

<b>Unit Title</b>	Design 302: Brief and Context
<b>Level</b>	Level 6
<b>Reference No. (showing Level)</b>	EBB_6_514
<b>Credit Value</b>	20 Credit Points
<b>Student Study Hours</b>	Total Learning Hours: 200 hours Contact Hours: 78 hours Reviews: 12 hours Student managed learning : 110
<b>Pre-requisite learning</b>	None
<b>Co-requisites</b>	None
<b>Excluded Combinations</b>	None
<b>Unit Co-ordinator</b>	Alex Graef
<b>Faculty/Department</b>	FESBE / Department of Built Environment
<b>Subject Area</b>	Architecture
<b>Short Description</b>	The unit is based in the design studio and generates a detailed analysis of physical, cultural, social and economic context, a detailed design brief and concepts and methodologies for the final design unit LAR-6-303/304.
<b>Aims</b>	The unit aims to <ul style="list-style-type: none"> <li>• establish a clear understanding of a client brief, by both formulating and responding to one</li> <li>• in doing so, generate a firm understanding of theoretical, cultural and physical context as well as the relationship of programmatic ambition and a building brief</li> <li>• further engrain a culture of discussion and consultation amongst the students cohort</li> <li>• develop students' ability to utilise their individual methods, interests and strengths to shape and adapt a brief</li> <li>• make students document and present their ideas, concepts and interpretations of programme and context clearly and imaginatively</li> <li>• establish a method to arrive at considered outline proposals from generic programmatic and contextual starting points</li> </ul>
<b>Learning Outcomes</b>	Upon completion of the unit, students will have developed <ul style="list-style-type: none"> <li>• An understanding of the way that analysis, research, context and development of a brief inform design proposals</li> <li>• An understanding of the importance of consultation and the nature of architect / client relationships, through testing their proposals criteria formulated by others</li> <li>• An ability to present clearly, rigorously and imaginatively an iterative process from early conceptual ideas, interpretation of requirements and analysis of physical and non-physical context to an outline building proposal</li> </ul>
<b>Teaching &amp; Learning pattern</b>	The unit is delivered primarily through group and individual weekly tutorials and seminars, supported by lectures and reviews.
<b>Indicative Content</b>	Given an overarching theme and location or generic description of site, students form pairs in order to generate briefs for each others, or in other words assume mutual client / architect relationships under close tutorial guidance. Once these briefs are generated, students, while encouraged to utilise synergies and shared interests, continue individually and adapt the given briefs to their own research and general interests. Resultant detailed context analysis, graphic interpretation of a building programme, evidence of concept development, and massing and organisational studies form the basis for final degree building proposals.

<b>Assessments</b> <i>Elements and Weightings</i>	Written brief (including evidence of programme and site research) Weighting: 30%  Design portfolio (including models and sketch book) Weighting: 70%
<b>Mapping Against RIBA/ARB Criteria</b>	GC2.1, 2.2, 2.3, GC4.2, GC5.1, GC5.3, GC6.1, 6.3, GC7.1, 7.2, 7.3, GA1.4, 1.6
<b>Indicative Sources</b>	Constructing Architecture, Deplazes A, Birkhaeuser Metric Handbook: Planning and Design Data, Adler D, Architectural Press Journals and Periodicals: Detail Magazine, Domus, El Croquis, Arch+, AD Detailed reading lists relevant to brief topic are supplied at brief issue stage
<b>Attendance</b>	Studio, lectures, workshops and seminars: min 80% Crits and reviews: 100%