

Please note that this programme specification is correct on the date of publication but may be subject to amendment prior to the start of the 2019/2020 Academic Year

1. Programmes:

Programme Title	Bachelor of Architecture with Honours
Head of School	Sally Stewart
Head of Department/Programme Leader	Alan Hooper
Programme Contact	Alan Hooper

Minimum Duration of Study	48 months
Maximum Duration of Study	72 months
Mode of Study	Full-time and Part-time
Award to be Conferred	Bachelor of Architecture with Honours
Exit Awards	Stage 3 Bachelor of Architecture Stage 4 Bachelor of Architecture with Honours
Source of Funding	SFC

2. Academic Session:	2a: Version:
2019-2020	19.20.01

3. SCQF Level:
Stage 1 Level 7, Stage 2 Level 8, Stage 3 Level 9, Stage 4 Level 10

3.1 Credits:
480

4. Awarding Institution:
University of Glasgow

5. Teaching Institutions:
The Glasgow School of Art

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

7. Programme Accredited By:

Programme validated by Royal Institute of British Architects.
 Programme prescribed by Architects Registration Board.

8. Entry Qualifications	
8.1 Highers	Four Highers at ABBB (one sitting) OR AABB (two sittings) to include English and Maths or Physics, and preferably Art.
8.2 A Levels	Three A levels at ABB to include Maths or Physics, and GCSE English at Grade A.
8.3 Other	Applicants submit a digital portfolio as part of their application. Selected applicants invited to interview are required to provide a physical portfolio at the interview.
8.4 IELTS Score Required on Entry	6.5 IELTS (with a minimum of 5.5 in each component)

9. Programme Scope:

The Programme is predominantly studio and project-based, supported, in the first three stages by lectures in two assessed Subject Areas: Architectural Technology (AT) and History of Architecture and Urban Studies (HAUS). The lecture series associated with both subject areas supplement the principles of architectural design introduced and developed through the studio, and enrich the intellectual and cultural context for the study of architecture. Beyond the subject lectures there are additional lectures, seminars, presentations and design events that provide a stimulus for the studio projects where design principles are applied in practice.

The increasing complexity of studio projects, building stage on stage, is founded on greater programmatic, contextual and technological demands, alongside a greater rigour in the application of appropriate thinking and judgements in the 'making' of architecture.

Stage 1 and Stage 2 of the Programme introduce students to a wider range of studio practices through architecture, enabling students to engage with GSA's wider academic community and to contextualise their practice in relation to other disciplines. Stage 1 students engage directly with the range of specialisms available within GSA through the cross-school 'Co-Lab' courses. Stage 2 students engage with selected specialisms within GSA through the Studio Practices 2 course.

Through the Interdisciplinary Design course, Stage 3 students engage with students from institutions and disciplines related to architectural practice in preparation for the ensuing Professional Practice Year- Out (PPYO).

Within Stage 4 Studio, supported by Architectural Technology input, regards Glasgow as its urban laboratory staging a range of projects within the dense urban core of the city

10. Programme Aims:

The aims of the Programme are:

The aim of the Programme is to produce confident and independent designers, with an understanding of intellectual and aesthetic rigor demanded by the discipline of architecture, an appreciation of a creative, scholarly activity and with a growing maturity in making judgments. A pass at the end of Stage 3 leads to exemption from the ARB and RIBA Part 1 examinations.

The criteria for these examinations are embedded in the aims and learning outcomes of the Programme.

The specific aims of the Programme are for students to:

- a) Approach learning as a creative activity that becomes progressively more self-motivated and self-directed, leading to an ability to sustain enquiry, while developing an ability to collaborate with peers and across disciplinary specialisms encountering different ways of being, seeing thinking and making.
- b) Achieve fluency and confidence in expressing architectural ideas through a wide range of media and to utilise the appropriate means for testing them.
- c) Discover and develop a sensibility towards architecture that can be expressed through texts, drawing, models and other appropriate media.
- d) Nurture a thirst for intellectual and aesthetic exploration, an ability to enhance knowledge through research and reflection, and gain a respect for scholarship.
- e) Connect to the culture of architecture, relating this new world to their own experience of buildings and places, how they are used, made and interpreted.
- f) Develop a critical understanding of architecture and design within a wide historical, social, cultural, political, environmental context and in relation to creative practices within the domains of art and design.

