



**London  
South Bank**  
University

# Module Guide

Design 301

EBB-6-513

BA [HONS] Architecture

FT3|PT5|L6 Architecture Apprenticeship

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**Module Title:** Design 301  
**Module Level:** Level 6  
**Module Reference Number:** EBB-6-513  
**Credit Value:** 20  
**Student Study Hours:** 200  
**Contact Hours:** 78 (Full time)  
**Private Study Hours:** 122 (Full time)  
**Pre-requisite Learning (If applicable):**  
**Co-requisite Modules (If applicable):**  
**Course(s):** BA (Hons) Architecture  
L6 Architecture Apprenticeship  
**Year and Semester:** FT3-PT5, L6 Architecture Apprenticeship  
Semester 1  
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**Subject Area:** Architecture

**Summary of Assessment Method:** Design Portfolio

**External Examiner appointed for module:** Melissa Clinch, Ben Cowd

## 2. SHORT DESCRIPTION

This module introduces students to urban contexts, and develops an understanding of the physical, social and economic surroundings which architecture has to deal with. It will consist of two parts; firstly group analysis work, focusing upon observing, interpreting and describing urban context and secondly, individual design work, with the aim of positively influencing the complex urban relationships observed. It introduces students to the themes and scope of the year's design investigations.

### 3. AIMS OF THE MODULE

The module aims to teach students:

- enhanced critical skills of observation and interpretation;
- an increased perception, interpretation and understanding of the built environment;
- to generate a firm understanding of theoretical, cultural and physical context;
- to analyse and communicate the physical, social and economic elements of context;
- to identify and develop critical skills to inform design processes through an understanding of context and to develop a design position in relation to context;
- to use group work to develop students' willingness and ability to pool information, identify individual and collective strengths and weaknesses and to find synergies to enhance the group outcome;
- an ability to communicate ideas; establish a theoretical and methodological base for subsequent design work in the year.

### 4. LEARNING OUTCOMES

#### 4.1 Knowledge and Understanding

**GC1** Ability to create architectural designs that satisfy both aesthetic and technical requirements

- GC1.1 prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief;
- GC1.2 understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project;
- GC1.3 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.

**GC2** Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences

- GC2.1 the cultural, social and intellectual histories, theories and technologies that influence the design of buildings;
- GC2.2 the influence of history and theory on the spatial, social, and technological aspects of architecture;
- GC2.3 the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach.

**GC3** Knowledge of the fine arts as an influence on the quality of architectural design

- GC3.1 how the theories, practices and technologies of the arts influence architectural design;
- GC3.2 the creative application of the fine arts and their relevance and impact on architecture;
- GC3.3 the creative application of such work to studio design projects, in terms of their conceptualisation and representation.

**GC5** Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale

- GC5.1 the needs and aspirations of building users;
- GC5.2 the impact of buildings on the environment, and the precepts of sustainable design;
- GC5.3 the way in which buildings fit into their local context.

**GC6** Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors

- GC6.1 the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society;
- GC6.2 the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment;
- GC6.3 the potential impact of building projects on existing and proposed communities.

**GC7** Understanding of the methods of investigation and preparation of the brief for a design project

- GC7.1 the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals;
- GC7.2 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;
- GC7.3 the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation.

## 4.2 Intellectual Skills

Ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture;

Ability to apply a range of communication methods and media to present design proposals clearly and effectively;

## 4.3 Practical Skills

Ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design;

## 4.4 Transferable Skills

Knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances;

# 5. ASSESSMENT OF THE MODULE

Design portfolio collating both group work (analysis and research) and individual work (design proposal).

# 6. FEEDBACK

Feedback will normally be given to students 15 working days after the final submission of an assignment or as advised by their module leader.

Students receive informal verbal feedback on the progress of their design proposals throughout the duration of the project. This will be offered at group seminars, although the usual point where students receive detailed feedback will be during 1:1 tutorials. Students may receive detailed verbal commentary on their design work, together with, where appropriate, sketches developed with their tutors which consider how the design may be developed. Normally, 1:1 tutorials occur on a weekly basis. Further detailed feedback occurs at the interim and final assessments described in section 5.

