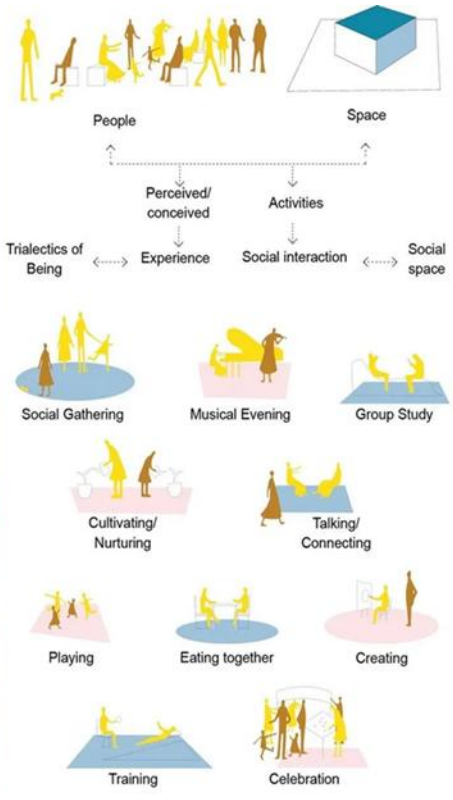
TAYLOR'S UNIVERSITY
Wisdom • Integrity • Excellence

BACHELOR OF SCIENCE (HONOURS) IN ARCHITECTURE

ARCHITECTURAL DESIGN PROJECT
(PRJ60408)

MODULE OUTLINE
APRIL 2025



The challenge – the Sunnyside Yard Competition winner from RKD – sought to generate design idea is to create an environment suitable for the urban population, promoting balance and equality.
Third Spaces in Architecture: Edward Soja - RTF | Rethinking The Future (re-thinkingthefuture.com)

Programme	Bachelor of Science (Honours) in Architecture
Module Name	ARCHITECTURAL DESIGN PROJECT
Module Code	PRJ60408
Pre-requisite(s)	Architectural Design V (ARC60608)
Credit Hours	8.0
Classification	Core Module
Module Coordinator	Ar. Prince Favis Isip, (Phil. Reg) princefavis.isip@taylors.edu.my
Lecturers/Tutors	
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Module Synopsis

This studio forms the culmination of the Bachelor of Science (Honours) in Architecture programme. This capstone project is based on the theme 'architecture with an impact' and the formulation of an architectural intervention that embodies sensitivity in the meditation between architecture and socio-cultural needs, the designs of internal spaces, and the demands of the external constraints. Progressing from the previous studio where it focused on urban streets, this semester, aims to empower the urban fabric by focusing on the needs and aspirations of the place and its people in relation to the current times. The project focuses on real-life and relevant issues which allow students to not only understand but immerse themselves in the significance of their design approaches. Hence, learn the impact of their work on social, cultural, and environmental aspects.

The students are expected to approach the project through multiple layers of exploration, on programmatic, design, and technical levels within the parameters set by the given project. Moreover, each studio is set to a more 'structured exploration' having a specific theme and direction. The thematic studio is established based on the tutor's expertise and students' interest. Subsequently, students are to produce a well-resolved and explored final design supported by a 15-week development documented in the form of a final design report. The project is to show evidence of appropriate design flair and technical competencies.

The student will be guided with a series of lectures and talks that align with the design process and progress, from understanding the user and place to programmatic, design development, and technology-related topics. The topics will also align with Sustainable Building Goals (SDG) and other relevant developments in architecture and society.

Module Teaching Objectives

The teaching objectives of the module are to:

1. Develop awareness in the mediation between socio-cultural needs, the desires of internal spaces, and the demands of external constraints pertaining to the broad theme.
2. Develop students' position in architectural thinking and design within the alignment of the studio theme.
3. Consolidate an understanding of the holistic nature of the architectural design process, to a given degree of detail with emphasis on design as an integrative process, drawing as appropriate on previous subjects of the program.

