

**Glasgow School of Art Course Specification**  
**Course Title: Interdisciplinary Design 3**

*Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the 2023-24 Academic Year.*

<b>Course Code:</b>	<b>HECOS Code:</b>	<b>Academic Session:</b>
UBAR305		2023-24

<b>1. Course Title:</b>
Interdisciplinary Design 3

<b>2. Date of Approval:</b>	<b>3. Lead School:</b>	<b>4. Other Schools:</b>
Academic Council December 2023	Mackintosh School of Architecture	N/A

<b>5. Credits:</b>	<b>6. SCQF Level:</b>	<b>7. Course Leader:</b>
10	9	Tilo Einert

<b>8. Associated Programmes:</b>
Bachelor of Architecture

<b>9. When Taught:</b>
Semester 2

<b>10. Course Aims:</b>
<p>The aims of Interdisciplinary Design 3 are to:</p> <ul style="list-style-type: none"> <li>• Gain an understanding of the process of architectural design as a multidisciplinary team activity, in order to work effectively with co-professionals from the construction industry.</li> <li>• Prepare for the ensuing 'year out' in an architectural practice.</li> </ul>

<b>11. Intended Learning Outcomes of Course:</b>
<p>At the end of the course each student should have the ability to demonstrate and/or work with:</p> <p>Category 1 Knowledge and Understanding</p> <ul style="list-style-type: none"> <li>• A broad and integrated knowledge and understanding of the scope, main areas and boundaries of the discipline.</li> <li>• A critical understanding and interpretation of the briefing and performance of buildings.</li> <li>• An awareness of how an architectural practice operates.</li> <li>• An understanding of the relationship between architectural practice and the construction industry.</li> </ul> <p>Category 2 Practice: Applied Knowledge and Understanding</p>

- Fluency in the selection of media to predict the outcome of design decisions and be able to test design proposals against the stated aims of a given design brief.
- The ability to explore, compare and record options as part of the design process, and critically and reflectively evaluate key design decisions.
- Execute complex defined projects supported by areas of research, development or investigation and identify or implement relevant outcomes.
- A research and integrated knowledge of building construction and materials, structural design, and energy transfer mechanism synthesised in coherent design projects that express architectural intentions, and considerations of a sustainable environment.

#### Category 3 Generic Cognitive Skills

- Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues relevant to the contemporary discipline of architecture.
- Drawing on a range of sources and making judgements.

#### Category 4 Communication, ICT and Numeracy Skills

- Successfully communicate and articulate ideas, information and work in a considered way in visual, oral and written forms, to a professional level.
- Make formal and informal presentations on topics in the discipline to a range of audiences.

#### Category 5 Accountability, Autonomy and Working with Others

- Exercise autonomy and initiative in carrying out and interpreting set project briefs.
- Demonstrate professionalism in managing time and physical resources in relation to set project briefs as an individual and a group member.
- Take account of Health & Safety regulations in studio practice and adhere to safe working practices.
- An understanding of the value and the ability to collaborate with peers and others, to develop design ideas and make public presentations.
- Deal with ethical and professional issues.

### 12. Indicative Content:

Interdisciplinary Design 3 is centred on the Interact Project, through which students from architecture and, typically, structural engineer and quantity surveying students from other HE institutions, to develop design proposals in interdisciplinary teams. Teams present their proposals to a professional audience.

### 13. Description of Summative Assessment Methods:

Student work is assessed through written submissions and design presentations.

Pass in ALL components required

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Log Book and Presentation	Examined through Log Book and Design Team Presentations	100	Semester 2 Week 10

#### 13.1 Please describe the Summative Assessment arrangements:

Learning level outcomes stated for the course must be achieved, and ability to fulfil these is graded against the marking scheme (see Academic Regulations).

<b>14. Description of Formative Assessment Methods:</b>	
Engagement with formative assessment is a mandatory requirement. Verbal feedback is given at tutorials	
<b>14.1 Please describe the Formative Assessment arrangements:</b>	
N/A	

<b>15. Learning and Teaching Methods:</b>	
<b>Formal Contact Hours</b>	<b>Notional Learning Hours</b>
30	100
<b>15.1 Description of Teaching and Learning Methods:</b>	
Timetable: Following the introduction teaching will happen on a once a week basis over the period of the project	

<b>16. Pre-requisites:</b>
A pass in stage 2 BArch course or equivalent

<b>17. Can this course be taken by Exchange/Study Abroad students?</b>	Yes
<b>18. Are all the students on the course taught wholly by distance learning?</b>	No
<b>19. Does this course represent a work placement or a year of study abroad?</b>	No
<b>20. Is this course collaborative with any other institutions?</b>	Yes
<b>20.1 If yes, then please enter the names of the other teaching institutions:</b>	
University of Glasgow University of the West of Scotland Glasgow Caledonian University	

<b>21. Additional Relevant Information:</b>
N/A

<b>22. Indicative Bibliography:</b>
Tuckman, B.W. Jensen, MAC. (1977), Stages of Small Group Development Revisited, Group and Organisational Studies. Tonks, N. (2012), Ove Arup - Philosophy of Design. London: Prestel. MacDonald, A. (2000), Anthony Hunt - Engineer's Contribution to Architecture. London: ICE Publishing. Cartlidge, D. (2012), Quantity Surveyor's Pocket Book. London: Routledge.