THE LONDON SCHOOL OF ARCHITECTURE | University of the Built Environment EST. 1919

# Design Tectonic

## Module Descriptor

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| Module Code: | LSA7DET |
| Version: | V1.0 |
| Status: | Final |
| Date: | 23/04/2025 |

# Summary Module Details

Module details

**Module Title: Design Tectonic**

**Module Leader:** Lewis Kinneir

**Module Mode:** Full time face to face

**Semester/Term:** 1, 2 and 3

**Level:** 7

**Credits:** 20

**Learning Hours:** 200

Contact & Study Hours

**Directed Study Time:** 31 hrs (15.5%)

**Self-directed Study Time:** 169 hrs (84.5%)

Assessment Type

**Portfolio:** 100%

## Module Summary

The Comprehensive Design Project is augmented and evolved through investigations into how the architectural scheme could be constructed.

Students will advance their level of design skill, awareness and ability to deploy appropriate sustainable, environmental, structural, and material strategies, as well as demonstrating an ethical and safe approach to their design decisions. A range of consultants and specialists on the project themes and aims advise on the design development. Running concurrently throughout the year alongside the design studio work, the module supports students to carry out advanced investigation, analysis, speculation and testing of appropriate strategies for the use of materials, structures and processes in the development of resolved form, enclosure, inhabitation and sustainability.

This module also draws on materials from each student's Design History work to deepen understanding of historical method and processes to inform new design solutions. There are opportunities built into the timetable for some linked teaching across modules at seminars and reviews.

## Taken on which Programmes

MArch Designing Architecture (C)

**Core (C) or Elective (E)**

## Pre-requisites

All modules on the programme must be completed and passed in the sequence outlined within the programme structure section of the programme specification except where progression has been approved by the Board of Examiners due to mitigating circumstances.

# Module Aims

- This module seeks for students to attain a powerful, exciting and mutually rewarding relationship between the conception and possible construction of their architectural proposition of their architectural proposition (Comprehensive Design Project).
- It aims to provide students with experience of an iterative design process that incorporates a range of specialist inputs to develop an architectural proposal tested against technical, aesthetic and other performative considerations and regulatory and professional frameworks.

# Module Learning Outcomes

On completion of this module students are expected, within the context of a technical study of the Comprehensive Design Project, to be able to:

LO1. LO.1 Integrate constructional and structural systems, environmental strategies and up-to-date regulatory requirements required to design safe buildings for people

LO2. Assess the impact of buildings on the environment within the context of sustainable design principles

LO3. Investigate and appraise a range of appropriate alternative structural, constructional and material systems

LO4. Identify potential problems with the realisation of their proposal, and develop strategies for its construction, including knowledge of structural principles and construction techniques

LO5. Compare the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices

LO6. Illustrate the issues and principles of designing optimum visual, thermal and acoustic building environments

LO7. Illustrate active and passive systems for the sustainable design of environmental comfort

LO8. Illustrate strategies for building services and the ability to integrate them in a design project

LO9. Evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals

# Indicative Module Syllabus

In order to ensure that the technical component of the main design project is fully integrated into the design evolution, this module is primarily taught within the tutor group to which the student is assigned, with specialist input from associated professionals including structural and environmental consultants. Guidance, advice and references, including appropriate building regulations, will be suggested specific to the individual project.

# Overview of Summative Assessment

| **Module learning outcomes** | **Assessment** | **Word count or equivalent** | **Weighting** |
|---|---|---|---|
| LO1 – LO9 | **Assessment 1**<br>Portfolio<br>The portfolio is split into two equally weighted assignments (50/50). | N/A | 100% |

**Module Pass Mark (as a weighted average of all assessments): 50%**

# Key Module Learning Resources

## Core Sources and Texts

Indicative bibliographies for each module can be found in Module Booklets.

## Module tools

Students will learn through the following range of teaching and events:

- Group tutorials with specialist consultants, their thesis tutors and peer group;
- Seminars and class presentations of work in progress;
- Feedback from tutors, peers, visiting critics and experts at a review.