

LONDON  
METROPOLITAN  
UNIVERSITY

# Architecture BA STUDENT WORK

[www.londonmet.ac.uk/ba-hons](http://www.londonmet.ac.uk/ba-hons)



[ldnmet\\_architecture](#)



[London Metropolitan University](#)

2025

## Contents

<b>000 Academic Overview</b>	<b><u>5</u></b>
<b>001 Year 01</b>	<b><u>7</u></b>
Studio Projects	<u>9</u>
<b>002 Year 02 &amp; 03</b>	<b><u>27</u></b>
Studio 01	<u>28</u>
Studio 01 Projects	<u>29</u>
Studio 02	<u>42</u>
Studio 02 Projects	<u>43</u>
Studio 03	<u>56</u>
Studio 03 Projects	<u>57</u>
Studio 04	<u>70</u>
Studio 04 Projects	<u>71</u>
Studio 05	<u>84</u>
Studio 05 Projects	<u>85</u>
<b>003 Technology</b>	<b><u>97</u></b>
Technology 01	<u>100</u>
Technology 02	<u>104</u>
Integrated Design Audit	<u>108</u>
<b>004 Critical &amp; Contextual Studies</b>	<b><u>115</u></b>
CCS 01_History & Theory	<u>118</u>
CCS 01_Professional Practice	<u>119</u>
CCS 02_History & Theory	<u>120</u>
CCS 02_Professional Practice	<u>121</u>
CCS 03_Dissertation	<u>122</u>
<b>005 Research &amp; Events</b>	<b><u>125</u></b>
Practice Placements	<u>126</u>
Studio Trips	<u>132</u>
Workshop	<u>134</u>
The Clearing, Lesnes Abbey Woods	<u>134</u>
Staff Research Outputs	<u>138</u>

## Architecture BA (Hons)

Welcome to our Undergraduate Architecture School! Our reputation in the heart of East London dates back to 1965. Born from the merging of silversmithing and allied crafts from the Central School of Art, it's a place where **innovation** and **creativity** meets **culture**, with the **pulse** of the city shaping our approach to architecture and learning.

Our program emphasises a strong focus on **making**, hands-on learning, **critical** inquiry, and **collaborative** design to help you develop the **skills** and knowledge needed for a successful career in architecture. Our supportive environment encourages creative **exploration** and academic growth, Inspiring you to think critically about the built environment and gain **confidence** in your path to becoming a **thoughtful**, skilled architect.

The curriculum is designed to encourage a deeper **understanding** through a combination of studio-based work, seminars, and lectures, which aims to provide a **comprehensive** educational **experience** that fosters both **technical**

skills and critical **thinking**. Our faculty members are deeply involved in **research**, exploring **current** and critical issues such as **sustainable** design, **community** engagement, and **environmental** ecology. These research themes inform the curriculum, offering you opportunities to engage with contemporary challenges in the field of architecture.

We believe that architecture and design must also make you **feel good** and understand that student **well-being** is integral to academic success. Our teaching practices ensure that we respond to the changing needs of students while maintaining a strong focus on academic rigor and well-being.

**001 Year 01**

## Students

Ahmed Abdelghani Saleh Sakr  
 Chrysanthi Gkerverni  
 Danny Palmer  
 David Vlad  
 Denera Dyrma  
 Denizcan Kaya  
 Ejjes Eremiokale  
 Emanuela Ardelean  
 Emilija Fomina  
 Evan Burvill  
 Fatema Nagori  
 Fatoumata Sanyang  
 Ghazi Akkari  
 Giuliano Bastianelli  
 Guilherme Nogueira Da Silva  
 Hannah Rahman  
 Ifzah Khaliq  
 Ionut-Alin Tatu  
 Kapilraj Ketheeswaran  
 Kiana Ebrahimi  
 Lea Jaffar  
 Lidoweii Mero  
 Luz Ramos Rubio  
 Mariana Castaneda Castillo  
 Muhammad Rahman  
 Nathan Nelhams  
 Natthawut Malaisri  
 Nikolay Amzov

Nusrat Nureen  
 Pedro Luis Tejada Quispe  
 Sahej Mehat  
 Seedra Kzkwzh  
 Stepan Fedun  
 Verity Anderson  
 Yunis Dawood

## Tutors

George Fereday (Year 1 Studio Lead)  
 Colin O'Sullivan  
 David Grandorge  
 Jane McAllister  
 Louie Levison (Digital Skills)  
 Robert Barnes  
 Sian Moxon (Sem 1)  
 Theo Theodoros (Sem 2)

## Studio Projects

### 01 Mari ReMade

Students explored Enzo Mari's Autoprogettazione furniture to learn principles of human-scale design, material efficiency, and structural integrity. In small teams, they created detailed 1:5 measured drawings that communicated construction sequences without text. They then fabricated a full scale prototype to gain foundational skills in timber construction, structural thinking, and visual communication. Principles applicable to future architectural design.

