

1.	<b>Programme Title</b>	BA (Hons) Architecture BA (Hons) IDEAs
2.	<b>Unit Title</b>	Specialist study 3: Introduction to Environment and Services
3.	<b>HE Level</b>	UG 1 - FHEQ Level 4
4.	<b>Unit Code</b>	ARC16105
5.	<b>Credit Value of Unit</b>	30
6.	<b>Unit Type</b>	Mandatory
7.	<b>Unit Tutor</b>	Graham Stretton

<b>8. Indicative Notional Learning Hours</b>			
<b>Staff – Student Contact</b>		<b>Independent Study Hours</b>	
<b>Classes</b> (e.g. lectures, seminars and supervised group activity)	62	<b>Independent Study</b> (e.g. project development, reading, research and work on online forums)	92
<b>Supervised Access to Resources</b>	28	<b>Preparation for Assessment</b>	80
		<b>Unsupervised Access to Resources</b>	38
<b>Total</b>	90		210

## 9. Unit Introduction

This is a design unit focusing on the re-use of an existing structure. The brief will include the identification of potentially contradictory yet interactive activities. It will introduce students to designing more complex spaces including multiple levels and requisite vertical circulation, along with developing an introduction to the regulatory framework governing urban construction.

## 10. Aims of the Unit

- To introduce complex interior/architectural problem-solving in existing urban fabric;
- To build on the knowledge and design skills developed in previous units in a more complex, multi-functional environment, which meets the needs of disparate users;
- Develop awareness of the impact of environmental factors on design.

## 11. Indicative Content

- Public and commercial hospitality space;
- The relationship of the new to existing structure;
- Primary and secondary structures;
- Materiality, colour and texture;
- Circulation, ergonomics, volumetrics and planning;
- Introduction to the regulatory framework for construction;
- Develop awareness of the impact of environmental factors on design.

## 12. Unit Learning Outcomes

In order to successfully satisfy the learning outcomes students are required to engage with the process of learning. The learning outcomes refer to developing the following attributes and must be read in conjunction with these:

**GA1.1** 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;

**GA1.2** Ability to apply a range of communication methods and media to present design proposals clearly and effectively;

**GA1.3** Understanding of the alternative materials, processes and techniques that apply to architectural design and building construction;

**GA1.4** 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.

Learning Outcome	Marking Criteria	
On completion of this unit students will have demonstrated:		
1. knowledge of basic systems for environmental comfort realised within relevant precepts of sustainable design, including knowledge of vernacular responses to climate control; (ref: <b>ARB/RIBA GC9.2</b> )	<input checked="" type="checkbox"/> Research <input type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
2. understanding and ability to produce a strategic proposal for environmental design, optimizing visual, thermal and acoustic environments presented in the form of diagrams, drawings and assemblage models; (ref: <b>ARB/RIBA GC9.1 GC9.3</b> )	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
3. ability to design a small multi-use building reflecting the needs and aspirations of users; (ref: <b>ARB/RIBA GC1.1, GC5.1</b> )	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working

<p>4. The ability to produce a project journal covering research and design processes, with particular reference to environmental principles and regulatory frameworks.</p>	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input type="checkbox"/> Experimentation	<input type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
---	---	---

Please see the Project Brief for a more detailed explanation of the relationship between learning outcomes and marking criteria.

### 13. Learning and Teaching Methods

This unit will be delivered using a combination of:

- Briefings
- Lectures
- Project work
- Seminars
- Workshops
- Group work
- Online activity
- Individual Presentations and critiques
- Group presentations and critiques
- Self-directed independent study
- Other (describe below)

### 14. Assessment Methods

#### Assessment Tasks

1. Undertake precedent studies of building types in accordance with the brief;
2. Propose a diagrammatic strategy for optimising acoustics, visual and thermal environment for a specified element of provision;
3. Develop the brief specifying user requirements;
4. Design and model a 3D structure;
5. Summarise design proposals in an online report that coherently documents the project
6. Interim Crit – present work to date. Final Crit present design proposals

#### Assessment Structure

This unit is assessed holistically (100% of the unit).

All assessment components to be uploaded at formative and summative stages on Moodle.

**All learning outcomes must be achieved to pass this unit.**

### 15. Reading and Resource List

Cramer, J. (2007) *Architecture in Existing Fabric: Planning, Design and Building* Basel Berlin Boston: Birkhäuser.

De Bono, E. (2010) *Lateral Thinking : Handbook for Creativity*, London: Penguin

Hertzberger, H. (2000) *Lessons for Young Architects* Basel Berlin Boston: Birkhäuser.

Wong, W. (1993) *Principles of Form and Design* New York: Van Nostrand Reinhold.

Hill, J. (2003) *Actions of Architecture: Architects and Creative Users* London: Routledge.

Menin, S & F. Samuel (2003) *Nature and Space: Aalto and Le Corbusier* London: Routledge.

#### Communications

Terzidis, K. (2003) *Expressive Form: a Conceptual Approach to Computational Design* London: Spon.

#### Report Writing:

Bowden, J. (2004) *Writing a report: how to prepare, write and present effective reports* Oxford: How to Books.

Gravett, S. (1998) *The Right Way to Write Reports: That are Accurate, Clear, Concise and Effective* Tadworth: Right Way.

#### **Further Reading and Resources**

Further reading and resources will be identified in your Brief.