

1.	<b>Programme Title</b>	BA (Hons) IDEAs
2.	<b>Unit Title</b>	Major Project
3.	<b>HE Level</b>	UG 3 - FHEQ Level 6
4.	<b>Unit Code</b>	IDS16303
5.	<b>Credit Value of Unit</b>	60
6.	<b>Unit Type</b>	Mandatory
7.	<b>Unit Tutor</b>	Idrees Rasouli

8. Indicative Notional Learning Hours			
Staff – Student Contact		Independent Study Hours	
<b>Classes</b> (e.g. lectures, seminars and supervised group activity)	80	<b>Independent Study</b> (e.g. project development, reading, research and work on online forums)	200
<b>Supervised Access to Resources</b>	40	<b>Preparation for Assessment</b>	180
		<b>Unsupervised Access to Resources</b>	100
<b>Total</b>	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 an existing building, normally in Greater London and propose a development strategy. The site will include an existing building to be retained. Students will survey and analyse the site and make a comprehensive design proposal. The proposal must be ambitious and complex integrating a rigorous conceptual development phase and a rich 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, clearly articulating a carefully considered design approach and an understanding of the contextual and societal implications of the proposal.

The project normally begins with a precedent study of exemplary projects in a field of interest appropriate to the selected site, proceeding to the development of a brief / programme and initial design ideas. **The strategy proposed for the overall proposition must be agreed by the Unit Leader before the project progresses.**

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 design proposal that comprehensively resolves a complex brief;
- To develop knowledge and confidence in a particular area of spatial 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;

**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;

**GA1.5** 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. Established objectives and priorities based on the critical evaluation of a set brief defining client/user requirements and functional and organisational precedents for a medium-sized complex building; <b>(ref: ARB/RIBA GC1.3, GC7.1, GC7.2.)</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 checked="" type="checkbox"/> Personal & Professional Development  <input checked="" type="checkbox"/> Collaborative and / or Independent Professional working
2. Carried out a substantial /complex site and context analysis in order to generate appropriate contextual design	<input checked="" type="checkbox"/> Research  <input checked="" type="checkbox"/> Analysis	<input checked="" type="checkbox"/> Technical Competence  <input type="checkbox"/> Communication & Presentation

<p>parameters for a complex design project; (ref: <b>ARB/RIBA GC5.3</b>)</p>	<input checked="" type="checkbox"/> Subject Knowledge  <input checked="" type="checkbox"/> Experimentation	<input type="checkbox"/> Personal & Professional Development  <input type="checkbox"/> Collaborative and / or Independent Professional working
<p>3. Critically investigated, appraised and justified the selection of appropriate environmental control, structural and technical systems/precedents, components and materials appropriate for the specification of a complex design project; (ref: <b>ARB/RIBA GC1.2, GC8.1, GC8.3, GC9.3, GC10.1</b>)</p>	<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 type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development  <input type="checkbox"/> Collaborative and / or Independent Professional working
<p>4. Selected and justified construction methods and materials with reference to the impact on the environment and sustainability; (ref: <b>ARB/RIBA GC8.1, GC8.3</b>)</p>	<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 checked="" type="checkbox"/> Personal & Professional Development  <input type="checkbox"/> Collaborative and / or Independent Professional working
<p>5. Proposed the design for a complex building in which structural, material, constructional, services systems, planning and regulatory requirements have been resolved and spatially integrated; (ref: <b>ARB/RIBA GC1.1, GC1.2, GC4.3, GC8.2, GC10.3</b>)</p>	<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 checked="" type="checkbox"/> Personal & Professional Development  <input type="checkbox"/> Collaborative and / or Independent Professional working
<p>6. Proposed the design for a complex project in which the requirements of the needs and aspirations of users, the impact on the environment and the</p>	<input checked="" type="checkbox"/> Research  <input checked="" type="checkbox"/> Analysis  <input checked="" type="checkbox"/> Subject	<input checked="" type="checkbox"/> Technical Competence  <input checked="" type="checkbox"/> Communication & Presentation <input checked="" type="checkbox"/> Personal &

<precepts (ref:="" <b="" and="" been="" context="" fit="" have="" integrated;="" local="" of="" resolved="" spatially="" sustainability,="" the="" with="">ARB/RIBA GC1.1, GC1.3, GC5.1, GC5.2, GC5.3, GC7.2, GC10.3, GC11.1) </precepts>	Knowledge  <input checked="" type="checkbox"/> Experimentation	Professional Development  <input checked="" type="checkbox"/> Collaborative and / or Independent Professional working
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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;  
Müller W. and Gausa M., (2008) *The Metapolis Dictionary of Advanced Architecture: city, technology and society in the information age* Barcelona Actar  
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

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.