

**Glasgow School of Art Course Specification  
Course Title: Professional Studio 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 2024-25 Academic Year.*

Course Code	HECOS Code	Academic Session
		2024-25

<b>Course Title</b>	Professional Studio 3
<b>Course Contact</b>	Katherine McNeil

<b>Credits</b>	20
<b>SCQF Level</b>	Level 9
<b>When Taught</b>	Semester 2

<b>Associated Programmes</b>	Bachelor of Architecture with Honours
<b>Lead School</b>	Mackintosh School of Architecture
<b>Other Schools</b>	N/A
<b>Date of Approval</b>	Programme Approval March 2024

Course Introduction
<p>The Professional Studio course establishes students' knowledge and understanding of the business and communication skills utilised within contemporary architectural practice. Professional behaviours are reinforced through collaborative practice, team working and in-depth reference to the behaviours identified in the ARB, RIBA and RIAS Professional Codes of Conduct. The course fosters a design-led approach focusing on the creation of safe, sustainable, and user-focussed buildings and spaces with a direct reference to the ARB/RIBA Professional competencies. Students reinforce their ability to collaborate ethically and productively through undertaking an interdisciplinary-design project in collaboration with students from related constructional disciplines from partner institutions.</p> <p>The course is delivered in two components:</p> <p>The Professional Studies component introduces ethical and competent architectural practice through a lecture series introducing students to the professional business and communication skills required for architectural practice and collaboration with project stakeholders and design teams.</p> <p>The Collaborative Practice component enables students to explore ethical and professional behaviour and sustainable strategies through a design project in collaboration with students from civil and structural engineering, and quantity surveying disciplines.</p> <p>The course prepares students for the period of experience in architectural practice, Professional Practice Year Out 1 (PPYO/1), following completion of Stage 3. A series of presentations and workshops, with invited contributions from professionals out-with the school, offers students advice and support to enable them to identify potential employers that align with their individual architectural approach and aspirations.</p> <p>Students are taught through the combination of a lecture series and an interdisciplinary studio design project, supported by talks and workshops. Within the framework of the RIBA Plan of Work, the teaching utilises the studio design project to explore the creative, legislative, and contractual processes that inform the design and delivery of buildings and places which meet the needs of users.</p>

Throughout the course students are supported to develop and demonstrate the professional competencies and graduate attributes required to meet the standards for exemption from the ARB and RIBA Part 1 Examination in Architecture.

### Course Aims

The aims of the course are to:

**professional:** enhance a student's ability to apply the principles and practices of ethical and professional practice within the contexts of statutory and regulatory frameworks, and interdisciplinary collaboration

**design/create:** enhance a student's ability to utilise an iterative design process in the production of coherent design proposals within the context of interdisciplinary collaboration

**research:** enhance a student's research skills informing arguments in relation to the statutory and regulatory frameworks associated with contemporary architectural practice supported by appropriate evidence

**communication:** enhance a student's ability to present design proposals verbally and visually in a professional manner within the context of interdisciplinary collaboration

**skills:** enhance a student's use of digital and analogue tools to devise design proposals working with other design disciplines in relation to a design project

**knowledge:** enhance a student's foundational knowledge of the statutory and regulatory frameworks associated with contemporary architectural practice

### Course Intended Learning Outcomes

On successful completion of the Course students will be able to **analyse, evaluate and demonstrate:**

**professional:** the principles and practices of ethical and professional practice within the contexts of statutory and regulatory frameworks, and interdisciplinary collaboration.

**design/create:** an iterative design process in the production of coherent design proposals within the context of interdisciplinary collaboration

**research:** research skills informing arguments in relation to the statutory and regulatory frameworks associated with contemporary architectural practice supported by appropriate evidence

**communication:** the presentation of design proposals verbally and visually in a professional manner within the context of interdisciplinary collaboration

**skills:** the use of digital and analogue tools to develop design proposals working with other design disciplines in relation to a design project

**knowledge:** knowledge of the statutory and regulatory frameworks associated with contemporary architectural practice

### Indicative Content

Students engage with concepts of fire, health and life safety, ethical practice and climate and research literacy and their relationship to design outcomes. The influence and impact of wider social, political, financial and ethical contexts are introduced and established.

