THE GLASGOW SCHOOL OF ART

	Programme Specification

1. Programmes:

Programme Title	**Diploma in Architecture**
Head of School	**Professor Christopher Platt**
Head of Department/Programme Leader	**Jo Crotch**
Programme Contact	**Jo Crotch**

Minimum Duration of Study	**24 months FT** **36 months PT**
Maximum Duration of Study	**36 months FT** **60 months PT**
Mode of Study	**Full-time and Part-time**
Award to be Conferred	**Diploma in Architecture**
Exit Awards	**After 15 weeks: PG Certificate in Architecture** **At the end of Stage: Diploma in Architecture**
Source of Funding	**SFC**

Version	Session	Date of Approval
1.0	2015/16	21 January 2015 *(PAG)*

3. SCQF Level:
Stage 4 level 10
Stage 5 level 11

3.1 Credits:
240

4. Awarding Institution:
University of Glasgow

5. Teaching Institutions:
GSA

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

7. Programme Accredited By:
Programmes validated by Royal Institute of British Architects Programme prescribed by Architects Registration Board

8.	Entry Qualifications	
8.1	**Highers**	N/A
8.2	**A Levels**	N/A
8.3	**Other**	A candidate for the Diploma in Architecture must have obtained as a minimum a second class Bachelor's Degree in Architecture and submit a portfolio of architectural design project work of a standard approved by the Head of the Mackintosh School of Architecture. . Or Candidates with the degree of Bachelor of Architecture (Honours) of Glasgow University may be exempted from stage 4 of the Diploma Programme. A candidate with an equivalent degree of another University may be admitted on this basis on the approval of the Professor of Architecture.
8.4	**IELTS Score Required on Entry**	6.5 IELTS (with a minimum of 5.5 in each component)

9. Programme Scope:
The Diploma in Architecture programme at the Mackintosh School of Architecture provides the educational framework for students who intend to enter the architectural profession, and confers exemption from Part 2 of the ARB/ RIBA Examination in Architecture. Students entering the programme will normally have had a minimum of six months in an office before starting their Diploma studies. The programme is predominantly studio and project based, backed up by theoretical studies and research, centred on contemporary issues of architecture, building and the city. The studio provides the forum to debate the pertinence and relevance of different approaches to the challenges faced by contemporary architectural practice. The question posed is not just about how architecture is experienced or made, but how it can improve the quality of life. The programme provides an intensive theoretical background in the forces shaping contemporary architecture and supports individuals to develop creative design skills with intellectual and aesthetic rigour. Creativity is stimulated by projects that engage with changing social demands, located on demanding sites and facing the challenges of contemporary construction and materials. The programme has an international outlook comparing different approaches to common architectural issues. Collaborative research, group work and peer-review are encouraged to help

stimulate discussion and debate, making public the results through booklets, exhibitions, as well as in the portfolios of individuals. It is a tradition of the School that diploma student's act as critics for the undergraduate students to sharpen critical faculties while enlivening the studio culture and the sense of community in the School.

10. Programme Aims:
The aims of the programme are: The aim of the Programme is to produce students who can develop a coherent body of work that demonstrates the skill to organise, design and present a range of architectural projects and studies of different types and with increasing intellectual and aesthetic rigour leading up to a Final Design Thesis. That is, a sustained and thoroughly researched building of reasonable complexity and ambitious architectural intention, encapsulating a critical architectural position and maturity of judgment.
10.1 Stage 1 Aims:
N/A
10.2 Stage 2 Aims:
N/A
10.3 Stage 3 Aims:
N/A
10.4 Stage 4 Aims:
Stage 4 courses extend design skills within a rigorous creative studio environment and provide the opportunity to explore architecture as a response to the contemporary city. The projects, seminars and lectures in stage 4 provide the context to architecture as a response to the contemporary city. The aim is for students to be able to: a. Demonstrate an understanding of the factors that shape housing design, urban design and urban building and use this understanding to prepare architectural designs and design studies that identify and apply a coherent design approach to these issues. b. Investigate how buildings are used and occupied in order to develop and analyse project briefs and to be able to explore how proposed design solution might be occupied. c. Undertake research and analysis and apply it in design. Finding out what type of research is relevant, what questions to ask, and which formats to record the findings to best serve as a springboard to design decisions.

