Assessment Information/Brief 2023-24

Module title	**Design Studio 2B**
CRN	59277
Level	5
Assessment title	**Cosmopolitical Design & Site-specific Practices: Salford ISHA**
Weighting within module	This assessment is worth 100% of the overall module mark.
Module Leader / Assessment set by	**Module Leader: Dr Fadi Shayya – F.Shayya1@salford.ac.uk** **Studio Tutors: Vijay Taheem; Remi Phillips-Hood, David Connor**
Submission deadline date and time	**April 26, 2024, no later than 16:00.** Any submission received after 16:00 (even if only by a few seconds will be considered as late). For coursework assessments only: students with a Reasonable Adjustment Plan (RAP) or Carer Support Plan should check your plan to see if an extension to this submission date has been agreed.
How to submit	You should submit your assessment on Blackboard as a PDF file under the Assessment/Submission tab. As the University will mark assessments anonymously where this is possible, please use your student roll number and not your name on your submission.
Assessment task details and instructions	**From DS2A to DS2B** Design Studio 2B expands on the site-specific practice, landscape-responsive strategy, and iterative architectural design development introduced in Design Studio 2A. We continue exploring architectural design as "a practice of disturbing ecologies and accelerating de/stabilizations," only this time we map these disturbances and assemble them as part of our architectural collectives.

Worldview and Questions

Your generation of architects operates within the predominant ideologies of environmentalism, including notions of sustainable, green, eco, carbon neutral, and net zero design. While its concerns are e grounded in legacies and entanglements of technological advancement, industrial development, consumption patterns, social inequalities, and extractive economies, the worldview of environmentalism still operates on the nature-society duality and romanticises restoring harmony between both. Such ideologies render architecture a *guilt-tripping* practice seeking to *save the world* by restoring a lost natural balance through construction management and science.

But where is the imaginative force of architecture when humans are conceived as *geological agents*? What kind of aesthetics drives our imagination as architects in the Anthropocene? And how do we *act upon the world* (Latour, 2004, 2005; Turan, 2019; Yaneva, 2017) in an architectural capacity rather than a mere constructional liability?

The studio will engage with these questions and concerns to better situate your understanding as architects to-be – including all three courses of Architecture (A), Interior Architecture (IA), and Architectural Engineering (AE). It will introduce new theoretical frameworks and design methods, including:

- "Site-ing" (after Yaneva & Mommersteeg, 2019) as an active method to trace and collect the associations of site-specific actors and agents.
- Cosmogram as a representational method grounded in an "empirical metaphysics" (after Latour, 2005, p. 59) to reinterpret human activity's relationship to nature (see Aït-Touati et al., 2022).
- Design fictions (see Hales, 2013) as a speculative world-making practice that generates new human and nonhuman collectives.

Design Brief

We will assume a fictive scenario where the University of Salford transforms the former Salford Police HQ on Crescent Road (M5 4NL) into an International Science and Humanities Academy (ISHA). Grounded in the university's Equality, Diversity & Inclusion policy (>>> more) and its Equality Charters (>>> more), the foundation-year academy champions justice by hosting students from minoritised ethnic groups (>>> more) and forcibly displaced populations (>>> more) taking refuge from conflicts in Palestine, Sudan, Ukraine, and other regions (>>> more). The academy offers interdisciplinary programmes (>>> more) in science, technology, engineering, social sciences, and humanities at the Foundation Year level before students can join dedicated undergraduate majors at the University of Salford.

The brief asks you to imagine the space hosting these student/user groups. What kind of world would this space offer? Could it boast functional as well as memorial characters? How does space respond to plural attachments and bridge the cultural dimensions of the students' backgrounds and their possible futures? How would the students inhabit a space of possible controversy or contradiction between their worlds and the new geographic landscape?

The brief asks you to think about architecture theoretically. Does architecture respond to function (the academy), representation (the EDI students), environmentalism (the carbon concern), or a hybrid of those? Or can architecture detach from all these dimensions and be about itself, its theory and poetics, as Peter Eisenman argues (see Belogolovsky, 2020)?

The brief asks you to develop fitting architectural programming that defines the scope of work to be designed (>>> see example from AIA). This includes the following spaces: classrooms, computer room, auditorium, library, dry Labs, wet labs, staff offices, admin offices, atrium; circulation (corridors, stairs, lifts, lobby, entrances, car paths, footpaths); services (café, kitchen, toilets, storage, surface parking); and landscape (plaza, walkways, green areas, hard areas, viewing platforms, carbon sinks).