Collaborative interdisciplinary working establishes the interrelated connections of the engineering disciplines with sustainable design practice, informed by financial input from quantity surveyors.

During the course the students will:

- analyse and assess client needs and requirements
- undertake research to establish how professional competencies inform the design and procurement processes
- define the project team, their roles and relationships through the RIBA Work Stages, with emphasis on the role of the architect and duty of care
- identify the client's priorities in terms of time, quality and cost with an informed rationale
- identify essential health and safety, planning legislation requirements and statutory approvals
- collaborate with interdisciplinary teams to produce co-ordinated design proposals
- present reports which collate and assess integrated design proposals

### Description of Learning and Teaching Methods

#### Pedagogy:

The Professional Studio 3 course consists of two components:

Professional Studies 3:

The Professional Studies 3 component introduces students to the business and contractual requirements of contemporary architectural practice.

Collaborative Practice 3:

The Collaborative Practice 3 component develops a student's professional behaviours in the context of interdisciplinary collaborative practice.

#### Delivery:

The course is delivered using a range of learning and teaching activities, including lectures, group tutorials and presentations along with associated specialist talks.

#### Timetable:

Lectures and studio tutorials are delivered on a weekly basis, with additional workshop activities.

#### Canvas:

The virtual learning environment tool Canvas is used for the dissemination, discussion, and access to relevant course information, and to signpost students to other relevant teaching and learning platforms used by GSA.

Indicative Contact Hours	Notional Learning Hours
20	200

#### Description of Formative Assessment and Feedback Methods

Formative feedback is delivered for both components during the course, offering students the opportunity to obtain staff feedback.

The Professional Studies 3 component provides the opportunity for staff feedback on the student's submission outline.

Collaborative Practice 3 component develops student's professional behaviours in the context of interdisciplinary practice. The component provides students with weekly tutorials. The Formative feedback provided fosters reflective learning while supporting the Summative graded assessment and feedback process, which generally happens at the end of the course.

#### Description of Summative Assessment arrangements

Summative assessment, generally undertaken at the end of the course, is designed and delivered to support student learning through evaluation of the Intended Learning Outcomes (ILOs) for each course, aligned with the professional competencies required for architectural practice. Summative assessment is undertaken through a group presentation and an individual 1500 word illustrated and written reflective report. Coursework assignment submissions involve visual and text-based submissions utilising both digital and physical tools and formats. Students are supported in preparing groupwork through briefings on strategies for collaboration and provided with example submissions. Written feedback is provided on all summative assessments.

All submissions will be assessed and moderated in line with the GSA Code of Assessment. Reassessment opportunities where a student has not passed the course are outlined in the GSA Code of Assessment.

During the academic session, staff deliver assessment workshops with students, clarifying the assessment process delivered within the Programme.

Description of Summative Assessment Method	Weight %	Submission week
<p><b>Assignment: PS 3.1</b></p> <p>For the Professional Studies 3 component students are required to submit one written and illustrated reflective report (1500 words).</p> <p>The key themes are the production and presentation of a professionally presented co-ordinated document which defines a project design strategy.</p>	50%	Week 9
<p><b>Assignment: PS 3.2</b></p> <p>For the Collaborative Practice 3 component students are required to present their group work.</p> <p>The key themes are the demonstration of collaborative group working and a co-ordinated response of design proposals.</p>	50%	Week 5

<b>Exchange/Study Abroad</b>	
<b>Can this course be taken by Exchange/Study Abroad students?</b>	Yes
<b>Are all the students on the course taught wholly by distance learning?</b>	No
<b>Does this course represent a work placement or a year of study abroad?</b>	No
<b>Is this course collaborative with any other institutions?</b>	No
<b>If yes, then please provide the names of the other teaching institutions</b>	

<b>Reading and On-line Resources</b>
<p>An online resource list will be provided to students at the start of the course. This will be reviewed annually to remain relevant and current for the course and subject specialism. An indicative list of resources is accessible via Key Links.</p> <p>Keylinks:  <a href="https://gsa.keylinks.org/new-ui/hierarchy/list/845">https://gsa.keylinks.org/new-ui/hierarchy/list/845</a></p>