d. Undertake strategic thinking - exploring options, setting parameters and objectives and testing design ideas against them and comparing likely outcomes in order to make critical judgments about the likely effect of design decisions.

e. Produce designs which are supported by an explicit strategy for dealing with structural loads (gravity, wind etc.), energy (heat, light, sound, vibration etc.) and for the choice of materials that together contribute the architectural expression of the proposition.

f. Record key design decisions and be able to reflect upon them.

g. Find a sense of direction and be able to develop and sustain a line of enquiry - being able to identify and develop design ideas thematically as well as undertaking sequential "problem solving".

h. Develop a critical position as an individual designer and contribute this to the on-going studio debate.

i. Demonstrate through a written and /or practical programme of study a line of enquiry undertaking relevant research and producing a coherent conclusion.

10.5 Stage 5 Aims:

At stage 5 students are expected to be able to undertake as a self-directed design project the design of a sustained and thoroughly researched building of reasonable complexity and ambitious architectural intention, encapsulating a critical architectural position and maturity of judgement.

The aim is for students to be able to:
a. Identify, explore, exploit and inter-relate the combined potential of the site and the programme and do so as an expression of architectural themes or issues.

b. Encapsulate a vision that can be compellingly expressed through drawings and models and be understood by an interested public.

c. Demonstrate the ability to pursue an architectural line of enquiry that conveys the spirit and the personal vision that lies behind that quest and relates it to current internationally recognised issues.

d. Demonstrate that the designer can work with colleagues and share knowledge in researching their proposals and, where appropriate, in realising them.

e. Through the detailed development of a significant aspect of a proposal demonstrate the integration of technical skill to support the qualitative and expressive content of the architecture. It should explore an aspect of the design that exemplifies the architectural challenge that the student has self-selected.

f. Produce designs which are supported by strategies for dealing with structural loads (gravity, wind etc.), energy (heat, light, sound, vibration etc.) and for the choice of materials that together contribute the architectural expression of the proposition.

g. Demonstrate that architectural judgments have been explored critically and to a conclusion.

h. Demonstrate through their work the potential to raise the quality of life for the users of the building and the public in general.

11. Intended Learning Outcomes of Programme:

After full participation in and successful completion of the programme, students should be able to:

11.1 Intended Learning Outcomes of Stage 4

Knowledge and Understanding

- Knowledge that covers and integrates most of the principle areas, features boundaries, terminology and conventions of the discipline of architecture.

- A critical understanding of the intellectual and aesthetic content of self-selected buildings and support architectural judgments.

- Researched and critical evaluation of the briefing and performance of buildings.

- A professional level of knowledge of the legal and managerial context of architectural practice.

- A professional level of knowledge of the duties and responsibilities of architects, as defined and described in Codes and Standards relating to their professional practice.

Applied Knowledge and Understanding

- Demonstrate reflective evaluation across a range of complex design projects over a sustained period.*****

- Demonstrate a breadth and depth of learning in relation to multiple complex design projects at a range of scales over a sustained period.*****

- The ability to define what type of research is relevant, what questions to ask, and which formats to record the findings to best serve as a springboard to design decisions.

- A sense of direction and be able to develop and sustain a line of enquiry – being able to identify and develop design ideas thematically as well as undertaking sequential problem solving.

- Undertake strategic thinking – exploring options, setting parameters and objectives and testing design ideas against them and comparing likely outcomes in order to make critical judgments about the likely effect of design decisions.

- Execute complex defined and self- defined projects of research, development or investigation and identify and implement relevant outcomes.

- Ability to plan and compose buildings exhibiting complexity in terms of function, scale and context.

- Research and critical evaluation of how a strategic choice of construction, materials and environmental approaches can determine the character of an architectural design project.

- Research and critical evaluation of selected themes of art and architecture in significant periods of contemporary history.

- Research and critical evaluation of urban settlement in relationship to social, economic, political and cultural factors that influence architectural design.

Professional Practice: Communication, Presentation, Working with Others

Generic Cognitive Skills

- Critically identify, define, conceptualise and analyse complex problems and issues relevant to contemporary discipline of architecture.