10.1 Stage 1 Aims:

The principle aim of Stage 1 is for all students to develop an awareness of creativity within the discipline of architecture, and to learn the appropriate means to express their ideas in a confident and coherent manner. Students are encouraged to apply the principles of architectural technology as a means of expressing architectural quality and character. Architecture is set, both in the studio and lectures, within an historical, social and economic context.

The specific aims are for students to:

- a) Acquire the conceptual framework and terminology necessary to enter a creative and critical discussion of architecture, to understand its historical development, to be able to explain and discuss design proposals, and to relate architecture to the range of discipline specialisms studied at GSA
- b) Learn how to experience architecture, particularly how to look intently and through observation, to explore the intellectual and aesthetic content of great buildings.
- c) Acquire the fundamental skills involved in architectural design, using a range of media that include free-hand and observational drawing, ruled, scaled and measured drawing, drawing and modelling by computer, physical model making, fabrication of proto-types, photography and collage. To use these skills to explore and explain ideas with clarity.
- d) Learn to plan and compose a simple building that responds creatively to its function and its site, and to explore how such a building would be constructed.
- e) Achieve a basic knowledge of the principles of building and construction and of the materials and processes employed, and begin to apply them in designing a simple building where the choice of construction and materials contributes to the quality and character of the design.
- f) Achieve a sufficient knowledge of environmental science to understand the nature of human comfort in the environment and its consequences for architectural design.
- g) Provide a historical overview of the nature and development of architecture and the built environment and the changing role of the architect.
- h) Provide an overview of the architect in practice - the role and required skills of the architect within society, and of how information necessary for the design of a building is organised and an understanding of how to acquire, retrieve and use it.
- i) Develop the ability to take responsibility for learning, and develop organisational skills to undertake a programme of study in a scholarly manner.

10.2 Stage 2 Aims:

The principle aim of Stage 2 is to promote the process of design as an acquired skill, with an increasing emphasis on design research and documentation to substantiate design decisions and support design proposals.

Skills acquired in Studio Work 1 are developed more fully along with new skills through a series of increasingly complex design projects. Architectural Technology is emphasised as integral to the design process and as a means of expressing architectural ideas through the alignment of the Studio Work 2 course and the Architectural Technology 2 courses. Studio discourse is informed by the History of Architecture and Urban Studies courses enabling students to develop their ability to critically engage with architecture in an historical, social and economic context.

The specific aims are for students to achieve:

- a) Design simple buildings, particularly in plan and section, in response to their external context and constraints in order to satisfy the demands of the building programme and its users
- b) Demonstrate a basic knowledge of the social, economic and political factors that influence architectural design.
- c) Demonstrate an understanding of architectural history related to the architectural theory and the changing role of the architect.
- d) Formulate and articulate clear intentions, and to test design ideas against them.
- e) Demonstrate an integrated knowledge of building construction, structural systems, material choices and energy transfer mechanisms and the ability to synthesize them into a coherent project that expresses architectural intentions.
- f) Demonstrate a basic understanding through analysis of building performance including computer applications.
- g) The ability to organise and systematise working practices, and to reinvest them with the knowledge gained through critical reflection.
- h) Work with others and manage discourse through public debate and exhibition.
- i) Demonstrate a working knowledge of digital programmes sufficient to use them to develop a design project.
- j) Demonstrate the ability to communicate ideas, intentions and solutions with a growing architectural sensibility through the choice of appropriate media.

10.3 Stage 3 Aims:

The principle aim of Stage 3 is to develop students' growing design skills and architectural sensibilities gained in Stages 1 and 2 in preparation for the ensuing Professional Practice Year-Out (PPYO) in practice, and subsequent entry to an architectural ARB/RIBA Part 2 Programme. Additionally, Professional Studies is introduced in Stage 3 to better prepare students for their ensuing year in practice.