>>> *Use the Metric Handbook: Planning and Design Data (available online from the Library). Circulation is to be calculated at 20-30% of the total floor area (>>> see example from Gensler).*

The brief asks you to engage with "reciprocal landscapes" (Hutton, 2020), where acting upon the world in architecture means moving materials across landscapes. It is recommended to source key building or landscape works' materials within the Northwest region or across the UK. Any other sourcing and transportation must be traced and listed (>>> more).

Locating the Site
The existing site of the former Salford Police HQ comprises a trapezoidal land lot measuring approx. 168 m in depth, 55 m in street front width, and 35 m in back front width. The lot has an approximate area of 7,400 sqm (0.74 ha), containing a three-storey building block (with a basement and attic), a courtyard, and a large parking lot (with a defunct petrol station).
The lot is directly located along the A6 corridor, facing the Peel Park Campus. It is surrounded by listed buildings, green areas, the River Irwell, a railroad route, and CEMEX's Salford Asphalt Plant and Manchester Concrete Plant.

The land lot lies within the Crescent Conservation Area, which has special regulations and controls. The former Salford Police HQ is not

a listed building; however, its frontage (façade) must be conserved as part of the conservation area controls. The proposed ISHA can inhabit an adapted version of the existing building (adaptive reuse), a newly built space, or a combination of both.

The existing building layout is modular, has long corridors, and includes jail cells (>>> see Blackboard). Whether the design proposal will adapt or replace the existing layout, students are encouraged to address the outdated architecture and the historical stigma associated with policing.

>>>   *Check the drawings of the existing building and a 2016 Planning, Design and Access Statement report (courtesy of STAMA Group) on Blackboard. Interior photos of the derelict building can be found on the Salford Star blog.*
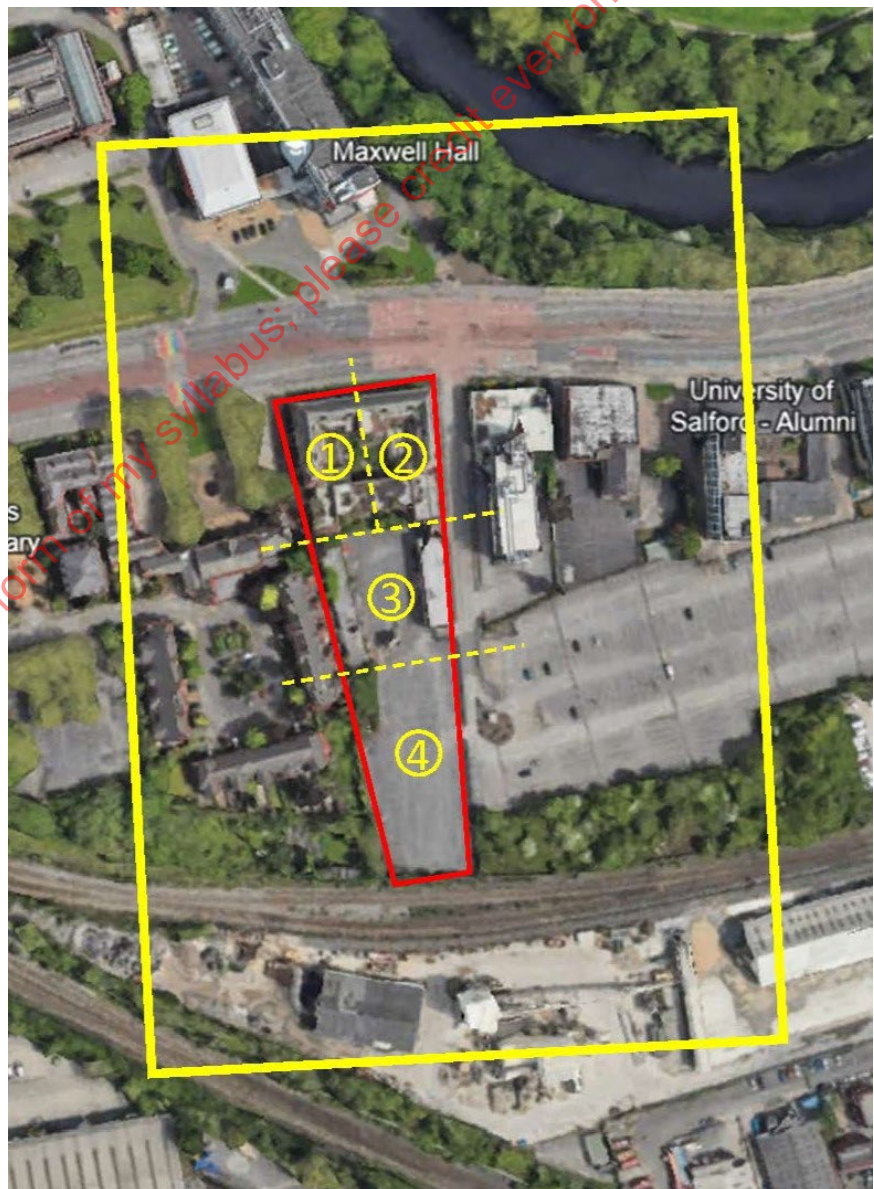
The site is divided into four sections: Sections 1 and 2 comprise the two halves of the U-shaped building; Section 3 comprises the defunct petrol station, shed, and small building; and section 4 comprises the parking lot. Each team of four students must collaborate to understand the entire site before dividing up the four sections on the team members.

