

AR7403 Module Specification

Module Title: Integrated Design Project 2 (IDP 2)	Module Code: AR7403 Level: 7 Credit: 30 ECTS credit: 15	Module Leader: Gwyn Stacey
Pre-requisite: None	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:		
<p>This module introduces students to the urban dimension of the built environment and the relationship between settlement forms and the lifestyles within them and their impact on the sustainability of the planet. The module requires students in groups to research the development context for a sustainable development at a settlement scale and develop a brief informed by socio-economic and environmental research of the development area. Consideration will be required of the resilience, adaptability, and sustainability of the community in relation to climate change and other environmental challenges. Based on an initial research exercise and working in groups, students propose a development framework that addresses the needs of the locality and helps create a sustainable community.</p>		
Main topics of study:		
<ul style="list-style-type: none"> • Methods of 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, developing a refined, aesthetic and workable building design through an iterative design process and presenting ideas in a mature, clear and professional manner • Building technology solutions, including construction and environmental design 		
This module will be able to demonstrate at least one of the following examples/ exposures		
<p>Live, applied project <input checked="" type="checkbox"/></p> <p>Company/engagement visits <input checked="" type="checkbox"/></p> <p>Company/industry sector endorsement/badging/sponsorship/award <input type="checkbox"/></p>		
Learning Outcomes for the module		
<p>Where a LO meets one of the UEL core competencies, please put a code next to the LO that links to the competence.</p> <ul style="list-style-type: none"> • <i>Digital Proficiency - Code = (DP)</i> • <i>Industry Connections - Code = (IC)</i> • <i>Social & Emotional Intelligence - Code = (SEI)</i> • <i>Physical Intelligence - Code = (PI)</i> • <i>Cultural Intelligence - Code = (CI)</i> • <i>Community Connections & UEL Give Back - Code = (CC)</i> • <i>Cognitive Intelligence – Code = (COI)</i> • <i>Enterprise and Entrepreneurship (EE)</i> 		
<p>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)</p> <p><i>Knowledge</i></p>		

1. Understand how the theories, practices and technologies of the arts influence architectural design (GC3.1)
2. the creative application of the fine arts and their relevance and impact on architecture (GC3.2)
3. principles associated with designing optimum visual, thermal and acoustic environments (GC9.1) (DP)
4. systems for environmental comfort realised within relevant precepts of sustainable design (GC9.2) (IC)
5. strategies for building services and ability to integrate these in a design project (GC9.3) (DP)
6. statutory responsibilities of the architect in relation to building regulations and health and safety legislation (GC11.1) (IC)

Thinking skills

7. the needs and aspirations of users (GC5.1) (SEI) (CC)
8. the impact of buildings on the environment, and the precepts of sustainable design (GC5.2) (CC)
9. the need to critically review precedents relevant to the function, organisation, and technological strategy of design projects (GC7.1) (IC)
10. 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) (CC)

Subject-based practical skills

11. prepare and present a building design project of medium scale and complexity, using a range of media, and in response to a brief (GC1.1) (DP)
12. 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)
13. 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) (SEI)
14. test and evaluate design proposals through a comprehensive range of visual media (DP)
15. generate a design proposal informed by architectural issues that are analysed and responded to with originality and where relevant used to test hypotheses and speculations (CC)

Skills for life and work (general skills)

16. present their design proposals clearly and concisely orally (DP)
17. prepare clearly written, concise and professional reports

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

- The module will introduce key topics through lectures and workshops. These will form a basis for the development of the project brief and the design.
- Design workshops and charrettes will provide targeted 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.
- Formative 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:

Design portfolio [4000 word equivalent]

Weighting:

60%

Learning Outcomes demonstrated:

1-4, 6, 10, 11, 13, 16, 17

Environmental strategy report [2000 word equivalent]

40%

3-6, 12, 14-15, 17

Reading and resources for the module:

Core

The study site for each module will vary from year to year, and specific reading for each location will be recommended as the core text, this will include references to local history as well as current planning documents.

- GREGORY, R. 2008. *Key contemporary buildings : plans, sections and elevations*, London, Laurence King.
 HARRIS, C. & BORER, P. 2005. *The whole house book : ecological building design & materials*, Machynlleth, Centre Alternative Technology.
 HERTZBERGER, H., GHAI, L. & VLIJMEN, M. V. 1998. *Lessons for students in architecture*, Rotterdam, 010 Publishers.
 HERTZBERGER, H. 2008. *Space and learning : lessons in architecture 3*, Rotterdam, 010 Publishers.
 MCMULLAN, R. 2017. *Environmental science in building*, London, England, Macmillan Education.
 ZUMTHOR, P. 2006. *Thinking architecture*, Basel ; Boston, Birkhäuser.

Recommended

- ALEXANDER, C., ISHIKAWA, S. & SILVERSTEIN, M. 1977. *A pattern language : towns, buildings, construction*, New York, Oxford University Press.
 ALEXANDER, C. 1979. *The timeless way of building*, New York, Oxford University Press.
 BLUNDELL JONES, P. & CANNIFFE, E. 2007. *Modern architecture through case studies, 1945-1990*, Amsterdam ; London, Architectural.
 BRAND, S. 1995. *How buildings learn: what happens after they're built*. New York; London: Penguin
 DAY, C. 2004. *Places of the soul: Architecture and environmental design as a healing art* (2nd ed.). Oxford, Elsevier Architectural Press.
 HILL, J. 1999. *Occupying Architecture: Between Architecture and the User*. London, Routledge.
 MACMILLAN, S. 2004. *Designing better buildings : Quality and value in the built environment*. London: Spon.
 RICHARDSON, P. 2007. *XS green : big ideas, small buildings*, London, Thames & Hudson.
 UNWIN, S. 2021. *Analysing architecture : the universal language of place-making*, London, Routledge.
 UNWIN, S. 2014. *Analysing Architecture*, Taylor and Francis.
 WOOLLEY, T. 1997. *Green building handbook : a guide to building products and their impact on the environment*, London, E & FN Spon.
 WOOLLEY, T. 2012. *Low Impact Building : Housing using Renewable Materials*, Hoboken, Wiley.

Provide evidence of how this module will be able to demonstrate at least one of the following examples/ exposures**Live, applied project**

The module is situated at an educational/community location each year where the students engage directly with stakeholders. The project is 'live' as it engages with current issues being faced by the building users and wider community and makes proposals based on current and future ambitions.

Company/engagement visits

Students will engage with stakeholders and the local community developing a response to the brief.

Company/industry sector endorsement/badging/sponsorship/award

Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor interaction: 100	Design tutorials, Workshops, Lectures, Seminars, Studio work, Reviews
2. Student learning time: 200	Background reading and preparation, Assignment preparation, Design Portfolio, Diary, Studio 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 (<i>written assignment, dissertation, portfolio, project output</i>)	

Practical Exam (<i>oral assessment, presentation, practical skills assessment</i>)	
Written Exam	

HECoS Code:	
UEL Department:	