- Make judgements where data/information is limited or comes from a range of sources.

Communication, ICT and Numeracy Skills

- Communicate and articulate ideas and information fluently and work comprehensively in visual, oral and written forms to a professional level.

- Make formal presentations about specialist topics to informed audiences.

Autonomy, Accountability and Working with Others

- Exercise autonomy and initiative in carrying out set project briefs and self-directed programme of study.

- Demonstrate ability to manage time and physical resources in relation to set project briefs and self-direct programmes of study as an individual and a group member.

- Take account of Health & Safety regulations in studio practice and adhere to safe working practices.

- A developing critical position as an individual designer and contribute this to the on-going studio debate.

- Deal with complex ethical and professional issues.

* Learning outcome applicable to Full Session Courses only.

11.2 Intended Learning Outcomes of Stage 5

Knowledge and Understanding

- Knowledge that covers and integrates most, if not all, of the main subject area of the discipline of architecture – including their features, boundaries, terminology and conventions.

- A critical understanding of the intellectual and aesthetic content of selected buildings to substantiate architectural judgments.

- Be a coherent expression of a critical approach to making architecture at this moment in time.

- An ability to pursue an independent line of enquiry.

- Research, critical and detailed evaluation of the briefing and performance applied to the self-directed design project.

- A professional level of knowledge of the legal and managerial context of architectural practice.

- A professional level of knowledge of the duties and responsibilities of architects, as defined and described in Codes and Standards relating to their professional practice.

Applied Knowledge and Understanding

- Demonstrate reflective evaluation over a sustained period through evidence based thesis argument and synthesis with design proposal.*****

- Demonstrate breadth and depth of learning over a sustained period in relation to self developed architectural hypothesis.*****

- Demonstrate development of highly complex design proposals with integrated technology benefiting from design iterations over a sustained period.*****

- That architectural judgment has been explored critically and to a conclusion.

- Execute a complex self- defined project of sustained research, development or investigation and identify and implement relevant outcomes.

- Ability to plan and compose buildings that are self-chosen and directed, and demonstrate a wide range of investigation, and detailed resolution.

- Explicit strategies for structural design, environmental design and for the choice of materials that together contribute the architectural expression of the self-directed design project.

- The integration of technical skill to support the qualitative and expressive content of the architecture exemplifying the architectural challenge of the self-directed design project.
- Research and critical evaluation of selected themes of art and architecture that contribute to the development of the self -directed design project.

- Research and critical evaluation of the social, economic, political and cultural factors that influence the self-directed design project.

Professional Practice: Communication, Presentation, Working with Others

Generic Cognitive Skills

- Apply critical analysis, evaluation, and synthesis to issues which are at the forefront or informed by developments at the forefront of architecture.

- Deal with complex issues and make informed judgements in situations in the absence of complete or consistent information.

Communication, ICT and Numeracy Skills

- Communicate on an expert level in a variety of roles and contexts.

- Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.

Autonomy, Accountability and Working with others

- Exercise autonomy and initiative in carrying out the self-directed programme of study.

- Demonstrate ability to manage time and physical resources in relation self-direct programmes of study as an individual and a group member.

- Take account of Health & Safety regulations in studio practice and adhere to safe working practices.

- Collaboration with peers and others in sharing knowledge and researching their self-directed design project.

- Deal with complex ethical and professional issues and make judgements on issues not addressed by current professional ethical codes and practices.

* Learning outcome applicable to Full Session Courses only

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12. Assessment Methods: Principles and Process

Work is assessed and feedback given against the particular aims and learning outcomes for each course and these outcomes relate back to those for the Stage as explained in the Course Specification.

Assessment is both Formative and Summative. Formative assessment, where marking is advisory, applies to studio submissions and allows students to make improvements before the final submission. Summative assessment, where the mark is final, applies to written examinations, some aspects of course work and to the final marking of the portfolio by the Internal Examination Panel.

In each course, students are required to complete a coursework assignment/s and/or sit a formal written examination. Coursework may be in the form of essay, presentation or technical study or project work.

Coursework assignments will be formatively assessed, with assignments being set and submitted in either term 1 or term 2. This formative feedback will be returned to students no later than the end of term 2. Elements of course work not receiving a pass, may be retrieved and resubmitted during term 3, the date set by the course tutors. Assessment of such resubmitted course work will move to a summative status and receive no more than a D3 grade.

