AR7407 Module Specification

Module Title: Final Design Project (FDP)	**Module Code: AR7407** **Level: 7** **Credit: 60** **ECTS credit: 30**	**Module Leader**: Carl Meddings
Pre-requisite: AR7400 and AR7403	**Pre-cursor:** None	
Co-requisite: None	**Excluded combinations:** None	**Suitable for incoming study abroad?** N

Location of delivery: Other
If 'Other' please insert location here: Centre for Alternative Technology

Summary of module for applicants:

The aim of this module is to expand and synthesise the knowledge, understanding and skills gained from previous completed modules and produce an integrated, comprehensive design proposal within an environmental, social, technical and cultural context. The FDP provides students with the opportunity to develop a project that responds to and reinforces the role of architectural design within the environmental debate, and tests original concepts, hypotheses and speculations based on the students' architectural preoccupations. The module encourages students to develop their own working methods to include the generation of original ideas that are examined, tested, and critically appraised through an iterative process. The FDP also provides students with the opportunity to examine and verbalise their individual approach to architecture and develop a sense of personal and professional responsibility towards architectural enquiry. FDP acts as a vehicle for students to develop and demonstrate confidence in working with the complex processes of architectural exploration and resolution with particular emphasis on their approach to the wider environmental debate.

Main topics of study:

- Introduction to the philosophy, theories and key concepts underpinning the principles of sustainable development and sustainability in relation to the built environment within the natural world.
- The relationship of theory and history of architecture, their place within the wider environmental debate and the evolution of different building types.
- Exploration and evolution of the relationships and responsibilities that exist between people, buildings and the environment.
- Urban design, planning and planning processes and sustainability and how these are interrelated
- Community dimension of sustainability in relation to socio-economic aspects, health and wellbeing and quality of life and architectural development
- Development of a brief including research into the relevant building typology and building content as well as a critical evaluation of historic and current architectural precedents and relevant technological solutions
- Design development processes, including formulating design concepts, analysing the development site and context, testing initial ideas and developing a refined, aesthetic and workable building design through an iterative design process
- Synthesis of aesthetic and technical aspects of architectural design propositions
- Presenting ideas and design projects in a mature, clear and professional manner

This module will be able to demonstrate at least one of the following examples/ exposures

Live, applied project ☒
Company/engagement visits ☒
Company/industry sector endorsement/badging/sponsorship/award ☒

Learning Outcomes for the module

Where a LO meets one of the UEL core competencies, please put a code next to the LO that links to the competence.

- *Digital Proficiency - Code = (DP)*
- *Industry Connections - Code = (IC)*
- *Social & Emotional Intelligence - Code = (SEI)*
- *Physical Intelligence - Code = (PI)*
- *Cultural Intelligence - Code = (CI)*
- *Community Connections & UEL Give Back - Code = (CC)*
- *Cognitive Intelligence – Code = (COI)*
- *Enterprise and Entrepreneurship (EE)*

At the end of this module, students will be able to:
(note reference numbers e.g. GC3.1, relate to ARB criteria for prescription at Part 2)

Knowledge

1. Apply the cultural, social, intellectual histories, theories and technologies that influence the design of buildings (GC2.1), including the influence of history and theory on the spatial, social, and technological aspects of architecture (GC2.2) and the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach. (GC2.3)
2. Understand the creative application of the fine arts and their relevance and impact on architecture (GC3.2) and the application of such work to studio design projects, in terms of their conceptualisation and representation (GC3.3)

Thinking skills

3. Understand the needs and aspirations of users (GC5.1) and the impact of buildings on the environment, and the precepts of sustainable design (GC5.2) including the way in which buildings fit into their local context (GC5.3)
4. Understand the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and society as a whole (GC6.1)
5. Critically review precedents relevant to the function, organisation, and technological strategy of design projects (GC7.1) and the need to appraise and prepare building briefs of diverse scales and types to define client and user requirements, and their appropriateness to site and context (GC7.2) including the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation (GC7.3)

