

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



*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 3B
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<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**

The Studio Work 3B course delivered in sequence with Studio Work 3A course enables students to continue exploring the potential of architectural design to address contemporary challenges in relation to a small rural town. Starting from the conditions of the small town studied in Semester 1, students have the opportunity to continue developing their ability to analyse, evaluate and respond to social, political and environmental challenges in a wider setting making the value judgements necessary to support creative and regenerative design proposals that can enhance the links between human activities and its environment, including other species and the landscapes that support them. Within this context the Studio Work 3B course focuses on a comprehensive design project involving the construction and performance of buildings in remote and climactically challenging conditions.

In alignment with the Professional Studio 3 course, students undertake a collaborative project working with students from the related construction disciplines of engineering and quantity surveying.

The course further develops student's professionalism, design and creative processes, research methods, communication, and the 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 continue to 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, peer reviews, and formative assessment, students apply their learning on the course across the semester. The studio brief is accompanied by a selection of 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:** reinforce a student's ability to use the principles and practices of legal, regulatory and statutory compliance in relation to architectural design proposals

**design/create:** reinforce a student's ability to address the environmental, socio-economic, cultural and aesthetic demands of architecture through the design of architectural proposals

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

**skills:** reinforce 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:** reinforce 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 **test, apply and demonstrate:**

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

**design/create:** the ability to use a creative design process to address the environmental, socio-economic, cultural and aesthetic demands in the production of architecture through architectural design proposals in relation to a rural landscape

**research:** the use of design-led research skills and tools required to analyse and design architectural design proposals and spaces that are safe, efficient, and sustainable in relation to a rural landscape

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

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

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

## Indicative Content

Through a comprehensive design project students develop their knowledge and understanding of the contemporary challenges and opportunities of designing for a rural setting, with consideration for the construction and performance of buildings in remote and climactically challenging conditions.

Students explore environmental challenges in a landscape setting, making the value judgements necessary to support creative and regenerative design proposals that can enhance the links between human activities and its environment, including other species and the landscapes that support them.

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:

- use fieldwork and desktop research to enable recording, analysis, and evaluation of a town and a landscape setting
- produce a comprehensive design project for a remotely located building 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 technological processes including prefabrication and locally sourced materials, and environmental performance
- collaborate with peers in a range of groups sizes to produce design outputs
- use digital tools to both represent and evaluate the environmental performance of their proposed building
- 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 reinforce students' development of iterative and reflective design practices while reinforcing their critical, ethical and professional position as an architect and designer. Student learning is developed by enabling 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. Part-time 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 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, and 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, 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 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
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 12

**Exchange/Study Abroad**

<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>	

**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/1069>