### 02 Shelter for Toynbee

Building on Enzo Mari's principles, students designed timber shelters large enough to accommodate three pieces of Mari-inspired furniture. The shelter's structure and form were derived from a key timber joint, used to construct a repeating 'structural bay' that provides a water-tight layer, effectively shielding occupants from wind and rain.

Designed for disassembly, the shelters were thoughtfully sited at Toynbee Hall in Aldgate, London.

### 03 Garden Threshold

Students designed architectural thresholds between almshouse entrances and communal gardens, focusing on creating boundaries that connect interior spaces to nature. They explored how these thresholds influence well-being, biodiversity, and community life. Through collaging, plans and sections, and photographing views from scaled models, the project sought to explore meaningful thresholds that strengthen the connection to shared outdoor spaces.

### 04 Future Almshouse

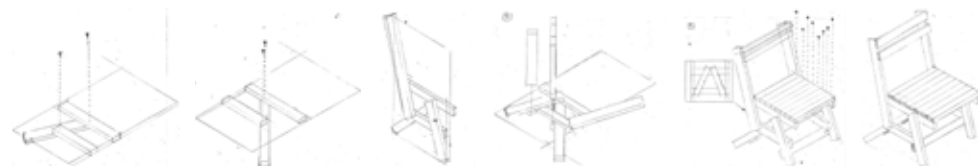
Students were tasked with designing a pair of connected almshouses at Swedenborg Square Orchard, E1. The design constraints included two one-bedroom, two-storey dwellings, carefully arranged as either terraced or stacked units, using timber and natural materials. The brief required incorporating a garden threshold, with provisions for a lift, internal stair, and level access or ramp to the communal garden, aiming for a sustainable, community-focused solution.

