Module Title: Integrated design Project 1 (IDP 1)
Module Code: AR7400
Level: 7
Credit: 30
ECTS credit: 15
Module Leader: Trish Andrews
Additional Tutors: John Carter, Pat Borer, David Lea, Zoe Quick, Gwyn Stacey and visiting tutors and lecturers from the professions
Pre-requisite: None
Pre-cursor: None
Co-requisite: None
Excluded combinations: None
Is this module part of the Skills Curriculum? No
University-wide option: No
Location of delivery: Centre for Alternative Technology

Main aim(s) of the module:
The aim of the module is for students to develop and demonstrate their process of design and their design skills by developing a detailed brief from a set outline requirements, testing design solutions in response to their own brief objectives, investigating appropriate technological solutions and developing an imaginative, sustainable and resolved architectural proposal. The module also aims to provide students with an opportunity to begin to develop their own critical position towards architectural design and the role of the architect within the context of society and the environmental debate.

Main topics of study:
- 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

Learning Outcomes for the module - at the end of this module, students will be able to demonstrate:
(note reference numbers e.g. GC3.1, relate to ARB criteria of accreditation)

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

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

Ability to
9. 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)
10. 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)
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)

12. test and evaluate design proposals through a comprehensive range of visual media and 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

**Transferable skills to**

13. present their design proposals clearly and concisely orally and prepare clearly written, concise and professional reports

**Teaching/learning methods/strategies used to enable the achievement of learning outcomes:**

- 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 and summative feedback will support and guide the learning process.

**Reading and resources for the module:**

**Core**


**Design**


**Technology**
Bokalders, Varis and Block, Maria (2010), *The whole building handbook: how to design healthy, efficient and sustainable buildings*. London, Earthscan, RIBA

Also refer to reading lists from other modules

<table>
<thead>
<tr>
<th>Assessment methods which enable students to demonstrate the learning outcomes for the module:</th>
<th>Weighting:</th>
<th>Learning Outcomes demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and technology portfolio (equivalent to 6000 words)</td>
<td>100%</td>
<td>1 - 13</td>
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<tr>
<th>Indicative learning and teaching time (10 hrs per credit):</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1. Student/tutor interaction, some of which may be online: hours 100</td>
<td>Design tutorials, Workshops, Lectures, Seminars, Studio work, Reviews</td>
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<tr>
<td>2. Student learning time: hours 200</td>
<td>Background reading and preparation, Assignment preparation, Design Portfolio, Diary, Studio work</td>
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Total hours 300