Module Learning Outcomes (MLO)

The objectives of the module are translated into a number of Module Learning Outcomes (MLO), mapped to Programme Learning Outcomes (PLO) and Taylor's Graduate Capabilities (TGC).

No.	MLO	PLO	TGC
1	Formulate a comprehensive study and pre-design analysis on site, involving identification of relevant issues that can be addressed through architectural design interventions in a form of design position and programmatic responses**.**	2,6	1.1, 2.2 3.2,4.1, 5.1
2	Propose architectural design responses and strategies to further justify the position and programme through a series of analytical diagrams and models.	2	2.2 7.1
3	Generate a design with a good level of understanding of design codes, environmental, technological strategies tectonics and poetics. Emphasizing effectivity, sustainability, buildability, and efficiency.	1	2.3 3.1, 4.1
4	Establish a good level of understanding on materiality and detailing as means to capture experiential, aesthetic, and innovative qualities of the design.	3,5	4.1. 6.1 8.1
5	Consolidate a comprehensive understanding of design into a holistic architectural presentation and summing up design as an integrative process.	4	2.2, 3.2 8.1

Modes of Delivery and TIMeS

This is an 8.0 credit hour module conducted over a period of 16 weeks. The modes of delivery will be in the form of lectures, discussion/tutorials, and self-directed study. The breakdown of the contact hours is as follows:

- Lecture: 2.0 hours per week
- Tutorial: 8.0 hours per week
- Self-directed study: 10.0 hours per week

Taylor's Integrated e-Learning System (taylors.edu.my) (MyTIMeS) is the University's communication tool and information portal to access module materials, project briefs, assignments, and announcements. Any changes to academic policies will be communicated through TIMeS.

Programme Learning Outcomes (PLO)*

The Bachelor of Science (Honours) in Architecture programme has as its objectives that graduates exemplify the following Programme Learning Outcomes (PLO) that will enable them to.

No.	Programme Learning Outcomes (PLO)
1	Produce designs at appropriate complexity and scales up to the schematic level using appropriate communication tools
2	Demonstrate understanding of cultural, historical, and established architectural theories, philosophies, and context.
3	Demonstrate creativity, innovation and imagination and translate these into an architectural design solution.
4	Develop design to a level for regulatory application for Building Plan submission that complies to the requirements of local authorities, including understanding of building regulations, basic building construction and materials, environmental considerations and building services.
5	Translate design into construction drawings with appropriate construction details and use established architectural drawing convention.
6	Work in a team and participate in the design process

**Source: The Manual of Accreditation for Architecture Programmes, Board of Architects Malaysia 2013*

Taylor's Graduate Capabilities (TGC)

The teaching and learning approach at Taylor's University is focused on developing the Taylor's Graduate Capabilities (TGC) in its students; capabilities that encompass the knowledge, cognitive capabilities, and soft skills of its graduates.

Taylor's Graduate Capabilities (TGC)	
	**1. Discipline Specific Knowledge** **1.1** Able to put theories into practice **1.2** Understand ethical issues in the context of the field of study **1.3** Understand professional practice within the field of study
	**2. Lifelong Learning** **2.1** Learn independently **2.2** Locate, extract, synthesize and utilize information effectively **2.3** Be intellectual engaged
	**3. Thinking and Problem-Solving skills** **3.1** Think critically and creatively **3.2** Define and analyze problems to arrive at effective solutions

	**4. Communication Skills** **4.1** Communicate appropriately in various settings and modes
	**5. Interpersonal Skills** **5.1** Understand team dynamics and mobilize the power of teams **5.2** Understand and assume leadership
	**6. Intrapersonal Skills** **6.1** Manage oneself and be self–reliant **6.2** Reflection one's action and learning **6.3** Embody Taylor's core values
	**7. Citizenship and Global Perspectives** **7.1** Be aware of and form opinions from diverse perspectives **7.2** Understand the value of civic responsibility and community engagement
	**8. Digital Literacy** **8.1** Effective use of ICT and related technology

Types of Assessments and Feedback

The student will be graded in the form of formative and summative assessments. Formative assessment involves participation in discussions and feedback sessions. Summative assessment will inform you about the level of understanding and capabilities achieved at the end of the module.