Subject-based practical skills

6. prepare and present a building design project of settlement scale using a range of media, and in response to a brief (GC1.1)
7. understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a design project (GC1.2)
8. develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user (GC1.3)

Skills for life and work (general skills)

9. present design proposals clearly and concisely visually (in a variety of media) and orally
10. communicate design intent clearly to a range of audiences

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:
For on campus students:

- Lectures and seminars will be held throughout the module examining history and theory, contextual studies, technology and professional practice.
- Design workshops will provide group and independent learning opportunities to address specific aspects of the design and technology development.
- Individual and group tutorials will support and guide the student learning.
- Independent student work structured around the assignments will enable students to develop their knowledge, understanding and ability to apply it in a project and learn by doing.

- Oral presentations will provide opportunities for students to organise and present ideas to peers, academic staff and invited industry professionals. Tutorials and interim reviews take place at intervals during the running of the module and present an opportunity for formative feedback and peer review.
- Formative and summative feedback will support and guide the learning process.

Assessment methods which enable students to demonstrate the learning outcomes for the module; please define as necessary:	**Weighting:**	**Learning Outcomes demonstrated:**
Final design portfolio [12000 word equivalent]	100%	1 - 10

Reading and resources for the module:
Core
Students will develop their own library and reading list depending on their final project 'theme' and the issue(s) they wish to address. The recommended books below are intended as a starting point in considering approaches to major design projects. Please also refer to the reading lists and resources in the module specifications/guides for the Technical Report and Research Paper module, design modules IDP1 and IDP2, and cultural context module AAW.

Recommended

ALEXANDER, C., ISHIKAWA, S. & SILVERSTEIN, M. 1977. *A pattern language : towns, buildings, construction,* New York, Oxford University Press.

AWAN, N., SCHNEIDER, T. & TILL, J. 2011. *Spatial agency : other ways of doing architecture,* London, Routledge.

BADEN-POWELL, C., HETREED, J. & ROSS, A. 2017. *Architect's pocket book,* London ;, Routledge, Taylor & Francis Group.

DERNIE, D. 2014. *Architectural Drawing,* London, Laurence King Publishing.

GUARNERI, A. B., 2020. *Vegetarian Architecture : Case Studies on Building and Nature.* Berlin, Jovis

HESCHONG, L. 1979. *Thermal delight in architecture,* Cambridge, Mass. ; London, M.I.T. Press.

PLOWRIGHT, P. D. 2020. *Making Architecture Through Being Human : A Handbook of Design Ideas,* Abingdon, Routledge.

TANIZAKI, J. I. 1991. *In praise of shadows,* London, Cape.

ZUMTHOR, P. 2006. *Thinking architecture,* Basel ; Boston, Birkhäuser.

Provide evidence of how this module will be able to demonstrate at least one of the following examples/ exposures

Live, applied project
There is opportunity through this design project, and the related research, for students to engage with community and live project scenarios.
Company/engagement visits
Depending on their focus students will have opportunity to directly engage with companies, including research involving practice and/or industry and community participation events.
Company/industry sector endorsement/badging/sponsorship/award
Students will have the opportunity to work with practice and the built environment sector, gain sponsorship for their project outputs and be submitted for sector student awards.

Indicative learning and teaching time (10 hrs per credit):	**Activity**
1. Student/tutor interaction: **100**	Design tutorials, Workshops, Lectures, Seminars, Studio work, Reviews, Site visits
2. Student learning time: **200**	Background research and preparation, Assignment preparation, Design Portfolio work
Total hours (1 and 2): **300**	

For office use only. (Not required for Programme Handbook)

Assessment Pattern for Unistats KIS (Key Information Sets)	**Weighting:**

Coursework *(written assignment, dissertation, portfolio, project output)*	
Practical Exam *(oral assessment, presentation, practical skills assessment)*	
Written Exam	

HECoS Code:	
UEL Department:	