

<b>Module code</b>	ARC501	<b>Level</b>	5
<b>Module title</b>	Design Studio 2: Adaptive Reuse		
<b>Status</b>	Core		
<b>Teaching Period</b>	Autumn		
<b>Courses on which the module is taught</b>	BA (Hons) Architecture		
<b>Prerequisite modules</b>	None		
<b>Notional learning hours</b>	400	<b>Credit value</b>	40
		<b>ECTS Credits</b>	20
<b>Field trips?</b>	This module includes compulsory study trips and site visits within London. Students are responsible for local travel costs; most exhibition entrance fees and other activities will be covered by the course.		
<b>Additional costs</b>	Students must purchase essential materials and equipment, including sketchbooks, journals, drawing tools, and model-making supplies. Basic model-making resources will be provided in limited quantities; students are encouraged to source additional materials independently.		
<b>Content notes</b>	The module incorporates a health and safety induction for workshop tools and materials, including emergency procedures and protective measures for individuals and equipment.		

## 1. Module description

This module provides you with an opportunity to develop your architectural skills and problem-solving abilities through the innovative transformation of an existing building. This module builds on the knowledge and skill gained in Design Studio 1: Architectural Foundations enabling you to integrate new analytical and creative skills within the context of a complex architectural setting. You will explore themes of adaptation and reuse through the examination of a site and its surrounding context. You will propose a hybrid program that engages residential, cultural, or workspace uses with a focus on spatial strategy. You will analyse, develop and reflect on design propositions, combining curiosity and creativity. Your study will be enriched through the exploration and iterative practice of architectural representation techniques to communicate your contextual understanding, project narrative, spatial strategy, construction method, and technical detail at appropriate scales.

## 2. Learning Outcomes

Upon successful completion of this module, you will be able to:

### Innovation (MLO 02)

Design, analyse and develop variations in your architectural propositions through iterative processes, combining curiosity and creativity.

### Decision Making (MLO 04)

Analyse and reflect on different design ideas including your own to inform decision making.

### Communication (MLO 05)

Communicate your design proposal and critical analysis effectively using visual, oral and written means, in multicultural and/or international settings within unfamiliar and well-defined contexts.

### **Digital Data and Tools (MLO 06)**

Analyse and use digital drawing and making skills responsibly in unfamiliar/ well defined design contexts to effectively communicate your design work.

### **Discipline Skills (MLO 08)**

Employ a range of design and knowledge including drawing and modelling techniques, digital and analogue tools, to develop a detailed and coherent design proposal.

## **3. Learning and teaching methods, and reasonable adjustments**

This module will be delivered using a combination of workshops, micro-lectures, discussions, demonstrations, studio class time, individual/ group tutorials and field trips. Micro-lectures will be used when appropriate to support your project-based work. Tutorials will support your direct learning and progress. The project will comprise of a variety of studio and workshop activities where you will be required to undertake relevant research, explore ideas and develop design proposals in response to the given brief. The majority of this work will be undertaken as independent self-directed learning.

Teaching will be centred on the studio and organised around group or individual tutorials. In this setting you will be encouraged to present and communicate your work and ideas with constructive feedback offered by your peers and tutors. Work is reviewed weekly. To aid you in architectural communication techniques there will be a weekly, subject specific session. In these classes you will develop a range of advanced digital skills for representation and communication of architectural proposals. You will further develop your technical drawing and CAD skills through activities in three-dimensional computer modelling and rendering. In Design studio sessions you will be practicing and applying these skills as you develop a technical and creative approach. You will be required to produce a range of two- and three-dimensional presentation material which evidences your understanding of 3D digital modelling, rendering and digital fabrication. These skills are integrated into your studio design work as you progress through the course and enhance your understanding of the architectural design process.

Theoretical enquiry is explicitly connected to physical model making as a core working method within this module. You will develop proposals through iterative cycles of drawing, physical modelling and digital production, using models as active tools to test spatial, structural, material and environmental ideas. Where appropriate, work extends into 1:1 prototyping, enabling you to explore form, joint and junction, tolerances and buildability as part of the design process.