No	Assessment Components		Type	MLO	Weightage
1	**Proj. 1a: Pre-design Studies & Analysis**		Formative/Summative	1	10%
2	**Proj. 1b: Design Strategies & Exploration**		Formative/Summative	2,3	20%
3	**Proj. 1c: Final Design and Report**	Pre-Final Design Review 10%	Formative/Summative	3-5	70%
		Final Design Review 50%	Summative		
		Final Design Report 10%	Summative		
4	**Taylor's Graduate Capabilities Portfolio**		Summative	1-5	Pass/Fail
Total					**100%**

Assessment Components

1. Pre-design Studies & Analysis (Group/Studio) - 10%

In this phase, students in groups are to investigate, study and analyze the site to understand valuable components before designing. The study will enable students to gain familiarity with the site. To be immersed by 'sensing the city' allowing each to look into the current conditions of the site and relate it to the target user and objectives of the project. Hence, developing the most appropriate strategy and programme align to the project typology & parameters.

In this phase, students in a group are expected to:

- To use references to understand the site and context in a more in-depth manner. Apply learnings from relevant readers, such as 'Life between buildings using public space, legibility analysis extracted from Responsive Environments, Cities for People, How to Study Public Life, New City Spaces, Soft City, etc.
- To conduct a comprehensive investigation and study of the site using photos documentation, site investigation, research, surveys, and interviews.
- To look into relevant projects and buildings that provide a better understanding of the project and program-relevant ideas.
- To develop an effective presentation that is presented in a comprehensive, concise, and creatively organized manner.

2. Design Strategies and Exploration (Individual)- 20%

In this stage and upon clearly understanding the 3P's people, place, and project, students will take the project to the next level. Under the tutor's guidance and studio direction, students are to progress by exploring the project proposal presented by the group in Project 1a, individually. Each student is to explore design ideas within the proposal into multiple angles and possibilities, looking carefully into the spatial quality, form composition, and aesthetic. The design exploration is to represent the designer's inquisitive nature through a series of schemes to analyze, test, and challenge the ideas. During exploration, students are advised to look into the suggested readers and relevant buildings to gain a better grasp and understanding of the project on a programmatic and design level. Likewise, initial exploration on structural concepts, and materiality. The full exploration is to be presented and represented in a series of sketches, study models, diagrams, preliminary/schematic 2D Drawings (floor plans, sections, and elevations, and 3D drawings (axonometric, perspective, and modelling). At the end of this stage, students are to present both the full exploration and final scheme in the form of a pin-up presentation.

3. Final Design Presentation and Final Design Report (Individual)- 70%

3.1 Pre-Final Design Presentation & Review (10%)

Upon accomplishing project 1b, the student will proceed to finalize the scheme. Another 3-4 weeks are allotted for this stage. Each is to look and develop the scheme into a more resolved design before the final interim checking or the pre-final design review. In this phase, students are aided with a series of workshops focusing on improving their understanding of the Environmental and Technological strategies, structural concept and overall building design and regulatory compliance. The students are expected to incorporate the workshop learnings into their design. The drawings and progress are to be presented in an Interim/pin up presentation to be reviewed by external or internal guest panelists. The pre-design review is used as a platform to aide students in preparation for the final review week.

3.2 Final Design Presentation and Review (50%)

Progressing from the pre-final design review, students are to work on the feedback and work on to fully resolve the design. As the final stage, the design should strongly demonstrate the student's ability to exhibit design flair and technical competence. As a final year student design work is expected to demonstrate critical thinking skills (studies and analysis), structural sense (buildability + tectonics), sensitivity (key issues & the environment), maturity (considering by-laws & compliance with regulations), creativity (tectonic thinking and poetics) and competence (a well-referenced spatial organization & planning). Students are required to come up with a comprehensive, well-organized, clear, and creative final design presentation. The final presentation is in the form of a final design review wherein external reviewers from the industry and academe will assess and give inputs on the design presented.