Stage 3 combines studio-based projects and the opportunity to work with students from other construction disciplines. Students form part of an interdisciplinary team, and make presentations of their work to a professional audience.

The Studio projects are intended to develop a student's ability to undertake architectural design and a range of scales, from urban design to the detailed design of a building, demonstrating appropriate knowledge and understanding.

Urban design issues are explored through the study of a small town leading to an architectural intervention informed by the town study analysis. Architectural technology and the principles of sustainable design are integrated into the studio with specialists working directly with studio tutors and students.

The History of Architecture and Urban Studies 3 course develops a comprehension of architecture within an historical, social and economic context and enables students to critically evaluate and comment on architecture.

The specific aims are for students to:

- a) Form an articulate and critical, personal and ethical position.
- b) Use intellectual and aesthetic rigor in assembling the evidence to substantiate architectural judgments.
- c) Demonstrate ability to research and critically evaluate original source material, to explore and record design decisions, and to be able to reflect upon them.
- d) Demonstrate the ability to evaluate and comment on buildings and their performance in relation to a range of social, economic and physical criteria, as well as identifying and explaining their architectural significance.
- e) Demonstrate an understanding of sustainable design through the siting, arrangement and construction of a building.
- f) Demonstrate the ability to design a building that articulates the difference between public and private realms through the building arrangement on the site along with the building form, structure, construction, and special quality of the internal environment.
- g) Work with initiative, independence, and with others; valuing collaboration and exchange; to develop design ideas and make public presentations of them.
- h) Acquire sufficient skill and knowledge of current practice and procedures, including the use of CAAD, to enter a professional office for a year of supervised practical training.

- i) Each student will develop a portfolio of work that demonstrates the achievement of the stage's competence, as described in the General Criteria and Graduate Attributes of ARB and RIBA Part 1 , in preparation for employment in architecture or a related field.

10.4 Stage 4 Aims:

The principle aim of the Stage 4 courses is to extend design skills within a rigorous creative studio environment, provide the opportunity to explore architecture as a response to the contemporary city, and to give students the opportunity to place architecture within the framework of cross school creative practices.

The specific aims are for students to:

- a) Critically appraise 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 to inform design decisions. Finding out what type of research is relevant, what questions to ask, and which formats to record the findings to best inform design decisions.
- d) Undertake strategic thinking - exploring options, setting parameters and objectives and testing design ideas against them 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) Establish 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) Demonstrate 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.

11. Intended Learning Outcomes of Programme:

Date of Policy Production/Revision	December 2013
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After full participation in and successful completion of the Programme, students should be able to:

11.1 Intended Learning Outcomes of Stage 1

Knowledge and Understanding

- Demonstrate a broad knowledge of the subject of architecture and discipline of architectural design.
- Demonstrate an awareness, through observation, of the intellectual and aesthetic content of significant buildings.
- Demonstrate a basic knowledge of the briefing and performance of buildings.
- Demonstrate an overview of the role of the architect and an understanding of how information necessary for the design of a building is organized.

Applied Knowledge and Understanding

- Demonstrate confidence in using the basic skills involved in architectural design, using a range of media to explore and explain ideas and proposals with clarity. The ability to record design process and key design decisions.
- Execute simple defined projects supported by restricted, areas of research, development or investigation and identify and implement relevant outcomes.
- Demonstrate an ability to plan and compose a simple building.
- Demonstrate a basic knowledge of building construction and materials, structural design, and the ability to apply them in coherent design projects.
- Demonstrate the ability to work within an interdisciplinary context.
- Demonstrate a sufficient knowledge of environmental science to understand the nature of human comfort in the environment and its consequences for architectural design.
- Demonstrate a basic knowledge of the emergence and development of Architecture as a specialized activity in the field of the built environment, and of the evolution of its elements.
- Demonstrate a basic knowledge of the relationship between man and the built environment through social behaviour and the pattern of settlement

11.2 Intended Learning Outcomes of Stage 2

Knowledge and Understanding

- Demonstrate a broad knowledge of the scope, defining features, and main areas of the discipline of architecture.
- Demonstrate an understanding, through observation, of the intellectual and aesthetic content of significant buildings.
- Demonstrate an understanding and interpretation of the briefing and performance of buildings.
- Demonstrate an understanding of the role and required skills of the architect.