# 001

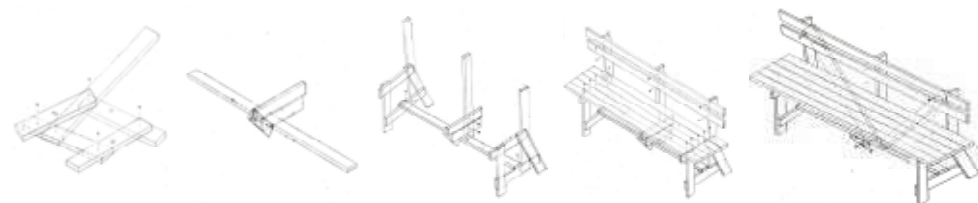
Year 01



01



02



03



04

**Fig 01:** *Mari Re-Made* - 1123 xQ, Nusrat Nureen

**Fig 02:** *Mari Re-Made* - 1123 xP, Ejies Eremiokale

10

**Fig 03:** *Mari Re-Made* - 1123 xS, Kiana Ebrahimy

**Fig 04:** *Mari Re-Made*, 1123 xF, Seedra Kzkwzh

# 001

Year 01



01



05



02



06



03



07



04



08

**Fig 01:** *Mari Re-Made* - 1123 xQ, Muhammad Rahman

**Fig 02:** *Mari Re-Made* - 1123 xP, Ghazi Akkari

**Fig 03:** *Mari Re-Made* - 1123 xS, Denera Dyrma

**Fig 04:** *Mari Re-Made* - 1123 xF, Fatema Nagori

**Fig 05-08:** Photographs by David Grandorge

11



# 001

Year 01



01



02



03

**Fig 01-03: Mari Re-Made with First-Year Students.** Photographs by David Grandorge



*Mari Re-Made in Context*  
Photographs by David Grandorge

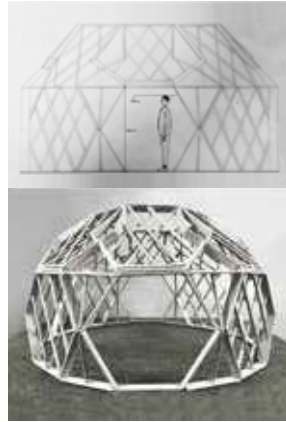


# 001

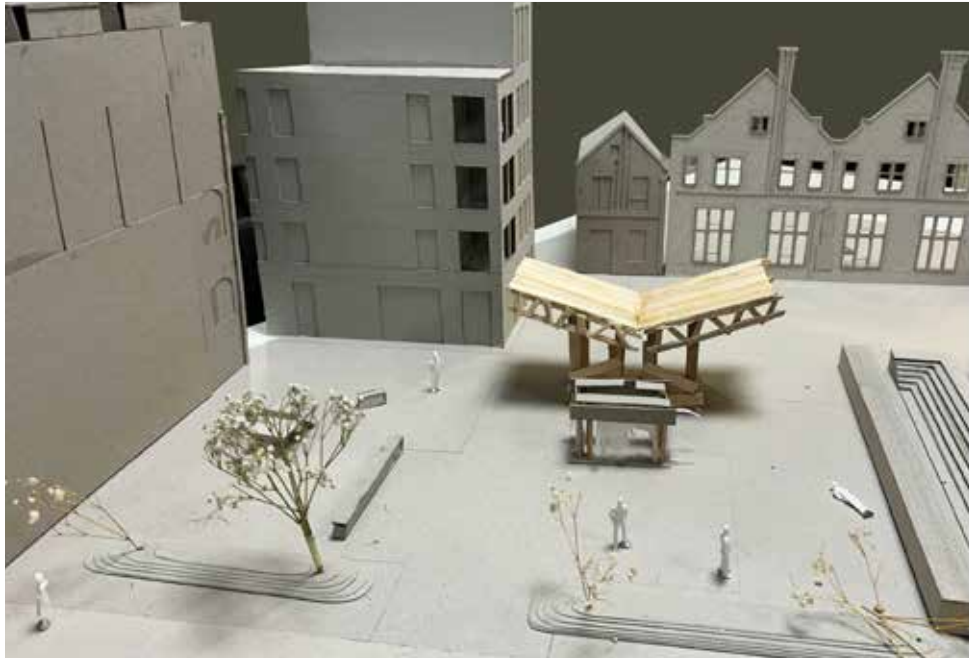
Year 01



01



02



03

**Fig 01-02:** *Shelter for Toynbee*, Ghazi Akkari  
**Fig 03:** *Shelter for Toynbee*, Fatema Nagori

# 001

Year 01



01



02



03



04

**Fig 01:** *Shelter for Toynbee*, Nathan Nelhams  
**Fig 02:** *Shelter for Toynbee*, Ahmed Sakr  
**Fig 03:** *Shelter for Toynbee*, Lea Jaffar