3.3 Final Design Report (10%)

Each student is required to submit a final design report as full documentation of the 15-week design 'journey' in the final studio. The documentation will cover the rigorous design processes, from analysis, preliminary studies, conceptualization, exploration, technical component, and the final design. The report must show evidence of how the student incorporated and applied the knowledge learned from previous studios and non-design studio modules, likewise from present learnings from the module's lecture series, tutorials, and workshops into their design. A weekly reflective journal signed by the respective tutors is to be attached in the last part of the report, as evidence of progress and self-reflection.

4. Taylor's Graduate Capabilities Portfolio (TGCP)

The Taylor's Gradate Capabilities Portfolio is a document that collates all assessments produced in the module and reflects a student's acquisition of the Module Learning Outcomes (MLO) and the Taylor's Graduate Capabilities (TGC). Each student us to develop an e-Portfolio, a web-based portfolio in the form of a personal academic blog. The e-portfolio, a web-based portfolio is developed progressively for all modules taken throughout Semesters 1 to 5 and culminates with a final Portfolio in printed form produced in the final semester. The e-Portfolio must encapsulate the acquisition of Programme Learning Outcomes (PLO) and Taylor's Graduate Capabilities (TGC) and showcase the distinctiveness and identity of the student as a graduate of the programme.

Marks and Grading Table

Grade	Marks	Grade Points	Definition	Description
A	80 – 100	4.00	Excellent	Evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of module matter; evidence of extensive knowledge base.
A-	75 – 79	3.67	Very Good	Evidence of good grasp of module matter; critical capacity and analytical ability; understanding of relevant issues; evidence of familiarity with the literature.
B+	70 – 74	3.33	Good	Evidence of grasp of module matter; critical capacity and analytical ability, reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	65 – 69	3.00		
B-	60 – 64	2.67	Pass	Evidence of some understanding of the module matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C+	55 – 59	2.33		
C	50 – 54	2.00		
D+	47 – 49	1.67	Marginal Fail	Evidence of nearly but not quite acceptable familiarity with module matter, weak in critical and analytical skills.
D	44 – 46	1.33		
D-	40 – 43	1.00		
F	0 – 39	0.00	Fail	Insufficient evidence of understanding of the module matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
WD	-	-	Withdrawn	Withdrawn from a module before census date, typically mid-semester [refer to Description 1 below].
F(W)	0	0.00	Fail	Withdrawn after census date, typically mid-semester [refer to Description 2 below].
IN	-	-	Incomplete	An interim notation given for a module where a student has not completed certain requirements with valid reason, or it is not possible to finalise the grade by the published deadline.
P	-	-	Pass	Given for satisfactory completion of practicum.
AU	-	-	Audit	Given for a module where attendance is for information only without earning academic credit.

- Description 1: Week 3 to week 7 (inclusive) for long semester, or week 3 to week 5 (inclusive) for short semester. A short semester is less than 14 weeks. Not applicable for audit and internship.
- Description 2: After week 7 for long semester, or after week 5 for short semester. A short semester is less than 14 weeks. Not applicable for audit and internship.

Hurdle Assessment Guideline for Architectural Design Studio

A student must achieve at least 50% for the final assessment of design studio, a final grade of C to pass the module. A student who obtains a minimum of 40% for the final assessment and overall grade of D or higher for the module may be allowed to resubmit, to be determined by the Board of Examiners. The maximum grade awarded for the resubmission will be a grade of C. A student who obtains 39% and below for the final assessment will result in failing the module irrespective of the overall marks earned, even though he/she has achieved 50% or more in the overall assessment. He/she will not be allowed to resubmit the final assessment.