Formal written examinations will be assessed on a summative basis.

The final grades for the course will be an aggregation of the examination and coursework grades where appropriate, with each having appropriate weighting towards the final grade.

Where a student has failed a course, or courses, at the June diet, a re-sit assignment will be set for each course failed. The assignment may be in the form of essay, technical study or formal written examination, as appropriate. The assignment will be assessed on a summative basis and receive no more than a D3 grade.

Feedback is given at presentations and reviews of Studio Work normally mid-session and is advisory. Students receive written feedback on progress and on how to develop their work.

"Practical Examinations" are typically: seminar presentations, special design workshops including those by guest teachers, and aspects of project work related to subject areas such as History of Architecture, Housing Studies and Urban Studies.

Study Abroad and Visiting Students:
A Summative assessment point for exchange IN Stage 4 (partial year) will take place mid-session. Results will be presented at the June Examination Board unless an earlier date is requested by the exchange institution. Students on exchange OUT Stage 5 (partial year) will return to GSA mid-session and thereafter present work for summative assessment at the June Examination board.

13. Learning and Teaching Approaches:

The curriculum for the DipArch has two distinct elements; the studio project-work in the studio courses, and specialist subjects in the remaining courses of each stage.

The studio course is project based and learning and teaching methods are devised to develop and enhance individual creativity and to promote self-motivation and independent learning.

Specialist subject courses are lecture/ seminar based. Specialist subjects support and inform studio work and are wherever possible articulated to specific studio projects.

Studio Project Work

Studio projects are normally directed and guided by academic staff and are key to the structure of the learning experience of Stage 4. Projects provide a structure of engagement with particular concepts, methods or approaches that allow the individual student space for investigation and

interpretation. Projects are used extensively to ensure that the student's experience of the Programme is coherent, and are used to direct the development of their individual skills and creative abilities.

The studios are central to the teaching of architecture and to the life of the school. They are multi-purpose spaces with computers and drawing boards, areas for presentations and critique, a small technical library and a student-run coffee bar that is often used for informal meetings and as a venue for presentations.

Architects have to learn about how people use space and how to work with other people – the studio is our laboratory where individually and collectively we make places in which to work, share ideas, and at times retreat. The success of the school and its students is dependent on the active life of the studio and student involvement is essential. The life and use of the studio is a major topic for discussion at Programme Committee meetings and meetings of the joint staff student consultative committee, the Student Forum.

Self-Directed Areas of Study

At stage 4 students begin to negotiate self-directed and self-selected areas of study and by stage 5 all areas of study relating to projects are self-selected and directed exemplified at Stage 4 by Research Project 4, (these areas of study may relate to the research clusters in the school), and at Stage 5 by the Final Design Thesis.

Delivery of Projects

Tutorials:
Students are assigned a design tutor for each project. Students are exposed to a range of tutors and approaches throughout the stage and particularly in reviews and workshops. In addition, students may request tutorials from any of the stage tutors, if available, or from any tutor in the school, should they wish to do so. Some specialist tutors are available at particular times on some projects.

There is a mixture of one-to-one tutoring by an individual tutor and group tutorials where there may be more than one tutor. The purpose is to discuss work in progress and, like a seminar, the quality of the discussion is closely related to the thoroughness of preparation. It provides practice in presenting and discussing projects and an opportunity to share ideas and learn from each other through comparison of the different design approaches being explored by colleagues. It is good practice to keep notes of the discussion. Tutorial timetables are provided weekly and students are either allocated a time for a tutorial or are expected to request a tutorial at a time of their choosing. The tutorial timetable indicates when tutors are available for tutorials so that students can programme their time accordingly. In all stages students are expected to attend a tutorial at least once a week. A student who cannot attend their tutorial for any reason should notify their tutor, either directly or via the school office. A record is kept of attendance at tutorials.

Individual Tutorial:
The individual tutorial is usually a desktop discussion focused on a specific aspect of a current design project and may either involve a design tutor and/or specialist discipline tutor. Depending on the level, or the complexity of a project there may be two tutorials a week rather than one when the intensity of the project demands appropriate input.

Group Tutorial:

The group tutorial is effective at the beginning of a project when general topics are to be discussed. Normally this would consist of approximately 10/15 students, two tutors and last for 1-2 hours.

However variations to this pattern exist throughout the school and depending on the length and complexity of the project groups may reduce to 4/6 students and these are designed to be discursive. Students are encouraged to keep a record of all tutorial discussion.

Peer Tutorial:

Throughout the Programme students are encouraged to take responsibility for their own learning and as part of this experience are expected to help each other informally as individuals or group members.

Group Seminar:

Differing from a group tutorial focussed on a design project the students can be brought together to discuss a theme or issue that avoids scrutiny of individual work. This may be theoretical or pragmatic.

Reviews:

The review is where each student (or student group) presents, explains and justifies their design project to a panel of tutors (and visiting critics), and to their colleagues, all of who participate in discussion and critical appraisal of the project. This is the forum where comprehensive and clear work can be shared and the critique can tease out the implications of design decisions and help place the project into a wider context.

A successful presentation needs to be designed so that the key ideas are readily apparent. The work presented needs to be comprehensive, readable and carefully selected and edited so as to tell the story of the project.

The format for a review is the presentation of work, usually drawings or models supported by a brief verbal description of the main principles and ideas that underpin the project. Digital presentations may be suitable and advice should be sought from the studio tutor. There are a number of benefits in exhibiting the work and for the student this is often the first moment when they see the full range of their production displayed all together.

The reviews, even the final reviews, are held before the completion of the project so that there is time to act on the criticism prior to assessment. It is good practice to present projects with a view to discussing areas where advice is most needed and to get a colleague to keep notes of the discussion.

Interim Review or Critique:

Usually this is a pin-up of work done to date on a project at appropriate intervals depending on the duration and intensity of a project.

Students have to present their work in front of a panel of critics and peers for scrutiny. It is meant to be discursive and offer advice on the best Programme of action leading to the final review. Written feedback is offered.

Final Review or Critique:
These are held at the conclusion of a project following the same mode as the interim review but with an emphasis on discussing the consequences of the proposition. The student will also be given advice on how the project could be improved and this may be undertaken before a term by term progress interview or the internal examination at the end of the year. Written feedback is offered.

Peer Review or Critique:
Students are encouraged to practice visual and verbal communication and to develop critical faculties with their peers in preparation for a tutor chaired review.

Interim Progress Interview:
Usually involving a student self-assessment this interview allows students and tutors to recap on the previous terms performance and discuss a student's strengths and weaknesses.

Lecture/Seminar Programme:
Most subject teaching is lecture based supported by seminars. The purpose of a lecture is threefold: to introduce large groups to basic principles often explained through a description of exemplary projects or situations; to place this information in a broader academic and cultural context; and in demonstrating the process and rhetoric of argument, both spoken and visual. They are a launch pad for further learning.

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14. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

Architecture, Architectural Technology and Landscape

Academic:
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/architecture2010

Professional:
http://www.architecture.com/Files/RIBAProfessionalServices/Education/Validation/Validation Procedures2011Section102updatedwitheffectfrom1Sept2012

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15. Additional Relevant Information:

Study Abroad and Visiting Students

Student Exchange:
Students at MSA are able to undertake a period of exchange with our partner institutions, some of which are funded through the Erasmus Exchange Programme. Students are invited to apply for a partial-session exchange during the academic session preceding the academic session in which the period of exchange is intended. In general partial-session exchanges are offered in Stage 3 (B'Arch) and Stage 5 (Diploma), with the opportunity to exchange with our Australian partners in Stage 4 (B'Arch). In general students undertaking a period of exchange in Stage 3 are eligible to undertake a further period of exchange in Stage 5. However students who undertake an exchange with our Australian partners in Stage 4 will not be permitted to take a further period of exchange in Stage 5. To be eligible for exchange students must achieve a minimum aggregate grade of B3 in the

academic session preceding the academic session in which the period of exchange is intended. Additionally Stage 3 students intending going on exchange in the latter half of the academic session must achieve a min D3 pass in all MSA partial-credit courses in the first half of the academic session.

Guest Lectures:
The MSA Friday afternoon Guest Lecture series, which takes place in terms 1 and 2, has UK and international guest speakers from practice and related areas. This is open to all GSA students and staff, as is the GSA Friday Event lecture series, on Friday mornings.

MSA Research Forum:
The MSA Research Forum meets regularly, where staff, research students and invited guests present their research, to exchange ideas and stimulate debate. These events are open to all staff and students.

Study Visits:
Experiencing buildings and places first hand is an important part of the school's philosophy. Study Visits offer a valuable opportunity to experience a city, its culture, and its buildings and, at times, to meet members of its architectural community -practitioners and students.

There are two types of study visits: those that are to a location of general architectural interest, and those to places that relate directly to the project at hand and demand more focused on-site research.

Students are encouraged to attend Study Trips if possible, but alternative provisions are made for those who are unable to do so. Prior briefing and subsequent discussion are the related teaching input and a range of staff accompany the trip.

Students are expected to keep sketchbooks to record their impressions and studies and to edit them, and photographs, as a journal for their portfolio.

Exhibitions and the Grace and Clark Fyfe Gallery:
The school has its own gallery that houses a programme of exhibitions of architecture and related subjects. Students are encouraged to exhibit their work to the public. The gallery provides such a venue for the exhibition of studio work in progress, completed projects, the outcome of master-classes or for students to arrange their own shows.

The school has a strong record of placing student work in venues such as the Lighthouse, the RSA and in galleries throughout Glasgow and beyond.

Honorary Professors:
Honorary professors are employed to share their specific expertise, knowledge, skill and experience to the delivery of the programme. They provide an external professional context and perspective to the programmes of study.

Mackintosh Architectural Students' Association:
As well as the GSA Students' Association, the students of the Mackintosh School of Architecture, at each stage, elect representatives to the Mackintosh Architecture Students' Society. MASS organises seminars, lectures and social events throughout the year.

The Student Forum:

The Forum is student led and meets once per month. Items for discussion include housekeeping and cross-school activities. Generally the issues discussed are less programme-oriented, than those covered in the Programme Committees.

16. Programme Structure and Features:
In the Full-time Mode the courses are taken as follows:
FULL-TIME MODE

Stage 4		Stage 5	
Studio Work	60 credits	**Final Design Thesis 5**	60 credits
Architectural Technology 4 Design in Detail	20 credits	**Architectural Technology 5**	30 credits
		PGT Cross-GSA Elective	15 credits
Research Project 4	30 credits		
		Professional Studies 5	15 credits
Professional Studies 4	10 credits		
Total	**120 credits**	**Total**	**120 credits**

In the Part-time Mode the courses are taken as follows:
PART-TIME MODE

DP1 (part-time mode)		DP2 (part-time mode)		DP3 (part-time mode)	
Studio Work 4	60 credits	**Research Project 4**	30 credits	**Final Design Thesis**	60 credits
Architectural Technology 4	20 credits	**PGT Cross-GSA Elective**	15 credits	**Architectural Technology 5**	30 credits
		Professional Studies 4	10 credits		
		Professional Studies 5	15 credits		
Total	**80 credits**	**Total**	**70 credits**	**Total**	**90 credits**

17. Can exemptions be granted?
Yes ☐   No ☒
If yes, please explain:

18. Does the programme comply with GSA APEL policy?
Yes ☐   **No** ☒
If no, please explain:

19. Are there any arrangements for granting advanced entry?
Yes ☒   **No** ☐
If yes, please explain:
In accordance with the GSA policy graduate applicants can apply for advanced entry through the diploma admissions process. See section 8.3

20. Are there any arrangements for allowing students to transfer into the programme?
Yes ☐   **No** ☒
If yes, please explain stating requirements and levels to where this can apply:
See section 8.3

21. Are there any arrangements for allowing students to transfer into other programmes?
Yes ☐   **No** ☒
If yes, please clarify:
See section 8.3

22. What are the requirements for progressing from each stage?
Students must obtain passes in all courses to proceed into the next Stage. A student who fails a course of 20 credits or less following a re-sit exam in August will be permitted to repeat that course in the following session prior to proceeding to the next Stage. A student who fails a course of more than 20 credits must repeat all courses. A student in his or her final year of either full-time or part-time study shall be required to present him or herself for examination at the June diet of examination following the conclusion of his or her studies, and may not thereafter submit himself or herself for examination without the permission of the Sub-Committee for Student Progress. Decisions on progress including the exclusion of a student for any of the reasons given above shall be taken by the Sub-committee for Student Progress. A student shall have the right of appeal to the Committee and Thereafter to the Joint Appeals Committee in accordance with the Code of Appeal.