Portfolio Submission Outputs
See Weekly Schedule for details.

- **2 Site-ing A2 sheets** – teamwork depicting:
    - The associations between site-specific human and nonhuman agencies through visual and descriptive ethnographic vignettes.
    - Associations must be depicted through their potentials and limitations based on studio lectures and self-study research. Include a Site Plan.
- **1 Cosmogram A2 sheet** – teamwork illustrating:
    - A diagrammatic representation of key Site-ing associations.
    - Massing model (scale 1:250) of a nonhuman agency and the proposed volume (>>> see example from Forensic Architecture).
    - Advanced visual techniques must be used based on studio lectures and self-study research and training.
- **2-3 Design Fictions A2 sheets** – individual work of architectural drawings showing a realist/speculative world-making practice and developing site-specific interventions:
    - B&W CAD drawings of floor plans, transverse and longitudinal sections, and elevations at scale 1:200
    - 3D structural axonometric and spatial perspective views
    - Final 3D or physical abstract model (scale 1:250) showing the new geometric, volumetric, circulatory, and environmental associations – i.e., the new human and nonhuman collectives.
- **A4 Process Notebook** (10-15 pages) documenting design sketches, research activity, and iterative development process.

* A base model (scale 1:250) is readily provided as a platform for testing massing models.
* Design research including precedent analysis, shadowing an architectural practice, and making connections with relevant history, theory, and technology modules is part of your self-study process.
* All visual and textual material must offer a coherent narrative of the design development and intervention, and they must be presented with academic integrity and using high quality standards. You are expected to learn about these standards in the studio, in

departmental skills training, and through your own development
process.

Required Reading

Aït-Touati, F., Arènes, A., & Grégoire, A. (2022). *Terra Forma: A Book of Speculative Maps* (A. DeMarco, Trans.). The MIT Press.

Yaneva, A., & Mommersteeg, B. (2019). How Does an ANT Approach Help Us Rethink the Notion of Site? In *The Routledge Companion to Actor-Network Theory*. Routledge.

References

Belogolovsky, V. (2020, April 30). Peter Eisenman Reflects on Practising in Uncertainty, and the Notion of Authority. *STIR World*. https://www.stirworld.com/think-columns-peter-eisenman-reflects-on-practising-in-uncertainty-and-the-notion-of-authority

Hales, D. (2013). Design Fictions an Introduction and Provisional Taxonomy. *Digital Creativity*, *24*(1), 1–10. https://doi.org/10.1080/14626268.2013.769453

Hutton, J. (2020). *Reciprocal Landscapes: Stories of Material Movements*. Routledge.

Latour, B. (2004). *Politics of Nature: How to Bring the Sciences into Democracy* (C. Porter, Trans.). Harvard University Press. http://ebookcentral.proquest.com/lib/salford/detail.action?docID=3300665

Latour, B. (2005). *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford University Press.

Turan, N. (2019). *Architecture as Measure*. Actar Publishers.

Yaneva, A. (2017). *Five Ways to Make Architecture Political: An Introduction to the Politics of Design Practice*. Bloomsbury Academic.

Assessment Criteria

The final Portfolio submission is assessed and weighted in relation to the LOs (see next section):

25% Site engagement (LO1, LO4, LO5) – Analysing the elements/factors that generate the design potentials and limitations. The design integrates with the landscape's ecological networks. Environmental response reflects an understanding of the site's characteristics.

15% Design development (LO1, LO2, LO3) – Investigating precedents, standards, and regulations to inform and develop programmatic and ergonomic analysis. Focus on making connections and identifying associations, not collating raw data.

25% Design resolution (LO1, LO2, LO3) – Engaging with the design brief and client's requirements. Evidence of an iterative design progress. The conceptual development of the building's envelope, layout, and location in the network are consistent and align with the brief.