Module Weekly Schedule

Date/Week	Lecture/Presentation	Discussion/Tutorial	Self-directed Study
	Hours	Hours	Hours (IL) (GLT)
21 Apr *Download MO & project 1a brief TIMeS	Briefing 01 **Module Overview &** **Project 1a guidelines** **Forming of Studios**	Tutorial/discussion on project 1a specifics and briefing on studio's direction.	IL (7): Project making P1a. GLT (3): Readers & Videos - LaGro Jr. J.A., Site Analysis: linking program - Gehl J., How to Study Public Life - Carmona, M., Public places, urban spaces: - Bentley, Alcock, et.al., Responsive Environments
24 Apr	Activity 01 **Site Visitation. Observation And Data collection** Activity 02 **Building Visit - Experiencing social and cultural hubs**	Tutorial/discussion on site on urban studies & analysis. Understanding Third Places in Penang (Hin Bus Depot, Co-Ex, etc.	
Week 1	2	8	10
28 Apr	Activity 03 **SABD Design Forum** **Future Thinkers XVII (TAF)**	Drawing inspirations from works presented in the forum.	IL (7): Project making P1a. GLT (3): Readers & Video - Gehl, J., Cities for People Life between Buildings: Using Public Space & New City Spaces - Soja, E. W. (1996) Third space:
1 May	***Public Holiday*** ***Labor Day***	Replacement Tutorial/ discussion. Analysis & formulating ideas and response.	
Week 2	2	8	10
5 May	Lecture 01 **Understanding the 3P's** **People, Place and Project**	Tutorial/discussion. Synthesis of ideas & position taking.	IL (12): Project making P1a. GLT (3): Readers & Video -Adjaye, Making Public Bldgs.
8 May			
Week 3	2	8	10
12 May	***Public Holiday*** ***Wesak Day***	Replacement Tutorial Draft checking.	IL (3): Project making P1b. GLT (7): Readers & Forum -Crowe, N & Laseau, P. Visual Notes for Architects and Designers
15 May *Download Proj 1a assess. sheet TIMeS	Submission and presentation 01 **Proj. 1a: Pre-Design Studies and Analysis (10%)**	Group presentation. Feedback session.	
Week 4	5	5	10

19 May	Briefing 02 **Project 1b guidelines**	Lecture and Tutorial/ discussion. Generating narrative, ideas and design concepts.	IL (7): Project making P1b. GLT (3): Readers & Video - Neufert, E., Architect's Data, 4th Edition - Morales, Zarzar, K., Use & Adaptation of Precedents in Architectural Design -Allen & Iano, Architect's Studio Comparison: Rules of Thumbs for Prelim. Design
22 May		Tutorial/ discussion. Generating narrative, ideas and design concepts.	
Week 5	2	8	10
26 May	Lecture 02 **Designing Impactful Public Buildings 'Third Place'**	Lecture/tutorial/ discussion. Design exploration.	IL (12): Project makingP1b. GLT (3): Readers & Video - Baker, G., Design Strategies in Architecture - Di Mari, A. & Yoo, N., Operative Design: A Catalog of Spatial Verbs-
29 May	Activity 04 **Building Visit - Experiencing social and cultural hubs**	Tutorial/discussion. Learning from visits and precedents. Design exploration.	
Week 6	2	8	10
2 Jun	***Public Holiday*** ***Agong's Birthday***	Replacement Tutorial/ discussion. Design exploration.	IL (7): Project making P1b. GLT (3): Readers & Video - Antoniades, A. Poetics of Architecture
5 Jun		Tutorial/discussion on preparation for interim presentation.	
Week 7	-	10	10
9 Jun download proj1b Assess. Sht TIMeS	Submission and presentation 02 **Proj. 1b: Design Strategies and Exploration (20%)**	Presentation, feedback session & discussion	IL (12): Project making P1c. GLT (3): Readers & Video- -Di Mari, Conditional Design: An Intro to Elemental Architecture
13 Jun	Briefing 03 **Proj 1c guidelines**	online briefing and tutorial session	
Week 8	2	8	10
16 Jun	Lecture 03 **Designing to Express Design, Structures & Materials** Activity 04 **Technical Workshop with structural design experts**	Tutorial/discussion. Feedback from P1b and Tutorial/discussion on incorporating structural, materiality, acoustic, and innovation in design.	IL (5): Project making P1c. GLT(5): Readers+Workshop - Lewis, P., Tsurumaki, M. and Lewis, D., (2016), Manual of Section - Hurol, tectonics of Structural Systems: An Architectural Approach
19 Jun			
Week 9	4	6	10
23 Jun *Download proj1c brief TIMeS	Lecture 04 **Designing Sustainable, Green & Innovative buildings**	Tutorial/discussion on incorporating green and innovative elements in design.	IL (10): Project making P1c. GLT(5): Readers+Workshop -Bauer, M., Mosle, P. and Schwarz, M., Green

