



MODULE SPECIFICATION

Part 1: Information			
Module Title	Design Studio 1		
Module Code	UBLLYC-60-1	Level	Level 4
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 Geography & Environmental Mgmt		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Educational Aims: In addition to Learning Outcomes, the educational experience within this module may explore, develop and practise 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, criticism and design practice;</p> <p>Professional habits of work, time keeping and punctuality.</p> <p>Outline Syllabus: Teaching will encourage students' design work to integrate conceptual ideas, spatial organisation and technologies of material use and construction design into an indivisible whole. Technical themes that will be explored within an individual project include:</p> <p>Structure: Building Systems</p> <p>Environmental and Sustainability: Building Physics, Energy Use, Testing and Performance, Environmental Organisation</p>

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Detailed Resolution: Materials, Construction, Assembly and Maintenance,

Ethics, Codes and Value: Building Regulations, Cost

Teaching and Learning Methods: This module recognises that, for the majority of students enrolling upon it, it will be their first experience of the practice of architectural design. As this is so, the module concentrates on the foundational basics of architectural drawing, modelling and studio design practice and focuses on the following key outcomes:

Through the practice of design the accomplishment of skills in 2 and 3-dimensional representation necessary to support the act of design;

The ability to conceive a simple architectural concept and, in relating this to contextual information, use it to develop and refine design propositions for small buildings;

The demonstration of good working habits including regular attendance, iterative working methods and collaborative engagement with studio-based exploration of problems.

The module is taught as a design studio where a sequential series of design projects are undertaken. Each project formulates a problem-solving scenario that encourages experiential learning by the student and through which key design skills and use of technology are delivered and used by the student in their design practice. Projects vary in length, although this time-period does not necessarily correlate with the assessment weighting of a project. Some aspects of project work may also be required to be carried out simultaneously across the year of study.

Central to the pedagogy of this module is the physical experience of drawing and making representations of architecture. The exploration and understanding of space and form through physical model making is held to be essential and the use of hand drawing for observation, record, and design purposes is understood as paramount. Aspects of computer-aided representation are introduced as part of the module.

The ethos of the module is that design is a process that encompasses creative investigation and problem-solving across a range of inter-related disciplines including spatial, social, artistic and technological approaches. The expectation is that a design proposal will integrated these approaches into a refined design solution and that this art of design is learned through the repeated practise of design. It follows that the assessment of the module is through the compilation of a portfolio of design projects developed during the year's duration of this Studio. It is important however that each student that successfully completes the module has demonstrated their developing practice as a designer; and that the can demonstrate understanding of a range of knowledge and skills both in terms of design and technology. For this reason, the module has two Elements:

A1 Design Portfolio – assessing the student's ability to develop projects that explore and apply spatial, conceptual, detailed and technological considerations of a design problem and develop these as creative design solutions;

A2 Skills Portfolio testing the student's knowledge and skill in a range of disciplines that support the act of design. These may include drawing conventions, observational drawing, spatial analysis, research skills and understanding of a technical body of knowledge.

Part 3: Assessment

At the end of the module, students will be required to compile one portfolio submission that will organise and present all their process and design work developed for the module. Within this portfolio, students will be directed to present their work for assessment in relation to one or other of the two elements of assessment: A1 Design Portfolio or A2 Skills Portfolio. In order to pass the module both of these Elements are required to be passed at a minimum of 40%. This passing threshold mark is a PSRB requirement and a student cannot pass the module without passing both Element A1 and A2. The module's specification of a portfolio submission compiling design work developed across a year of study is the accepted pedagogy for assessing the development of architectural

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design skills and is understood as such by the PSRB bodies reviewing this module. This project-based module and its assessment in portfolios that compile an holistic account of each individual student's design work introduces the Level 1 students to the central process by which they will learn design throughout their degree programmes.