Collaborative learning is embedded throughout the early stages of the design process, including shared site investigations, joint spatial and contextual analyses, precedent discussions, and peer review activities. Group work is integral to the studio environment, where collective enquiry, shared investigation, and peer dialogue support the development of critical, creative, and professional design skills.

You will be offered several opportunities to present your work and receive peer and tutor feedback on your progress at regular intervals during the module. A formative mid-term review with faculty, students and guest critiques (where appropriate) will allow an opportunity for you to receive individual, formal feedback.

<b>Learning hours</b>				<b>400</b>
<b>Directed learning</b>				<b>144</b>
Workshops/ classes/ seminars/ lead events	Supervision	Studio time	Other	
24		120		
<b>Guided/Self-guided learning</b>				<b>256</b>

Students seeking reasonable adjustments should consult the current Disability Policy:

<https://www.regents.ac.uk/policies>

#### 4. Assessments and weighting, reasonable adjustment, and feedback methods

##### Assessment component 1: Project Document (40%)

Indicative Effort: 30-40 pages at A3 or equivalent

You will be asked to submit a project document. This illustrates a visual record of your working process and contextual analysis. It will incorporate sketches, measured drawings at scale, primary and secondary research including archival material, precedents and mapping. 3D work in the form of physical and digital models is mandatory. All material should be formatted in a coherent manner and clearly annotated and credited where appropriate.

##### Assessment component 2: Portfolio (60%)

Indicative Effort: 48-60 pages at A3 or equivalent

You will be asked to submit a project portfolio, that illustrates synthesis of your resolved design proposal capturing your project from conception to completion. It will incorporate selected sketches, resolved measured drawings at scale, selected primary and secondary research including archival material, precedents and mapping. 3D work in the form of physical and digital models is mandatory. All material should be formatted in a coherent manner and clearly annotated and credited where appropriate.

The above assessment components are summative. Students will have the opportunity for formative assessment and feedback before each summative assessment.

Mapping of assessment tasks:

Assessment components	ML02	ML04	ML05	ML06	ML08
Project Document	X	X		X	
Project Portfolio		X	X	X	X

#### 5. Indicative resources

##### Architectural Design

Baker-Brown, D. (2024) *The Re-use Atlas: A Designer's Guide Towards a Circular Economy*. 2nd edn. London: RIBA Publishing.

De Chiffre, L., Kitaev, A., Mair, E., Paschburg, K. and Putzer, K. (eds.) (2025) *Reuse in Teaching: The Future of the Architectural Design Studio*. Triest Verlag.

Easterling, K. (2014) *Extrastatecraft: The Power of Infrastructure Space*. London: Verso.

Escobar, A. (2018) *Designs for the Pluriverse: Radical Interdependence, Autonomy, and the Making of Worlds*. Durham, NC: Duke University Press.

Gissen, D. (2023) *The Architecture of Disability: Buildings, Cities, and Landscapes beyond Access*. Minneapolis: University of Minnesota Press. (Available as eBook)

Lang, R. (2022) *Building for Change: The Architecture of Creative Reuse*. Berlin: Gestalten.

Till, J. (2009) *Architecture Depends*. Cambridge, MA: MIT Press.

### **Architectural Communication**

Charitonidou, M. (2024) *Architectural Drawings as Investigating Devices: Architecture's Changing Scope in the 20th Century*. London: Routledge.

Shaikh, H. (2025) *Image Generation: Artificial Intelligence, Creativity and Design*. London: RIBA Publishing.

### **Further resources**

Mignolo, W. and Walsh, C. (2018) *On Decoloniality: Concepts, Analytics, Praxis*. Durham, NC: Duke University Press.

Rossi, A. (1982) *The Architecture of the City*. Cambridge, MA: MIT Press.

Simone, A. (2014) *City Life from Jakarta to Dakar: Movements at the Crossroads*. London: Routledge.

Smith, L. T. (2012) *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books.

Wolfrum, S. and Janson, A. (2019) *The City as Architecture*, Berlin, Boston: Birkhäuser.

### **Journals**

AA Files

Architects' Journal

Architectural Design

Architectural Review

Domus

The Plan