26 Jun	Activity 05 **Design Charette** **@ VERITAS Architects**		Industry exposure. Feedback from external panel & collaborators	Building: Guidebook for Sustainable Architecture; Springer
Week 10	2		8	10
30 Jun	Lecture 05 **Designing a Technically Competent Building**		Tutorial and discussion. incorporating green strategies.	IL (12): Project making P1c. GLT (3): Reader + Video -Lewis, P. Tsurumaki, M. and Lewis, D., (2016), Manual of Section - Abu Bakar, H., (2006), Guide to Fire Protection
3 July *Download Assess. sheet			Tutorial and discussion. Fina interim design preparation	
Week 11	2		8	10
7 July	Submission and presentation 03 **Proj 1c: Pre-final Review (10%)**		Assessment: Internal Reviewers Presentation, feedback session .	IL (5): Project making P1c. GLT (5):Readers+Workshop - Allen, E Architectural Detailing: Function, Constructability-Aesthetic
10 July				
Week 12	-		10	10
14 July	Lecture 06 **Effective Visual Storytelling**		Tutorial/discussion. Final design and presentation.	IL (14): Finalization of Design and presentation GLT (1): Session with MC
17 July				
Week 13	2		8	10
21 July *Download schedule-MyTIMeS	Briefing 04 **Final Design Review Guidelines** **Finalizing Design**		Final checking: Print presentation draft in A3.	IL (15): Finalization Work -Yee, R, Arch'l Drawing: A Visual Compendium
Week 14	1		4	15
28 Jul-3 Aug	**Finalizing Presentation**			
Week 15	-		-	20
6 Aug	Submission/Pin up. **Project 1c: Final Design**	**50%**	Submission and pin up of boards	IL (5): Finalization of TGC Portfolio
7 Aug *Download Assessment sheet MyTIMeS	Presentation/Review **Project 1c: Final Design Presentation + Review**		Assessment: External Panelists/Reviewers/ADP Lecturers	
Week 16	-		-	20
12 Aug	Submission **Final Design Report (10%)** **TGC Portfolio (P/F)**		Submission of Portfolio + Reflection and TGC Portfolio	IL (10): Final presentation and report making.
Week 17	-		-	-
hrs./activity	**28**		**107**	**185**
Total hours	**320**			

Note:

1. Lectures to be conducted Physically at the lecture hall except for a few (international or out of town speakers) to be conducted online via Zoom.
2. All tutorials, presentations & workshops to be conducted physically in the studio.
3. IL- Independent Learning GLT- Guided Learning Time
4. Schedule subject to change on a short notice

Reminder:

Week 02	Last day to add/drop a module.
Week 07	Last Day for subject/module withdrawal with WD grade
Week 11	Online Course Evaluation
Week 12	Last Day for subject/module withdrawal F (W) grade

Main References:

1. Lehnerer, A., (2014), Grand Urban Rules, 010 Publishers
2. Bentley, I., Smith, G., Alcock, A., McGlynn, S. and Murrain, P., (2013), Responsive Environments- Manual for Designers, Architectural Press
3. Allison, P., (2006), David Adjaye: Making Public Buildings. London: Thames & Hudson
4. Baker, G., (1989), Design Strategies in Architecture (2nd Ed.), New York: Van Nostrand Reinhold
5. Allen, E., (2017), The Architect's Studio Comparison: Rules of Thumbs for Preliminary Design (6th Ed.), Wiley
6. Carmona, M. (2003). Public places, urban spaces: The dimensions of urban design. Oxford: Architectural Press.
7. Sim, D. (2019). Soft City, Building Density for Everyday Life, Island Press
8. Gillen, N., (2021) RETHINK Design Guide: Architecture for a post-pandemic world, RIBA Publishing.

Additional References:

Planning and Design

1. LaGro Jr. J. A., (2001), Site Analysis: linking program and concept in land planning and design, New York, Wiley
2. Bauer, M., Mosle, P. and Schwarz, M., (2010), Green Building: Guidebook for Sustainable Architecture; Springer
3. Di Mari, A. and Yoo, N., (2012), Operative Design: A Catalog of Spatial Verbs, BIS Publishers
4. Neufert, E., (2012), Architect's Data, 4th Edition, Wiley Blackwell
5. Gehl, J., (2010), Cities for People, Island Press
6. Gehl, J., (1987) Life Between Buildings Using Public Space, translated by jo Koch, Van Nostrand Reinhold, New York
7. Gehl, J., (2013), How to Study Public Space, Island Press
8. Gehl, J., (2008), New City Spaces, Danish Architectural Press; Third edition

9. Soja, E. W. (1996) Third space: Journeys to Los Angeles and other real-and-imagined places. London, England: Blackwell

Form Making, Details, and Tectonics

1. Allen, E. and Rand, P., Architectural Detailing: Function, Constructability-Aesthetics 3rd Edition, 2016, Wiley & Sons
2. Charleson, A., (2014), Structure in Architecture: A Sourcebook for Architects and Structural Engineers 2nd Edition, Routledge
3. Frampton, K., (1995), Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture, Graham Foundation
4. Hurol, Y., (2016), The Tectonics of Structural Systems: An Architectural Approach, Routledge, 1st Ed. Antoniades, A.C., (1990), Poetics in Architecture: Theory of Design, Van Nostrand Reinhold
5. Hall, A., (2009), Details in Architecture: Creative Detailing by Leading Architects, Images Publishing

Presentation Technique & Design Communication

1. Yee, R, (2003), Architectural Drawing: A Visual Compendium (4th Ed.), Wiley & Sons
2. Di Mari, A., Conditional Design: An Introduction to Elemental Architecture, 2014, BIS
3. Lewis, P., Tsurumaki, M. and Lewis, D., (2016), Manual of Section, Architectural Press.

Policies and Guidelines

1. Abu Bakar, H., (2006), Guide to Fire Protection in Malaysia, The Institute of Fire Engineers (UK) Malaysia Branch, Kuala Lumpur.
2. Laws of Malaysia, (2007), Uniform Building By-Laws 1984, International Law Book Services
3. Malaysian Standard, MS 1525:2014, Energy efficiency and use of renewable energy for non-residential buildings- Code of practice, Second revision, Department of Standards Malaysia
4. Malaysian Standard, MS1184:2014, Universal Design and Accessibility in the Built Environment, Code of Practice, Second revision, Department of Standards Malaysia, Copyright 2014

GENERAL RULES AND REGULATIONS

Student-Centered Learning (SCL)

The module uses the Student-centered Learning (SCL) approach. Utilization of SCL embodies most of the principles known to improve learning and to encourage student's participation. SCL requires students to be active, responsible participants in their own learning and instructors are to facilitate the learning process. Various teaching and learning strategies such as experiential learning, problem-based learning, site visits, group discussions, presentations, working in group etc. can be employed to facilitate the learning process. In SCL, students are expected to be:

- active in their own learning.
- self-directed to be responsible to enhance their learning abilities.
- able to cultivate skills that are useful in today's workplace.
- active knowledge seekers.
- active players in a team.