20% Technical intent (LO2, LO3, LO5) – Understanding environmental sustainability drivers, passive/active design strategies, grids, structural integrations, and materials' mobilities.

15% Narrative communication (LO4, LO5) – Presenting the design intentions, spatial planning, and connections with the landscape's ecological network. Producing drawings (plans, sections, elevations) and visuals (3Ds, diagrams, maps) using digital tools and professional standards.

Marking Scale (The pass mark is 40%)

Stepped Mark	Performance Descriptor
100, 95, 92	Outstanding
88, 85, 82	Excellent
78, 75, 72	Very Good
68, 65, 62	Good
58, 55, 52	Fair
48, 45, 42, 40	Adequate
38, 35, 32	Unsatisfactory
25	Poor
15	Very Poor
5, 0	Extremely Poor

Knowledge and Understanding

Assessed intended Learning Outcomes (LO)

On successful completion of this assessment, you will be able to:

1. LO1 (KU1) – Apply a conceptual and critical approach to architectural design, creating a dialogue between the aesthetic and technical aspects and satisfying the users' needs.
2. LO2 (KU8) – Analyse and apply principles associated with the building's visual, lighting, thermal, and acoustic performance, following environmentally sustainable design principles.
3. LO3 (KU10) – Explain and differentiate tectonic (structure-morphology) and environmental strategies, including the ability to integrate these in architectural design by evaluating and specifying alternative materials.
4. LO4 (KU9) – Engage with collaborative practices and integrated design and apply digital and media techniques in architectural design projects.
5. LO5 (KU5) – Interpret and review the needs and aspirations of building users and the impacts of buildings on the environment.

Employability Skills developed / demonstrated	**Communication** **Critical Thinking and Problem Solving** **Data Literacy** **Digital Literacy** **Innovation and Creativity** **Proactive Leadership** **Reflection and Life-Long Learning** **Self-management and Organisation** **Team Working**
Word count/ duration (if applicable)	Not Applicable
Feedback arrangements	The Module Leader will issue the final marking and summative written feedback for the submitted outputs on Blackboard fifteen (15) working days after submission. To help students develop and improve, the studio tutors will offer formative feedback in two forms: verbal comments and drawn sketches during the weekly tutorials held in the design studio (hence, attendance is essential); and as indicative marks during the interim assessments. All feedback identifies students' coursework performance against the Assessment Criteria and Learning Outcomes.
Academic Integrity and Referencing	Students are expected to learn and demonstrate skills associated with good academic conduct (academic integrity). Good academic conduct includes the use of clear and correct referencing of source materials. Here is a link to where you can find out more about the skills which students need: Academic integrity & referencing Referencing **Academic Misconduct is an action which may give you an unfair advantage in your academic work. This includes plagiarism, asking someone else to write your assessment for you or taking notes into an exam. The University takes all forms of academic misconduct seriously.**
Assessment Information and Support	**Support for this Assessment** You can obtain support for this assessment in the weekly-scheduled design studio tutorials. You will receive periodic announcements on Blackboard to confirm weekly progress requirements or changes related to the teaching arrangements. Please check the module site on Blackboard for regular updates. You can find more information about understanding your assessment brief and assessment tips for success here.

Assessment Rules and Processes

You can find information about assessment rules and processes in the [Assessment Support](#) module in Blackboard.

Develop your Academic and Digital Skills

Find resources to help you develop your skills [here](#).

Concerns about Studies or Progress

If you have any concerns about your studies, contact your Academic Progress Review Tutor/Personal Tutor or your Student Progression Administrator (SPA).

askUS Services

The University offers a range of support services for students through [askUS](#) including Disability and Inclusion Service, Wellbeing and Counselling Services.

Personal Mitigating Circumstances (PMCs)

If personal mitigating circumstances (e.g. illness or other personal circumstances) may have affected your ability to complete this assessment, you can find more information about the Personal Mitigating Circumstances Procedure [here](#). Independent advice is available from the Students' Union Advice Centre about this process: https://www.salfordstudents.com/advice/centre.

In Year Retrieval Scheme	Your assessment is not eligible for in year retrieval.
Reassessment	If you fail your assessment, and are eligible for reassessment, you will need to resubmit on or before **July 26, 2024 (TBC)**. For students with accepted personal mitigating circumstances for absence/non submission, this will be your replacement assessment attempt.
	The reassessment tasks will be the same as the original tasks.
	We know that having to undergo a reassessment can be challenging however support is available. Have a look at all the sources of support outlined earlier in this brief and refer to the [Personal Effectiveness](#) resources.