23. Please confirm that the programme follows GSA Examination Board policy and procedures, including External Examiner participation:

Yes ☒   **No** ☐

A full list of current GSA External Examiners for all programmes can be found at the following link:
http://www.gsa.ac.uk/about-gsa/our-structure/academic-services/external-examiners/

If no, please explain:

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24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:

PROGRAMME MANAGEMENT

The relationship of the main committees and staff responsible for management of the programme as follows:

Board of Studies:
The Board of Studies carries overall responsibility for the management of the School of Architecture and all standing committees of the MSA report to it. It is responsible for all Programme Committees and Consultative Committees within the School. The Board of Studies then reports up to the GSA Undergraduate Committee. The Board of Studies meets once per term.

The Board is responsible to the GSA Undergraduate Committee for all policies and procedures relating to the taught Programmes, for quality assurance and enhancement, including: Annual Programme Monitoring, periodic and thematic reviews, proposals for new Programmes or modifications to existing ones, assessment arrangements, nominations for new External Examiners, and for responding to External Examiners' reports action and student feedback. It is responsible to the GSA Research Committee for all academic matters relating to research.
It comprises the Professor of Architecture (Convener), the Deputy Head of School, Programme Leaders, Stage Leaders, Subject Leaders, all elected student representatives (Undergraduate, Graduate and Postgraduate), the Academic Support Manager, the GSA Undergraduate Coordinator, the Architecture Librarian, the SRC President.

Programme Committees:
Programme Committees monitor the delivery of the programmes; discuss the response to the External Examiners' reports and QLT questionnaires. The Programme Committees meet once per term and report to the Board of Studies.

The Professor of Architecture, Deputy Head of School, Architecture Librarian and President of the Students' Association sit on all Programme Committees. In addition their composition is:

Diploma Programme Committee – the Programme Leader (Convenor), Stage Leaders from Stages 4 and 5, Subject Tutors, Research Project Supervisors and two elected Student Representatives from each of the two stages.

Student Representatives:
Two student representatives for each stage are elected by their peers within the first two weeks of the session. They should discuss issues within their stage group and with relevant tutors before raising them at the committee. The elected representatives are briefed on their role by the President of the GSA Students' Association.

Planning and Management Committees:
In preparation for the Programme Committees the academic staff involved holds regular Programme Planning and Management meetings throughout the session.

Student Forum:
The Forum is student led, and meets once per month. Items for discussion include the running of the café bar, events, cross-school activities, and housekeeping. It reports to the Board of Studies. It is convened by a student, with student representation from each stage of the Degree, Diploma and Postgraduate Programmes, and Programme Leaders, and can invite other staff as required.

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25. Please explain the systems and arrangements regarding:

a) Quality assurance of the management, operation and monitoring of the programme

The Programme is subject to external periodic review including ELIR, RIBA revalidation every five years and ARB prescription on an annual basis.

Internal QAA includes the PMAR and QEAP processes which articulate with GSA strategic planning. The programme committee structure enables constant evaluation and where necessary modification of the management and operation of the programme. The committee structure articulates with the student representative structure to ensure that student feedback informs all aspects of programme management and operation, including QLT student feedback for every course.

The GSA committee structure can be found at the following link:
http://www.gsa.ac.uk/media/875399/GSA_Committee_Structure_Web.jpg

b) Student feedback and representation

Student Representatives:
Each Stage has two student representatives elected by their peers within the first two weeks of the session. The Stage representatives are required to liaise with their student cohort and represent their cohort on the Student Forum, Undergraduate Programme Committee and Board of Studies. Each Stage has one SRC representative briefed by the SRC.

c) Programme based student support

All students are allocated a pastoral tutor whose remit is to provide non-academic support within the school of architecture. Students can also seek assistance or support from their studio tutor, Programme Leader or Head of School.