

**Glasgow School of Art Course Specification  
Course Title: Studio Work 3A**



*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

Course Title	Studio Work 3A
Course Contact	Luca Brunelli

Credits	30
SCQF Level	Level 9
When Taught	Semester 1

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

### Course Introduction

Building on the Studio Work 2B course, the Studio Work 3A course engages with rural settlement exploring the contemporary challenges and opportunities of architectural design at the scale of a rural town. Students explore the environmental and cultural factors that inform the development of a town set within a remote rural locale. Informed by the analysis of local identity and sense of place, students are required to develop a comprehensive design for a mixed-use, multi-storey architectural proposal in a rural town.

Studio Work 3A is delivered in tandem with the Architectural Technology 3 course, enabling students to apply specialist technical knowledge within their design proposals. Students develop their climate numeracy, being introduced to digital software packages which enable them to analyse and evaluate the environmental performance of their proposals throughout the design process. Emphasis is placed on exploring the potential of reducing the proposal's carbon-footprint through careful consideration of its tectonics, orientation, layout and fabric.

The course develops students' professionalism, design and creative processes, research methods, communication, and their architectural knowledge and representational skills required to create safe and sustainable buildings, spaces and places that can contribute positively to contemporary social and environmental challenges. Students develop 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 and formative assessment, and peer reviews, students demonstrate their learning on the course across the semester. The studio brief is accompanied by a selection of selected texts which situate the design projects within a wider architectural discourse.

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

**design/create:** deepen a student's ability to address the environmental, socio-economic, cultural and aesthetic demands of architecture through the design of a mixed-use multi-storey building in a rural town

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

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

**knowledge:** deepen 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 **analyse, evaluate & demonstrate:**

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

**design/create:** the ability to use a creative design process to address the environmental, socio-economic, cultural and aesthetic demands of architecture through the design of mixed-use multi-storey architectural design proposals for a rural town

**research:** the ability to use design-led research skills and tools required to analyse, design, and construct mixed-use multi-storey architectural design proposals and spaces that are safe, efficient, and sustainable for a rural town

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

**skills:** the use of digital and analogue tools to develop mixed-use multi-storey architectural design proposals in relation to a rural town

**knowledge:** knowledge of architectural theories, concepts, and techniques in the production of mixed-use multi-storey architectural design proposals in relation to a rural town

### Indicative Content

Students develop their knowledge and understanding of the contemporary challenges and opportunities of designing for a rural setting at the urban scale of a rural town. Students develop design proposals for a mixed-use building offering both public and residential accommodation allowing them to explore the relationship of public and private space. The rural context demands a broad understanding of the physical and societal issues both specific to the selected town alongside the generic conditions of rural life.

During the course students will:

- undertake fieldwork and desktop research to enable recording, analysis, and evaluation of a town with a rural backdrop
- produce a comprehensive design project with a mixed-use programme supported by a range of design investigations
- develop spatial and planning strategies in response to programmatic briefs, site context and available technologies
- explore regenerative design through a range of processes including the adaptive reuse of existing buildings, material selection and environmental performance
- collaborate with peers in a range of groups sizes to produce design outputs
- use digital tools to both represent the selected town and to evaluate the environmental performance of their proposed buildings
- 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 consolidate students' development of iterative and reflective design practices while consolidating 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 course.

#### **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 create a dialogue around contemporary architectural issues. A hybrid approach to learning through in-person and online support 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
30	300

**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.

**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 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. 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
Students are required to submit a Portfolio of work which will be assessed holistically. The Portfolio will incorporate the presentation of their design projects, comprised of a curated physical exhibition and a digital Reflective Design Journal.	100%	Week 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

<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>	

#### **Reading and On-line Resources**

A supporting course indicative Reading and online 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/847>