Module Title: **Final design project (FDP)**	**Module Code: AR7408** **Level: 7** **Credit: 60** **ECTS credit: 30**	**Module Leader:** John Carter **Additional Tutors:** Trish Andrews, Zoe Quick, Pat Borer, David Lea, Gwyn Stacey and visiting tutors and lecturers from the professions
Pre-requisite: Integrated Design 1 and 2 and Architectural analysis through writing 1		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 main aim of this module is expand and synthesise the knowledge, understanding and skills gained from the completed modules and produce an integrated, comprehensive and research- and evidence-based design proposal within a technical, social, environmental and theoretical 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' understanding of the context of architecture attained through rigorous research and logical judgement.

The module encourages students to develop their own working methods to include the generation of original ideas that are examined, tested, critically appraised in an iterative process, as well as the ability to critically reflect on design proposals.

The FDP also gives students the opportunity to examine and verbalise their individual approach to architecture and develop a sense of personal and professional responsibility towards architectural enquiry. It also 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

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

Understanding of

6. the needs and aspirations of users (GC5.1)
7. the impact of buildings on the environment , and the precepts of sustainable design (GC5.2)
8. the way in which buildings fit into their local context (GC5.3)
9. 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)
10. the need to critically review precedents relevant to the function, organisation, and technological strategy of design projects (GC7.1)
11. 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)
12. the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation (GC7.3)

Ability to

13. prepare and present a building design project of settlement scale using a range of media, and in response to a brief (GC1.1)
14. 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)
15. 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)
16. test and evaluate design proposals through a comprehensive range of visual media
17. 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

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

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

- 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.

Reading and resources for the module:
Core
Gething, B. (2011) Green Overlay to the RIBA Outline Plan of Work. RIBA Publishing, London

Recommended
Architecture for Humanity. (2012) *Design Like You Give a Damn [2]: Building Change from the Ground Up*. San Francisco: Abrams.

Hagan, S. (2001) *Taking shape: A new contract between architecture and nature*. Oxford; Boston: Architectural Press.

Hill, J. (1998) *The illegal architect*. London: Black Dog.

Leatherbarrow, D. (2009) *Architecture oriented otherwise*. New York: Princeton Architectural.

Davis, M. (1990). *The City of Quartz*. Vintage Books.

Frampton, K. (1995). *Studies in Techtonic Culture*. MIT Press: London.

French, H (2008) *Key Urban Housing of the Twentieth Century*. Laurence King Publishing

Johnson, D. and Langmead, D. (1997). *Makers of twentieth century architecture: a biocritical sourcebook*. Fitzroy Dearborn.

Koolhaas, R. (1995). *S,M,L,XL.* Monacelli Press: New York.

Meiss, von P. (1996). *Elements of Architecture*. Spon: London.

Porter, T. (1993). *Architectural Drawing Master Class*. Cassells.

Schonfield, K. (2000). *Walls Have Feelings*. Routledge: London.

Spector, T. (2001) *The ethical architect: The dilemma of contemporary practice*. New York: Princeton Architectural Press.

Spiller, N. (2001). *Lost Architectures*. Wiley-Academy.

Spuybroek, L. (ed) (2009). *The Architecture of variation: research and design*. Thames & Hudson.

Ursprung, P. (ed) (2005) *Hertzog and De Meuron – Natural History*. Lars Muller Publishing.

Weston, R. (2004) *Plans, sections and elevations: key buildings of the twentieth century*. Laurence King.

Weston, R (2011) *100 Ideas that changed Architecture*. Laurence King Publishing.

Also refer to reading lists from other modules

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated
Final Design submission	100%	1-19

Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor interaction, some of which may be online: hours 200	Design tutorials, Workshops, Lectures, Seminars, Studio work, Reviews
2. Student learning time: hours 400	Background research and preparation, Assignment preparation, Design Portfolio
Total hours 600	