**Fig 04:** *Shelter for Toynbee*, Nathan Nelhams



# 001

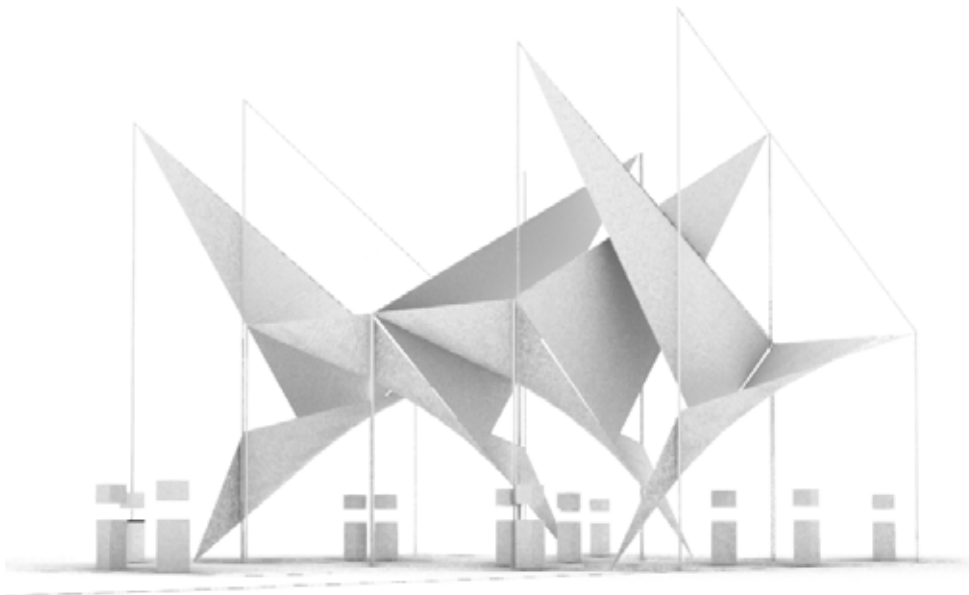
Year 01



01



02



03

**Fig 01:** *Shelter for Toynbee*, Fatoumata Sanyang  
**Fig 02-03:** *Shelter for Toynbee*, Oliver Malaisri

# 001

Year 01



01



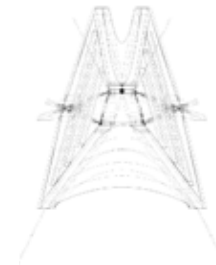
02



03



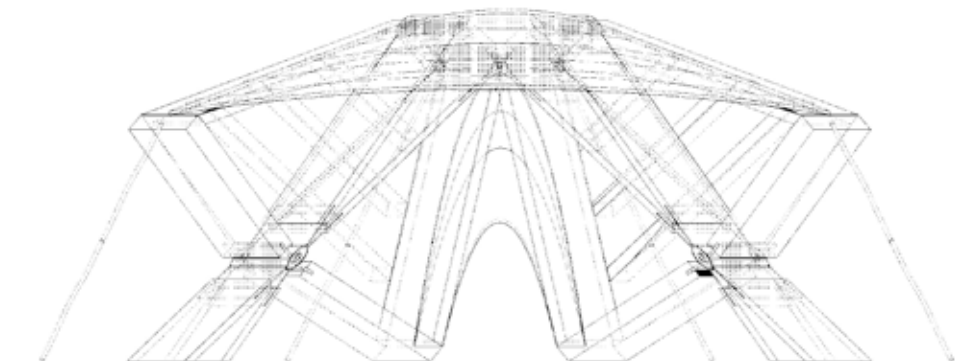
04



05



06



07

**Fig 01-02:** *Shelter for Toynbee*, Giuliano Bastianelli

**Fig 03-04:** *Shelter for Toynbee*, Oliver Malaisri

**Fig 05-07:** *Shelter for Toynbee*, Pedro Quispe

# 001

Year 01



01



02



03



04



05



06

**Fig 01:** 1:1 Detailed Joint, Ionut-Alin Tatu  
**Fig 02:** 1:1 Detailed Joint, Seedra Kzkwzh  
**Fig 03:** 1:1 Detailed Joint, Pedro Quispe

**Fig 04:** 1:1 Detailed Joint, Kiana Ebrahimi  
**Fig 05:** 1:1 Detailed Joint, Evan Burvill  
**Fig 06:** 1:1 Detailed Joint, Ahmed Sakr

# 001

Year 01



01



02



03

**Fig 01:** Garden Threshold, Stepan Fedun  
**Fig 02:** Garden Threshold, Ifzah Khaliq  
**Fig 03:** Garden Threshold, Denizcan Kaya



# 001

Year 01



01



02



03

**Fig 01:** *Garden Threshold*, Danny Palmer  
**Fig 02:** *Garden Threshold*, Marianna Castanedo Castillo  
**Fig 03:** *Garden Threshold*, Ejies Ereimiokale

# 001

Year 01



01



02



03



04



05



06

**Fig 01:** *Garden Threshold*, Emanuela Ardelean  
**Fig 02:** *Garden Threshold*, Luz Ramos Rubio  
**Fig 03:** *Garden Threshold*, Denera Dyrma

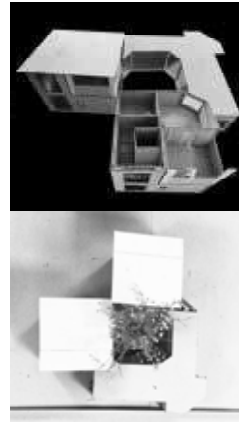
**Fig 04:** *Garden Threshold*, Crysanthi Gkerverni  
**Fig 05:** *Garden Threshold*, Pedro Quispe  
**Fig 06:** *Garden Threshold*, Kiana Ibrahimy

