engage in constructive discussions with each other and design tutors relating to their design and research projects. Projects are undertaken with staged submissions/presentations throughout the year and the bulk of students' time will be devoted to this work.

Notwithstanding this, the final portfolio will form the critical resolution and demonstration of the year's work.

Scheduled learning includes lectures, seminars, group tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.

Independent learning includes hours engaged with essential reading, design project and preparation, assignment preparation and completion etc.

Scheduled sessions may vary slightly depending on the module choices you make.

As a 60 credit module, students are expected to study for a total of 600 hours across the year. This time requirement is allocated as follows:

305 hours contact time that includes lecture based sessions, small-group design seminars (providing tutorial support for on-going project work), feedback sessions, skills workshops and demonstrations, and one-to-one sessions as appropriate.

295 hours self-directed learning, including sessions within a timetabled design studio space, in which students are expected to prepare for, develop and resolve design projects, as well as respond to feedback and prepare final presentation material and portfolio content.

### Part 3: Assessment

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 component of the module (part of one project) to be conducted as group work, which usually equates to less than 10% of the module workload. 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.

First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	75 %	Design element of portfolio
Portfolio - Component A		25 %	Technical element of portfolio

## STUDENT AND ACADEMIC SERVICES

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Portfolio - Component A		25 %	Technical element of portfolio

Part 4: Teaching and Learning Methods																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Module Learning Outcomes</th> <th>Reference</th> </tr> </thead> <tbody> <tr> <td>Demonstrate an ability to conceive and execute a design proposal that responds to and satisfies the requirements of a clearly defined brief and relates to client and user needs and the wider social and cultural context</td> <td>MO1</td> </tr> <tr> <td>Demonstrate the ability to evaluate and form considered judgements in relation to key theoretical, cultural (fine arts, humanities) and historical concepts and relate them to their design.</td> <td>MO2</td> </tr> <tr> <td>Provide substantiated design proposals which demonstrates successful resolution of the conflicting requirements of client and user needs, available technology, sustainability , programme, and commercial viability</td> <td>MO3</td> </tr> <tr> <td>Determine an appropriate technical strategy that responds to the functional requirements of a complex brief with a well-ordered technical solution that recognises and refines the ordering principles of that design intention.</td> <td>MO4</td> </tr> <tr> <td>Evaluate a range of construction technologies, then identify and research a technical strategy and material choices that is used to compose the detail of an architectural component that is refined to convey a declared architectural intention.</td> <td>MO5</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Demonstrate an ability to conceive and execute a design proposal that responds to and satisfies the requirements of a clearly defined brief and relates to client and user needs and the wider social and cultural context	MO1	Demonstrate the ability to evaluate and form considered judgements in relation to key theoretical, cultural (fine arts, humanities) and historical concepts and relate them to their design.	MO2	Provide substantiated design proposals which demonstrates successful resolution of the conflicting requirements of client and user needs, available technology, sustainability , programme, and commercial viability	MO3	Determine an appropriate technical strategy that responds to the functional requirements of a complex brief with a well-ordered technical solution that recognises and refines the ordering principles of that design intention.	MO4	Evaluate a range of construction technologies, then identify and research a technical strategy and material choices that is used to compose the detail of an architectural component that is refined to convey a declared architectural intention.	MO5				
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Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p><a href="https://uwe.rl.talis.com/modules/ublmpv-60-3.html">https://uwe.rl.talis.com/modules/ublmpv-60-3.html</a></p>																

<b>Part 5: Contributes Towards</b>
This module contributes towards the following programmes of study: