

Course Code:

PELC210

Session:

2017/18

1. Course Title:

Energy, Comfort and Health

2. Date of production/revision:

5 November 2014

3. Level:

SCQF 11

4. Credits:

15

5. Lead School/Board of Studies: Mackintosh School of Architecture

Graduate School

6. Course Contact:

Tim Sharpe

7. Course Aims:

- This course will examine how the design of buildings to reduce energy also affects the comfort and comfort and health of the building occupants
- It will give students an insight into the different objectives used during design and how these can complement and compete with one another.
- It will give students an understanding of the strategies that are used to provide comfort and good indoor air quality, and how these can be compromised
- It will examine how these decisions impact on occupants experience, health and well-being

8. Intended Learning Outcomes of Course:

On the completion of the course students will have:

- Understand the contemporary context of reducing energy use in buildings
- Understanding the key parameters for energy consumption and environmental quality
- Investigate and comment on design solutions that meet energy needs whilst maintaining healthy environments
- Develop an understanding of how these parameters are measured and understood
- Use this knowledge to develop different design solutions

9. Indicative Content:
This course will use information that is being produced from a range of Building Performance Evaluation projects being undertaken by MEARU, that are evaluating the in-use performance of new energy efficient buildings.

10. Description of Summative Assessment:
Students will be required to submit a study that examines how energy comfort and health can be addressed in design.
10.1 Please describe your Summative Assessment Arrangements
The portfolio will be assessed against all of the learning outcomes for the course

11. Formative Assessment:
Formative Feedback is given regularly throughout the course
11.1 Please describe the Formative Assessment arrangements:
Weekly based on work presented for discussion and review.

12. Collaborative:	
Yes	No <input checked="" type="checkbox"/>
12.1 Teaching Institutions: If yes, then please enter the names of the other teaching institutions.	
Click here to enter text.	

13. Requirements of Entry:
None

14. Co-requisites:
None

15. Associated Programmes:
This is a cross GSA elective, open to all PGT students

16. When Taught:
Stage 2

17. Timetable:
Wednesday mornings, 10-12pm

18. Available to Visiting Students:
Yes <input checked="" type="checkbox"/> No

19. Distance Learning:
Yes No <input checked="" type="checkbox"/>

20. Placement:
Yes No <input checked="" type="checkbox"/>

21. Learning and Teaching Methods:		
Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture		
Studio		
Seminar/Presentation	4	4
Tutorial	1	1
Workshop	4	2
Laboratory work	6	8
Project work		100
Professional Practice		
E-Learning / Distance Learning		
Placement		
Examination		
Essay		
Private Study	Not Applicable	35
Other (please specify below)		
TOTAL	15	150

22. Additional Relevant Information:

23. Indicative Bibliography:

Menon, R., & Porteous, C. (2012). Design Guide: Healthy Low Energy Home Laundering. MEARU (Mackintosh Environmental Architecture Research Unit), The Glasgow School of Art (output from this EPSRC project).

http://www.gsa.ac.uk/media/486640/mearu_laundry_design_guide.pdf

Halliday, S. (2008). *Sustainable construction*. Routledge.

Porteous, C. (2013). *The new eco-architecture: alternatives from the modern movement*. Taylor & Francis.

Howieson, S. (2005). *Housing and asthma*. Taylor & Francis.