At its conclusion academics and peers critically review each project jointly. Formative assessment feedback is provided at this juncture. These reviews also provide a point at which each student presents their work thus allowing academics to verify the provenance of the work as authored by that student alone. At the mid-point in the year students will be required to submit their portfolio for a formative review for which feedback will be provided. Students are invited to act on formative feedback provided at these reviews so that they might revise their projects as part of the compilation and curation of their year's work for the module, which is then presented as a Design Portfolio at the point of assessment (Element A1). Students are required to make this portfolio a full and comprehensive account of all their work on the module. To this end, the portfolio should compile completed project work for each design project brief set during the year. Students are also directed to keep sketch books across the year that catalogue their process of design development and reflective practice, record discussions with tutors and critique of their work at project reviews. These sketch books are also assessed as part of the portfolio submission.

One or possibly two projects delivered in this studio module may require small-group working by enrolled students. Work developed in collaboration with other students may then be reviewed at the conclusion of that project and awarded formative feedback and a formative mark. Collaborative projects will be designed to result in an outcome that can then be taken forward individually by students for completion and presentation in the portfolio submitted for assessment. This work can therefore be seen as an individual development and presentation of initial group work. Formative group marks will not be carried over in to the final assessment of the module.

First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	65 %	Project portfolio
Portfolio - Component A		35 %	Skills portfolio
Resit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	65 %	Project portfolio
Portfolio - Component A		35 %	Skills portfolio

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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 style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Execute representations of three dimensional space and form in drawings (by hand and using a computer) and physical models</td> <td>MO1</td> </tr> <tr> <td>Apply representation skills in surveying, drawing and physical model making with accuracy and care in order to explain a creative response to a well-defined problem</td> <td>MO2</td> </tr> <tr> <td>Understand, albeit in simple terms, the conceptualisation of architectural ideas such that students can explain the organisational concept for a design through representation, and verbally justify this conceptual thinking</td> <td>MO3</td> </tr> <tr> <td>Frame an argument for a design proposition using a prescribed form of drawings, models and verbal presentation and debate this proposal with critics</td> <td>MO4</td> </tr> <tr> <td>Analyse a design brief, break down and differentiate between the (potentially conflicting) client requirements contained therein and resolve and order these requirements through the development of a design proposal</td> <td>MO5</td> </tr> <tr> <td>Record and analyse contextual influences and respond, by design, to these social, environmental, professional and technical influences on a design problem</td> <td>MO6</td> </tr> <tr> <td>Combine first principles of construction technology with design decision-making in response to a well-designed design problem</td> <td>MO7</td> </tr> <tr> <td>Design a one or two-storey building that responds to the functional requirements of a clearly defined brief with a well-ordered architectural solution</td> <td>MO8</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Execute representations of three dimensional space and form in drawings (by hand and using a computer) and physical models	MO1	Apply representation skills in surveying, drawing and physical model making with accuracy and care in order to explain a creative response to a well-defined problem	MO2	Understand, albeit in simple terms, the conceptualisation of architectural ideas such that students can explain the organisational concept for a design through representation, and verbally justify this conceptual thinking	MO3	Frame an argument for a design proposition using a prescribed form of drawings, models and verbal presentation and debate this proposal with critics	MO4	Analyse a design brief, break down and differentiate between the (potentially conflicting) client requirements contained therein and resolve and order these requirements through the development of a design proposal	MO5	Record and analyse contextual influences and respond, by design, to these social, environmental, professional and technical influences on a design problem	MO6	Combine first principles of construction technology with design decision-making in response to a well-designed design problem	MO7	Design a one or two-storey building that responds to the functional requirements of a clearly defined brief with a well-ordered architectural solution	MO8
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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/ubllyc-60-1.html</p>																		

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Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Architectural Technology and Design {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19

Architecture and Environmental Engineering {Foundation} [Sep][SW][Frenchay][6yrs] BEng (Hons) 2018-19

Architecture and Environmental Engineering {Foundation} [Sep][FT][Frenchay][5yrs] BEng (Hons) 2018-19

Architectural Technology and Design {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2018-19

Interior Architecture (International) {Foundation} [Sep][SW][Frenchay][6yrs] BA (Hons) 2018-19

Architecture {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19

Interior Architecture (International) {Foundation} [Sep][FT][Frenchay][5yrs] BA (Hons) 2018-19

Interior Architecture {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19

Interior Architecture {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2018-19

Architecture and Planning {Foundation} [Sep][FT][Frenchay][5yrs] BA (Hons) 2018-19