AR7400 Module Specification

Module Title: Integrated Design Project 1 (IDP1)	Module Code: AR7400 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:

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.

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.
- Settlement form and sustainability and how these are interrelated
- Community dimension of sustainability in relation to socio-economic aspects, health and wellbeing and quality of life in relation to the built environment
- Environmental sustainability of settlement developments including transport impacts, materials use and waste generation, energy demand and generation, impact of climate on the built form, water resources and pollution, and biodiversity and its relation to the built environment.
- Consultation process with development stakeholders and comprehensive site analysis and the way these inform brief design
- Development and critical analysis of development brief
- Developing masterplans in response to contextual needs and briefs
- Construction systems appropriate for a small urban intervention or small building

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 of
1. apply appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach. (GC2.3) *(SEI)*
2. use theories of urban design and the planning of communities (GC4.1) *(SEI)*
3. synthesise the influence of the design and development of cities, past and present on the contemporary built environment (GC4.2) *(SEI) (CI)*
4. understand current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development (GC4.3) *(CC)*

Thinking skills
5. consider the needs and aspirations of users (GC5.1) *(SEI)*
6. consider the impact of buildings on the environment, and the precepts of sustainable design (GC5.2) *(CC)*
7. understand the way in which buildings fit into their local context (GC5.3) *(CC)*
8. understand the potential impact of building projects on existing and proposed communities (GC6.3)
9. 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) *(CI)*

Subject-based practical skills
10. prepare and present a building design project of settlement scale using a range of media, and in response to a brief (GC1.1) *(DP)*
11. 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) (CI)*
12. critically review precedents relevant to the function, organisation, and technological strategy of design projects (C7.1) *(DP) (COI)*
13. generate, test and evaluate a design proposal informed by architectural issues, through a comprehensive range of visual media demonstrating originality and speculation *(DP)*

Skills for life and work (general skills)
14. present design proposals orally, clearly, and concisely
15. prepare a clearly written, concise and professional report

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:	Weighting:	Learning Outcomes demonstrated:

Design portfolio to include technical research and presentation [5000 word equivalent]	100%	1-15

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 each as the core text, this will include references to local history as well as current planning documents.

Recommended
AWAN, N., SCHNEIDER, T. & TILL, J. 2011. *Spatial agency : other ways of doing architecture,* London, Routledge.
HAMDI, N. 2010. *The placemaker's guide to building community,* London, Earthscan.
KERN, L. A. 2020. *Feminist city : claiming space in a man-made world,* Toronto, Verso.
MUMFORD, L. 1973. *The city in history: its origins, its transformations, and its prospects,* Harmondsworth, Penguin.
OHMER, M. L. & DEMASI, K. 2009. Consensus organizing a community development workbook : a comprehensive guide to designing, implementing, and evaluating community change initiatives, London, SAGE.
SCOTT CATO, M. 2011. *Environment and Economy,* Abingdon, Routledge.

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 in a particular town/city each year where the students engage directly with a cross-section of the community. The project is 'live' as it engages with town/city wide issues and makes proposals based on current and future ambitions held by the residents and at governance level, and across the community. In that sense students will work with community leaders at each location, both elected and non-elected, volunteer and local businesses.
Company/engagement visits
Students will engage with local enterprises, both for profit and not for profit, in their analysis and proposals for a particular aspect of the town/city.
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: **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:	