

**Glasgow School of Art Course Specification**  
**Course Title: Studio Work 2B**



*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>	Studio Work 2B
<b>Course Contact</b>	Kathy Li

<b>Credits</b>	20
<b>SCQF Level</b>	Level 8
<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

Following on from the Studio Work 2A course, the Studio Work 2B course builds on students' growing knowledge and understanding of the contemporary challenges and opportunities of architectural design in a rural setting at the urban scale of a rural town. In alignment with the Professional Studio 2 course, students undertake a collaborative design project with students from one of the other design disciplines within GSA. Students develop professionalism, design and creative processes, research methods, communication, and the architectural knowledge and representational skills required to create safe, sustainable, and efficient design proposals, while expressing the architectural character and meaning of their design outputs. Students explore their critical thinking and design methodology, supported by specific knowledge delivered through subject specialist courses in professionalism, technology, and history.

Students are taught using a combination of group and individual tutorials, talks, fieldwork, and skills workshops. Through formative feedback, peer reviews, and formative assessment, students apply their learning on the course across the semester. Each studio brief is accompanied by a small selection of carefully selected texts which situate the design projects within a wider architectural discourse.

### Course Aims

The aims of the course are to:

**professional:** broaden a student's ability to use the principles and practices of legal, regulatory and statutory compliance in relation to architectural design proposals

**design/create:** broaden a student's ability to address the environmental, socio-economic, cultural and aesthetic demands of architecture through the design of multi-story buildings in a rural town

**research:** broaden a student's ability to use design led research skills and tools required to analyse, design, and construct buildings and spaces that are safe, efficient, and sustainable

**communication:** broaden a student's ability to communicate architectural intent visually and verbally through a range of analogue and digital tools

**skills:** broaden a student's ability to apply and demonstrate communication and a clear methodology, with analogue and digital tools, in the production of architectural design proposals

**knowledge:** broaden a student's ability to use design strategies, tactics and techniques in relation to architectural design proposals

### Course Intended Learning Outcomes

On successful completion of the Course students will be able to **experiment with and demonstrate:**

**professional:** professional ethics in terms of collaborative, inclusive, sustainable and safe design principles in the production of coherent architectural design proposals in relation to a rural town

**design/create:** a creative design process in the production of coherent architectural design proposals in relation to rural town

**research:** fundamental design led research skills in the production of coherent architectural design proposals in relation to a rural town

**communication:** the ability to visually and verbally communicate their ideas and to present coherent architectural design proposals using a range of media in relation to a rural town

**skills:** the use of analogue and digital tools in the production of coherent architectural design proposals in relation to a rural town

**knowledge:** knowledge of architectural theories, concepts, and techniques in the production of coherent architectural design proposals in relation to a rural town

### Indicative Content

The rural context demands a broad understanding of the environmental, physical and societal issues specific to a rural location alongside the generic conditions of rural life. Set in the context of a rural town, students develop their knowledge and understanding of the contemporary challenges and opportunities in relation to the adaptive reuse of an existing public building in a rural setting.

During the course students will:

- undertake research into the contemporary issues of adaptive re-use in relation to the economies and ecologies of rural living
- undertake fieldwork and desktop research to enable recording, analysis, and evaluation of an existing building in a rural town
- develop spatial and planning strategies in response to programmatic briefs, site context and available technologies
- produce a building design supported by a range of design investigations, using a variety of processes, including material selection, environmental performance, low carbon approach and human factors to inform the design

- collaborate with peers in a range of groups sizes to produce design outputs
- use both analogue and digital methods to represent their designs and evaluate the environmental performance of their proposed buildings using digital tools
- present their design proposals at various stages of development to various audiences in a range of settings

### Description of Learning and Teaching Methods

#### Pedagogy:

Studio is both a learning space and a form of reflective practice where knowledge, skills and attributes are transformed into design competencies. Integration of the six learning domains enables design work to be grounded in specialist subject areas, Architectural Technology/ HAUS/ Professional Studio, and enacted through design projects. The course is intended to broaden students' development of iterative and reflective design practices while broadening their critical, ethical and professional position as an architect and designer. Student learning is developed through the course, supported by staff and student field trips, which enable students to address real-world issues in the context of specific communities and places. Groupwork and collaboration are core to the student learning experience, enabling students to both work productively with others while contextualising the role of the architect in relation to other disciplines and practices. Studio tutors along with visiting guests offer students insights into the constantly changing world of architectural practice. Independent learning is fostered throughout the year.

#### Delivery:

The course is delivered through regular studio sessions, using a range of learning and teaching activities, including individual and group tutorials, design reviews, seminars, workshops and lectures by staff and invited guests. Design forums offer the opportunity for critical discourse around issues raised by the studio project, enabling staff and students to enter into a dialogue around contemporary architectural issues. A hybrid approach to learning through in-person and on-line delivery offers students access to flexible and inclusive learning. Private study consists of both staff-directed study and independent student-directed study.

#### Timetable:

Studio tutorials are delivered on a weekly basis either in groups or individually with pin-up tutorials and design reviews at set points throughout the session concluding with design forums at the end of the projects.

#### 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 during the course, offering students the opportunity to obtain ongoing staff and peer feedback through presentation, discussion and review of design projects.

As such Formative feedback provided throughout the course fosters reflective learning while supporting the Summative graded assessment and feedback process, which generally happens at the end of the course. During the academic session staff deliver assessment workshops with

students, clarifying both the Formative and Summative assessment processes delivered within the Programme.

#### 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. Summative assessment in studio courses is undertaken through coursework assignments in the form of studio design projects. Coursework assignment submissions involve visual and text-based submissions utilising both digital and physical tools and formats. Students are supported in preparing their submissions with feedback 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
<b>Portfolio</b> Students are required to submit a Portfolio of work which will be holistically assessed. The Portfolio will incorporate the presentation of their design projects	100%	13

#### Exchange/Study Abroad

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

#### Reading and On-line Resources

Supporting the course, an indicative reading and on-line resource list is accessible via Keylinks. This list will be reviewed and updated annually. Supervisors, tutors and peers will provide further recommendations appropriate to student's chosen research subject.

Keylinks:

<https://gsa.keylinks.org/new-ui/hierarchy/list/1068>