Attendance and Student Participation

Attendance is compulsory. Any student who arrives late after the first half-hour of class will be considered absent. The lectures and tutorials will assist you in expanding your ideas and your assessments. A minimum of 80% attendance is required to pass the module and/or be eligible for the final examination and/or presentation.

Students will be assessed based on their performance throughout the semester. Students are expected to attend and participate actively in class. Class participation is an important component of every module. Your participation in the module is encouraged. You have the opportunity to participate in the following ways:

- Your ideas and questions are welcomed, valued, and encouraged.
- Your input is sought to understand your perspectives, ideas and needs in planning module revision.
- You have opportunities to give feedback, and issues will be addressed in response to that feedback.
- Do reflect on your performance in Portfolios.
- Student evaluation on your views and experiences about the module are actively sought and used as an integral part of improvement in teaching and continuous improvement.

Late Submission Penalty

The school imposes a late submission penalty for work submitted late without a valid reason e.g., a medical certificate**.**

a. Any work submitted after the deadline (which may have been extended) has the percentage grade assigned to the work on face value reduced by 10% for the first day and 5% per day up

until a maximum period of five (5) days, at which time the assignment will be assigned zero marks.

b. For the purpose of late submission of assignments, Saturday, Sunday, and public holidays may be counted identically as any other working day.

Absenteeism at intermediate or final presentation will result in zero mark for that presentation. The Board of Examiners may overrule any penalty imposed and allow the actual mark achieved to be used if the late submission was for a good reason.

Plagiarism

Plagiarism, which is an attempt to present another person's work as your own by not acknowledging the source, is a serious case of misconduct, which is deemed unacceptable by the University.

"Work" includes written materials such as books, journals and magazine articles or other papers and also includes films and computer programs. The two most common types of plagiarism are from published materials and other students' works.

1. Published Materials

   In general, whenever anything from someone else's work is used, whether it is an idea, an opinion or the results of a study or review, a standard system of referencing should be used. Examples of plagiarism may include a sentence or two, or a table or a diagram from a book or an article used without acknowledgement.

   Serious cases of plagiarism can be seen in cases where the entire paper presented by the student is copied from another book, with an addition of only a sentence or two by the student.

   While the former can be treated as a simple failure to cite references, the latter is likely to be viewed as cheating in an examination.

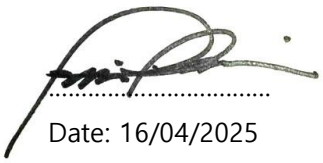
   Though most assignments require the need for reference to other peoples' works; in order to avoid plagiarism, students should keep a detailed record of the sources of ideas and findings and ensure that these sources are clearly quoted in their assignment. Note that plagiarism also refers to materials obtained from the Internet too.

2. Other Students' Works

   Circulating relevant articles and discussing ideas before writing an assignment is a common practice. However, with the exception of group assignments, students should write their own papers. Plagiarizing the work of other students into assignments includes using identical or very similar sentences, paragraphs, or sections. When two students submit papers that are very similar in tone and content, both are likely to be penalized.

Guide for Writing References:

http://taylorslibrary.taylors.edu.my/user_skills/user_support_students

Prepared by:	**Approved by:**
Ar. Prince Favis Isip (Phil. Reg)	Mr. **Mohd Adib Ramli**
	
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Date: 16/04/2025	Date: 21/04/2025
Module Coordinator	Programme Director
Stream Coordinator	Bachelor of Science (Hons.) in Architecture
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Remarks:

1. The Module Outline (MO) is to be distributed to the students in the first week of the semester.
2. Any changes to the Module Outline (MO) shall be communicated (in writing) to the Programme Director and the approved revised version must be communicated to the students.