



## **Module Specification**

### **Design Studio A**

Version: 2023-24, v2.0, 02 Aug 2023

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## Part 1: Information

**Module title:** Design Studio A

**Module code:** UBLMXA-30-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** Faculty of Environment & Technology

**School:** FET Dept of Architecture & Built Environ

**Partner institutions:** None

**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:** Not applicable

**Features:** Module entry requirements: Successful completion of an undergraduate degree in architectural design.

**Educational aims:** This module requires post-graduate students of architecture to develop an architectural design project that incorporates critical enquiry into themes and concepts within architectural thinking; and develops a proposal that connects

conceptual design, detailed design and technological investigation into a sophisticated proposal for a building.

**Outline syllabus:** Students will be given a design brief for at least one design project in each academic year. They will critically develop this brief and undertake research around the themes of the brief. This research will focus around the theoretical, cultural and historical context of the issues, including developing an understanding of the requirements of the clients and users of the project. The projects will involve a real site and students will also undertake research to understand the physical, social, economic and environmental context. Some of this research work may be undertaken in study groups. Students will develop at least one individual design response to a brief and the subsequent research. This response will be informed by the study and analysis of a number of relevant built and fine art precedents. In developing a design 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. In developing this design response students are also expected to investigate appropriate structural, environmental, material, constructional and building services strategies for their building designs; and to integrate these strategies into their designs at both levels of strategic and detailed design.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** 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.

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

**MO1** Produce a number of complex design proposals for a physical intervention (in the form of a building, buildings, groups of buildings or alterations to existing buildings and other structures) in particular (real or imagined) contexts, and in

response to a brief, such that the final design drawings clearly communicate design intent (conceptual approach), demonstrate originality in the application of relevant knowledge and, where appropriate, test new hypotheses and speculations.

**MO2** Critically appraise and form considered judgements in relation to key theoretical, cultural (fine arts, humanities) and historical concepts and relate them to their design in at least one design project.

**MO3** Develop a design proposal that critically responds to the requirements and aspirations of potential users and clients within a broader physical, social, economic and environmental context in at least one design project.

**MO4** Present design proposals in a variety of media (which can include but is not limited to: drawing, physical and digital modelling, film-making, photomontage, reports, technical studies and verbal presentations) in a manner that is informed by the fine arts and is appropriate to the intended audience in all design projects.

**MO5** Critically review precedents relevant to the function, organisation and technological strategy of design proposals and apply, adapt and develop those strategies in their design where appropriate.

**MO6** Incorporate relevant environmental design into a proposal, ensuring that the requirements of users (visual, thermal and acoustic environments) are balanced with those of the welfare of future generations and the natural world by evaluating the complex interrelationship between climate, built-form construction, lifestyle, energy consumption and human well-being.

**MO7** Demonstrate in a design proposal an investigation, critical appraisal, and application of constructional, structural and building services systems and the regulatory requirements that apply to the design and construction of a comprehensive design project.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 210 hours

Face-to-face learning = 90 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ublmxa-30-3.html) via the following link <https://uwe.rl.talis.com/modules/ublmxa-30-3.html>

## Part 4: Assessment

**Assessment strategy:** The Assessment vehicle for the module has one design portfolio that comprises two Assessment Tasks: a design project portfolio and a technical substantiation portfolio. This mode of assessment by design portfolio is the accepted standard for the assessment of architectural design project work and it is the output expected for PSRB validation of the associated degree programmes. The module follows a problem-based learning pedagogy and is taught through Studio where design tutorials and conversation generate a flow of formative feedback during the life of a project. Other formative modes of assessment will also be used, including Interim and Final Review Presentations for which verbal and written feedback will be provided for students and, where appropriate, Peer Reviews and Pin-Ups. These formative opportunities for review and feedback, both during Studio teaching and at more formal points of presentation and review act as the controlled conditions under which academics can familiarise themselves with a student's project work and confirm its authorship by that individual student.

The assessment is by individual submission and so graded assessment of group work used to develop the research for the design project will not be aggregated into the final assessment for the module. Where group work is part of the studio project work, individual students will be given directions how to incorporate, curate and identify the authorship of group work as part of their individual portfolio submission.

The module is assessed in two Assessment Tasks (two portfolios), which are a design project portfolio and a technical substantiation report.

The design project portfolio allows students to gather and curate all their project work

from the module to demonstrate overall that they have achieved the learning outcomes of the module.

The technical substantiation portfolio allows students to go into more depth in evidencing the decisions made in the design project in relation to structural, environmental, material, constructional and building services strategies, design technologies explored. 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 performance modelling.

In order to confirm compliance with PSRB requirements, students must pass both Assessment Tasks at a minimum of 40% to pass the module.

**Assessment tasks:**

**Portfolio (First Sit)**

Description: Design Project Portfolio

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Portfolio (First Sit)**

Description: Technical Substantiation Portfolio

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO5, MO6, MO7

**Portfolio (Resit)**

Description: Design Project Portfolio

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

**Portfolio (Resit)**

Description: Technical Substantiation Portfolio

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO5, MO6, MO7

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Architecture [Frenchay] MArch 2023-24

Architecture {Apprenticeship-UWE} [Frenchay] MArch 2023-24