General feedback, applying to all students, will also be placed on the module VLE site within 15 working days.

## 7. INTRODUCTION TO STUDYING THE MODULE

### 7.1 Overview of the Main Content

The unit consists of two components:

#### 1. Group Analysis and Research

- Introducing the students to mapping techniques incorporating an historical overview;
- Observation and investigation of given urban spaces;
- Exploring the physical, social and economic elements of the urban context;
- Producing maps, diagrams, collages, photos, sketches to communicate the findings.

#### 2. Individual Design Work:

- Using research and analysis to inform a critical position and to make a positive intervention in the built environment;
- Developing a design proposal to support this position;
- Examining the relationship between public and private space;
- Producing sketches, models and design drawings to explain their ideas.

A detailed brief will be handed out at the beginning of each stage.

### 7.2 Overview of Types of Classes

Classes will be delivered through weekly group tutorials and seminars, supported by lectures and briefings. Students are expected to attend all studio teaching and crit days as part of their class contact time, and to engage with discussions and debates relating to the wider topic, not only to their own work.

### 7.3 Importance of Student Self-Managed Learning Time

Student responsibility in the learning and development process will be emphasised. Students are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. Students will be encouraged to identify for themselves particular problems of difficulty and to use seminar discussions, where appropriate, for the resolution of these. Students must regularly access the Moodle site for this module. They should download the class/lecture material from the Moodle site, and do the recommended reading, before each lecture/class.

Where appropriate, students are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

Students are expected to contribute to the studio classes by debating and discussing the topics under study. Students should use the discussions in studio classes and the learning resources provided to inform their work. During the group work students are expected to carry out analysis and research with other group members and to coordinate their findings into a coherent and cohesive group presentation. In the individual design work self-managed learning time is vital as the context for reflection, preparation and the exercise of individual initiative.

## 7.4 Employability

The ability to assess and understand the urban context of a site is a key attribute for an architect. A skilful architect is able to bring great value to the professional market place by developing a design proposal from this understanding, and being able to make reasoned arguments about the relationship a building may have with, and the influence it may have upon, its context. The understanding that a design can be as much about the space around the building, as the space within, can increase the architect's awareness of the needs and views of the various stakeholders involved. These architectural skills can translate directly into employability.

## 8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

The module is delivered through weekly group tutorials and seminars, supported by lectures and briefings. There will be presentation and critting of both group work, including analysis and research, and of the individual proposals, including design sketches, drawings and models. The programme of tutorials and crits will be set out in the detailed briefs. Students will submit the design portfolio for assessment as set out under item 5.0 above.

WEEK	TOPIC
1	<b>Tuesday</b> - All studios to issue Design 301 brief and discuss outline and outcomes of project with students. Any initial questions to be discussed as a group. <b>Thursday</b> – design studio tutorials. Verbal feedback on project from studio staff
2	<b>Tuesday &amp; Thursday</b> - Studio design tutorials both Monday and Thursday. Verbal feedback on project from studio staff
3	<b>Tuesday &amp; Thursday</b> - Studio design tutorials both Monday and Thursday. Verbal feedback on project from studio staff
4	<b>Tuesday &amp; Thursday</b> - Interim presentation of project progress. All students to pin-up their work in the studio for feedback. Written feedback to be provided to all students that present
5	<b>Tuesday &amp; Thursday</b> - Studio design tutorials both Monday and Thursday. Verbal feedback on project from studio staff
6	<b>Tuesday &amp; Thursday</b> - Final crit for Design 301 project. All students must pin-up and present their work for review with studio staff and colleagues. Written feedback will be given to all students that present their work. Digital copies all presentations to be sent to studio leaders for collation
NS	All reading resources can be found in section 10. Learning Resources. Each studio will also provide specific reading lists for the respective studio projects

## 9. STUDENT EVALUATION

Students will be asked to provide feedback on the course by anonymously filling out and submitting the standard LSBU Module Evaluation Form

## 10. LEARNING RESOURCES

### Reading List

#### 10.1 Core Materials

Workshops and model making spaces  
Computer labs and Learning Resources Centre University  
Library  
Digimap

## 10.2 Optional Materials

A reading list will be included in the brief, which will be handed out at the beginning of the module.