# 001

Year 01



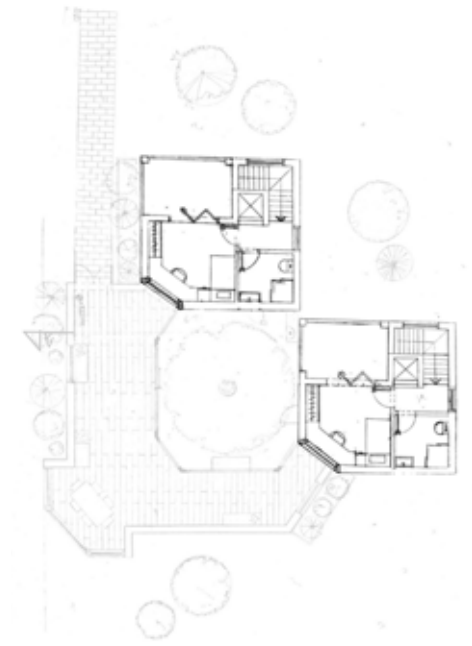
01



02



03



04

**Fig 01-04: Future Almshouse, Kiana Ebrahimi**

# 001

Year 01



01



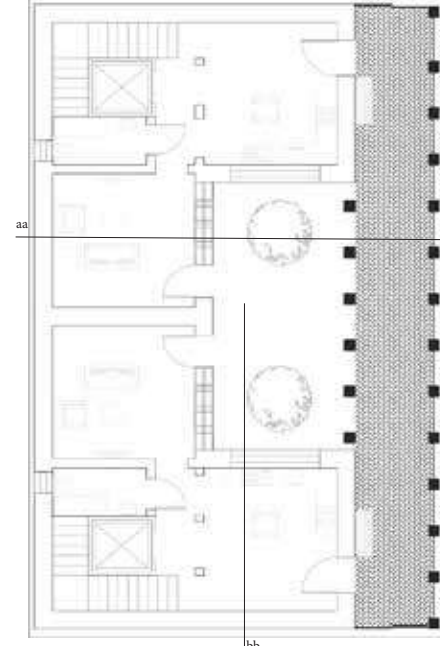
02



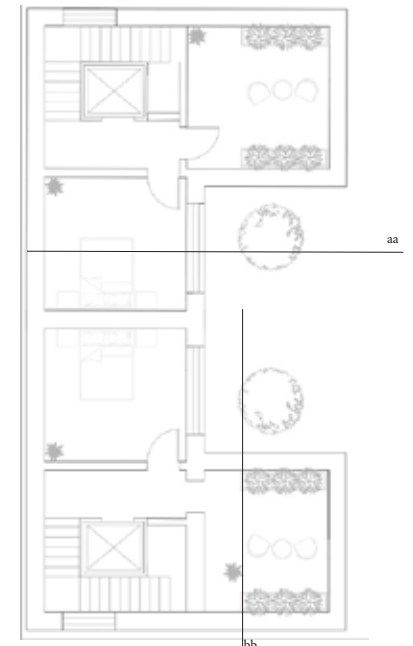
03



04



05



06

**Fig 01-02: Future Almshouse, Ahmed Sakr**

**Fig 03: Future Almshouse, Giuliano Bastianelli**

**Fig 04: Future Almshouse, Nathan Nelhams**

**Fig 05-06: Future Almshouse, Ahmed Sakr**



# 001

Year 01



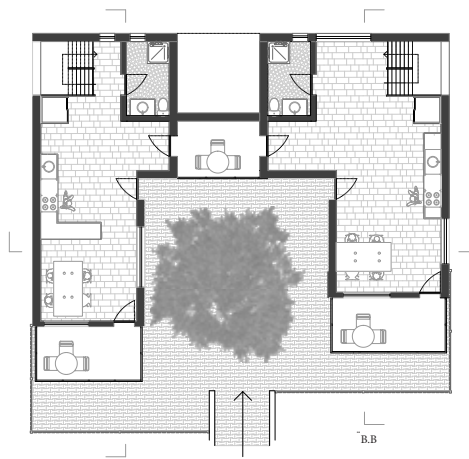
01



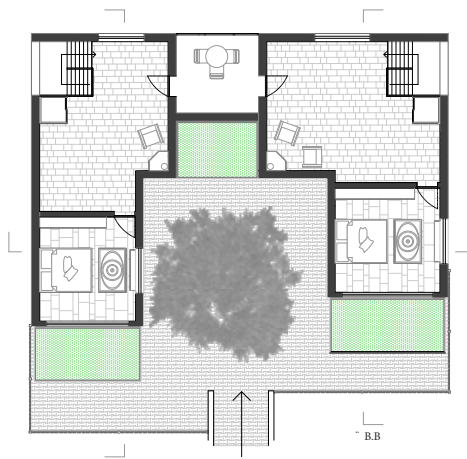
02



03



04



05

**Fig 01-02:** *Future Almshouse*, Ejies Ereimiokale  
**Fig 03:** *Future Almshouse*, Evan Burvill  
**Fig 04-05:** *Future Almshouse*, Giuliano Bastianelli

# 001

Year 01



01



02



03



04



05

**Fig 01:** *Future Almshouse*, Pedro Quispe  
**Fig 02:** *Future Almshouse*, Kiana Ebrahimi  
**Fig 03:** *Future Almshouse*, Ejies Ereimiokale

**Fig 04:** *Future Almshouse*, Pedro Quispe  
**Fig 05:** *Future Almshouse*, Kiana Ebrahimi