Applied Knowledge and Understanding

- Demonstrate a confident ability to use a wide range of media to predict the outcome of design decisions and be able to test design proposals against the stated aims of a given design brief.
- Demonstrate the ability to begin to organize and system design processes.
- Demonstrate the ability to record key design decisions and reflect upon them.
- Execute moderately complex defined projects supported by selected areas of research, development or investigation and identify and implement relevant outcomes.
- Demonstrate the ability to plan and compose simple buildings in some detail.
- Demonstrate an integrated knowledge of building construction and materials, structural design, and energy transfer mechanisms synthesized incoherent design projects that express architectural intentions.
- Demonstrate an understanding of themes of art and architecture in significant periods of history.
- Demonstrate an understanding of the social, economic and political factors that influence architectural design.

Professional Practice: Communication, Presentation, Working with Others

Generic Cognitive Skills

- Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues which are within the common understanding of the discipline.
- Critically evaluate evidence-based responses to defined problems.

Communication, ICT and Numeracy Skills

- Demonstrate a working knowledge of 2D and 3D CAAD systems applied to develop aspects of a design project.
- Communicate and articulate ideas, information and work in a clear and concise way in visual, oral and written forms.
- Convey complex information to a range of audiences and for a range of purposes.

Autonomy, Accountability and Working with Others

- Exercise autonomy and initiative in carrying out set project briefs.
- Demonstrate an ability to manage time and physical resources in relation to set project briefs as an individual and a group member.
- Take account of Health & Safety regulations in studio practice and adhere to safe working practices.
- Demonstrate an understanding of collaboration with peers to develop design ideas
- Demonstrate an awareness of ethical and professional issues.

11.3 Intended Learning Outcomes of Stage 3

Knowledge and Understanding

- Demonstrate a broad and integrated knowledge and understanding of the scope, main areas and boundaries of the discipline.
- Demonstrate a critical understanding, through observation, of the intellectual and aesthetic content of self- selected buildings.
- Demonstrate a critical understanding and interpretation of the briefing and performance of buildings. An awareness of how an architectural practice operates.
- Demonstrate an understanding of the relationship between architectural practice and the construction industry.

Applied Knowledge and Understanding

- Demonstrate a fluency in the selection of media to predict the outcome of design decisions and be able to test design proposals against the stated aims of a given design brief.
- Demonstrate the ability to explore, compare and record options as part of the design process, and critically and reflectively evaluate key design decisions.
- Execute complex defined projects supported by areas of research, development or investigation and identify and implement relevant outcomes.
- Demonstrate the ability to plan and compose buildings exhibiting greater complexity of function and social role.
- Demonstrate a researched and integrated knowledge of building construction and materials, structural design, and energy transfer mechanisms synthesized in coherent design projects that express architectural intentions. And considerations of a sustainable environment.
- Demonstrate a detailed understanding of selected themes of art and architecture in significant periods of contemporary history.
- Demonstrate a detailed understanding of the components of settlement in relationship to human activities and social, economic and political factors that influence architectural design.
- Demonstrate a reflective evaluation across a range of design projects over a sustained period*
- Demonstrate a breadth and depth of learning in relation to multiple design projects at a range of scales over a sustained period*
- Demonstrate a development of design proposals with integrated technology benefiting from design iterations over a sustained period*
- Demonstrate a growing academic judgement and independence in the undertaking of a self-selected elective*

Professional Practice: Communication, Presentation, Working with Others

Generic Cognitive Skills

- Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues relevant to contemporary discipline of architecture.
- Make judgments where data/information is limited or comes from a range of sources.
- Draw on a range of sources in making judgments.

Communication, ICT and Numeracy Skills

- With sufficient skill and knowledge of current practice and procedures in CAAD to enter a professional office for a year of supervised practical training.
- Successfully communicate and articulate ideas, information and work in a considered way in visual, oral and written forms to a professional level.

- Make formal and informal presentations on topics in the discipline to a range of audiences.

Autonomy, Accountability and Working with Others

- