



Module Specification

Design Studio 1

Version: 2023-24, v2.0, 18 Jan 2023

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	6
Part 5: Contributes towards	8

Part 1: Information

Module title: Design Studio 1

Module code: UBLLYC-60-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 60

ECTS credit rating: 30

Faculty: Faculty of Environment & Technology

Department: FET Dept of Architecture & Built Environ

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Architecture and the Built Environment

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module is the first of the three or four major design studios that undergraduate architectural students take sequentially across their degree programmes. For the majority of students this module provides their first experience of design studio teaching. It aims to provide the students with skills in hand-drawing as an observational and design tool, physical modelmaking for the exploration of space and form, and design analysis. In working on these skills, students are

encouraged to develop good professional habits of regular attendance, an iterative working process and collaborative engagement with studio culture. These developing design skills are applied and synthesised in design projects that come together in an individually assessed portfolio of project work.

Features: Not applicable

Educational aims: This module recognises that, for most students enrolling upon it, it will be their first experience of the practice of architectural design; and so the module concentrates on the foundational basics of architectural drawing, modelling and studio design practice, and it 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 a design proposition for a small buildings or spatial proposal.
- The demonstration of good working habits including regular attendance, iterative working methods and collaborative engagement with studio-based exploration of problems.
- First steps into the development of a design process that integrates conceptual ideas, spatial organisation and technologies of material use, response to environment and construction design into an indivisible whole.

Outline syllabus: The module takes place as a Design Studio bringing together learners and teachers in the practice of design as an iterative process of problem-solving. Across the course of the module a set of design projects are devised as a sequence that develops skill and confidence in exploring architectural problems. These projects develop in complexity and skill across the course of the year, and ask the student to explore and respond to different cultural contexts and questions of ethical and inclusive practice, responses to particular environments and life safety. These influences are also introduced in the presentation and study of design precedents. This project work is brought together as a Design Portfolio which is

submitted as an assessed Task.

In developing project work the students are asked to explore a range of technical contexts and incorporate their thinking on these issues into their design response.

Technical contexts that will be explored include:

Structural Organisation, Building Systems, Environmental Organisation, Building Physics, Energy Use, Testing and Performance, Detailed Design, Material Selection, Construction Strategy, Assembly and Maintenance, Ethics, Health & Life Safety, Value, Building Regulation, and Cost.

In development of the Skills Logbook students are asked to complete a set of discrete tasks that introduce a range of design skills in drawing, orthographic projection, conceptual and detailed modelling, compositional analysis and strategic spatial thinking. Across the course of the module the introduction of these skills tasks is synchronised with related design project work, thus supporting the development of those design projects and contextualising the learning of these skills within the students' wider studio practice.

Part 3: Teaching and learning methods

Teaching and learning methods: 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.

Across the year, at the conclusion of each project academic tutors and student-peers jointly review and discuss each project. 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. 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 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 into the final assessment of the module.

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

MO1 Effectively complete skills in professional practice (of drawing, modelling, design thinking and task management).

MO2 Use an iterative creative process to integrate relevant cultural references, contextual influences (of ethics, environment, inclusivity and life safety) and design precedents into design concepts.

MO3 Use 2 and 3-dimensional representation techniques, in the design of a one or two-storey building that responds to the functional requirements of a clearly defined brief with a well-ordered architectural solution.

MO4 Combine the first principles of construction technology and the structural, environmental and technological influences on design together with design decision-making.

Hours to be allocated: 600

Contact hours:

Independent study/self-guided study = 290 hours

Face-to-face learning = 310 hours

Total = 600

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ubllyc-60-1.html) via the following link <https://uwe.rl.talis.com/modules/ubllyc-60-1.html>

Part 4: Assessment

Assessment strategy: At the end of the module students are required to submit two separate tasks:

- The first task is the individual submission of a Design Portfolio that is to organise and present all the student's process and design work developed for the module. This assessment by design portfolio introduces these first-year students to the central process by which they will learn design throughout their degree programmes, that is, the presentation of design proposals as a holistic response to one or more complex problems of spatial design. This task carries 100% of the module mark.

- The second task is a Skills Logbook within which the student records and presents design skills that are completed at weekly lectorial and seminar sessions across this year-long module. Students are required to present a comprehensive account of these skills and this assessment is marked as either a Pass or a Fail. This assessment by logged practice introduces students to the professional requirements of design practice as 'continuing professional development', and provides a record of each student's development of design skill.

These tasks assess different aspects of learning architectural design. The Skills Logbook assesses the students' achievement of the skills necessary to execute acts of design, and as such each student must demonstrate a Pass for this Pass/Fail Task so that the institution has an assurance that each passing student has achieved the skill necessary to progress as designers. The Design Portfolio assesses the students' developing ability in using their skill set in acts of integrative design thinking – using problem analysis, iterative design development and refinement of a chosen proposal. The graded assessment of this portfolio signals to the students that this assessed task is the apex of the learning for this module and as such is where they should prioritise their work towards assessment. Both tasks are formally assessed at the end of the academic year and if necessary in the standard resit period.

The Resit strategy for this module is to provide students with feedback on their first submissions of the Design Portfolio and Skills Logbook providing them with direction they can follow to improve their First Attempt submissions in order to achieve passes in the same two Tasks at the Second Attempt.

Assessment components:

Portfolio (First Sit)

Description: Design project portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

Set Exercise (First Sit)

Description: Skills Logbook.

This is a Pass/Fail assessment.

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Portfolio (Resit)

Description: Design portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

Set Exercise (Resit)

Description: Skills Logbook.

This is a Pass/Fail assessment.

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Architecture and Planning [Frenchay] MDes 2023-24

Interior Architecture [Frenchay] BA (Hons) 2023-24

Architectural Technology and Design [Frenchay] BSc (Hons) 2023-24

Architecture and Environmental Engineering [Frenchay] MDes 2023-24

Architecture and Planning [Frenchay] BA (Hons) 2023-24

Architecture [Frenchay] BSc (Hons) 2023-24

Architecture and Environmental Engineering [Frenchay] BEng (Hons) 2023-24

Interior Architecture {Foundation} [Frenchay] BA (Hons) 2022-23

Architectural Technology and Design {Foundation} [Frenchay] BSc (Hons) 2022-23

Architecture and Planning {Foundation} [Frenchay] BA (Hons) 2022-23

Architecture and Environmental Engineering {Foundation} [Frenchay] BEng (Hons)
2022-23