

1.	Programme Title	BA (Hons) Architecture
2.	Unit Title	Major Project
3.	HE Level	UG 3 - FHEQ Level 6
4.	Unit Code	ARC16303
5.	Credit Value of Unit	60
6.	Unit Type	Mandatory
7.	Unit Tutor	Tom Fitzsimmons

8. Indicative Notional Learning Hours			
Staff – Student Contact		Independent Study Hours	
Classes (e.g. lectures, seminars and supervised group activity)	80	Independent Study (e.g. project development, reading, research and work on online forums)	200
Supervised Access to Resources	40	Preparation for Assessment	180
		Unsupervised Access to Resources	100
Total	120		480

9. Unit Introduction

The unit provides students with the opportunity to initiate, interrogate and propose an individual, comprehensive design project.

Students will select a site or space and propose a development strategy. The site may include existing fabric to be retained, but must involve a substantial amount of new-build. Students will survey and analyse the structure of the site and make a comprehensive design proposition. This proposition must be of an ambitious, complex and conceptual nature, integrating a rigorous concept development and complex set of objectives.

The resolution of this design will call for an integration of the professional and academic skills gained on the course to date, articulating a design philosophy and view of the relationship of architectural design to society.

The project normally begins with the study of precedents - that is, of exemplary projects in a particular and definable field of interest appropriate to the selected site – proceeding to an initial proposal. **The site and the strategy adopted for the overall proposition must be agreed with the Unit Leader.** The outcome of the process will be a comprehensive design proposal.

Students will work independently on their project, but will be supported by regular tutorials and reviews.

10. Aims of the Unit

The aims of this unit are:

- To create an individual architectural, design or urban landscape architectural proposal that comprehensively resolves a complex brief;
- To develop knowledge and confidence in a particular area of design.

11. Indicative Content

Topics covered in this unit will include:

- advanced site analysis, brief writing, precedent studies and user and user-needs definitions
- design in relation to user requirements and physical, commercial, social, regulatory, professional and environmental contexts,
- sustainable integration of structural, constructional and environmental technologies into the design process
- communication skills in 2 and 3D drawings, models, written reports and oral presentations

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 architectural design and building construction;

GA1.5 Knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances;

GA1.6 Ability to identify individual learning needs and understand the personal responsibility required for further professional education.

Learning Outcome	Marking Criteria	
On completion of this unit students will have:		
1. Generated a brief defining client/user requirements and established design objectives and priorities including a critical evaluation of functional and organisational precedents for a complex design project; (ref: ARB/RIBA GC1.3, GC5.1, GC7.1, GC7.2)	<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 type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
2. Analysed a substantial complex site in order to generate	<input type="checkbox"/> Research	<input checked="" type="checkbox"/> Technical Competence

<p>appropriate contextual design parameters for the project; (ref: ARB/RIBA GC5.2, GC5.3)</p>	<input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input type="checkbox"/> Experimentation	<input type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
<p>3. Explored and critically appraised the performance of environmental control, structural and technical systems, components, materials and construction systems appropriate for the project; (ref: ARB/RIBA GC1.2, GC8.1, GC8.3, GC9.3, GC10.1)</p>	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input checked="" type="checkbox"/> Personal & Professional Development <input checked="" type="checkbox"/> Collaborative and / or Independent Professional working
<p>4. Proposed a design for a complex project in which structural, material, construction, services, planning and regulatory requirements have been considered and integrated; (ref: ARB/RIBA GC1.1, GC1.2, GC1.3, GC4.3, GC8.1, GC8.2, GC10.3)</p>	<input 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 checked="" type="checkbox"/> Personal & Professional Development <input checked="" type="checkbox"/> Collaborative and / or Independent Professional working
<p>5. Proposed a design for a complex project in which aesthetic values, the requirements of the needs and aspirations of users, the impact on the environment, the precepts of sustainability, and the fit with local context have been considered and integrated; (ref: ARB/RIBA GC1.1, GC1.3, GC2.3, GC3.3, GC5.1, GC5.2, GC5.3, GC11.1)</p>	<input 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 checked="" type="checkbox"/> Personal & Professional Development <input checked="" 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. A comprehensive Design Brief and site analysis, based on analysis of precedent;
2. A Critical Analysis and selection of construction methods, systems and materials;
3. A comprehensive Design Proposal;
4. Presentation and Communication of the finished design proposal;

Assessment Structure

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

All learning outcomes must be achieved to pass this unit.

15. Reading and Resource List

Ackroyd, P. (2001) *London: The Biography* New York Vintage Press;

Jackson, John Brinckerhoff *A sense of Place a sense of Time* New Haven and London Yale University Press

Koolhaas, R. and Mau B. (2003) *S,M,L,XL* Köln: Taschen

Müller W. and Gausa M., (2008) *The Metapolis Dictionary of Advanced Architecture: city, technology and society in the information age* Barcelona Actar

Nesbitt, K. (1996) *Theorising a New Agenda for Architecture* New York: Princeton Architectural Press.

Sykes, K. (2010) *Constructing a New Agenda: Architectural Theory 1993-2009* New York: Princeton Architectural Press.

Tschumi, B. (1994 & 1999) *Event Cities* (Vols 1 & 2) MIT Press

Further Reading and Resources

Further reading and resources will be proposed by the individual student and agreed with the tutor based on their project and approach.