

Glasgow School of Art Course Specification
Course Title: Professional Studio 2



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 2025-26 Academic Year.

| Course Code | HECOS Code | Academic Session |
|-------------|------------|------------------|
| UBAR205 | | 2025-26 |

| Course Title | Professional Studio 2 |
|----------------|-----------------------|
| Course Contact | Katherine McNeil |

| Credits | 20 |
|-------------|------------|
| SCQF Level | Level 8 |
| When Taught | Semester 2 |

| 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

The Professional Studio 2 course introduces students to the professional, regulatory, and statutory frameworks required for contemporary architectural practice. Professional behaviours are developed through collaborative practice, within a design-led approach. The definition of client and the role of the architect in society is established, with an introduction to professional behaviour, professional responsibilities, and duty of care. Students develop their ability to act ethically and collaborate productively through undertaking an interdisciplinary design project in collaboration with design students within the GSA.

The course is delivered in two components:

The Professional Studies 2 component introduces the parameters for ethical and competent architectural practice through a lecture series introducing students to architectural practice, the concepts of legal and statutory requirements and the processes defined by the RIBA Plan of Work.

The Collaborative Practice 2 component requires students to explore ethical and professional behaviour in the context of interdisciplinary collaboration with design discipline students within GSA.

The course recognises that architectural graduates work in a range of roles within the built environment and develops the basis of knowledge, skills, and behaviours for working in architectural practice and the construction industry.

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 how contemporary regulatory and statutory processes inform the design of safe, sustainable, and healthy buildings and spaces which identify, respond to, and meet the needs of their users.

Course Aims

The aims of the course are to:

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

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

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

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

knowledge: develop 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 **interpret 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 ability to present design proposals verbally and visually in a professional manner within the context of interdisciplinary collaboration

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

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

Indicative Content

Students are introduced to the concepts of fire, health and life safety, ethical practice and climate and research literacy, professional behaviours and the relationship of these to design outcomes. The influence and impact of wider social, political, financial and ethical contexts on the design process are explored.

Collaborative interdisciplinary working establishes connectivity and negotiation with creative design disciplines, and the concepts of sustainable design practice encompassed within professional competencies and the UN Sustainable Development Goals.

During the course the students will:

- work with the concepts of professionalism and professional competencies in relation to the profession of architecture
- identify, analyse and assess client needs and requirements
- undertake research to establish how professional competencies inform design processes
- explore the roles and relationships within a project team, through the RIBA Work Stages, with emphasis on the role of the architect and duty of care
- identify health and safety requirements and introduce the concepts contained within planning legislation and statutory approvals
- collaborate with interdisciplinary teams to produce design proposals
- present reports which collate and assess design proposals
- establish personal and professional responsibilities to self and others

Description of Learning and Teaching Methods

Pedagogy:

The Professional Studio 2 course consists of two components:

Professional Studies 2

The Professional Studies 2 component introduces students to professional behaviour, professional competencies and the regulatory and statutory frameworks required for project delivery.

Collaborative Practice 2:

The Collaborative Practice 2 component develops students' 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. Staff-directed study is complemented by independent student-directed study.

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 2 component provides the opportunity for staff feedback on the student's submission outline. The Collaborative Practice 2 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. Both components require to be passed to pass the course. 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 |
|--|-----------------|------------------------|
| Assignment: PS 2.1 For the Professional Studies 2 component students are required to submit a written and illustrated reflective report (1500 words). The key themes are the production and presentation of a professionally presented co-ordinated document which defines a project design strategy. | 50% | Semester 2 Week 9 |
| Assignment: PS 2.2 For the Collaborative Practice 2 component students are required to present their group work. The key themes are the demonstration of collaborative group working and a co-ordinated response of design proposals. | 50% | Semester 2 Week 4 |

Exchange/Study Abroad

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|---|-----|
| 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 [Resource Lists](#). This list will be reviewed and updated annually. Supervisors, tutors and peers will provide further recommendations appropriate to student's chosen research subject.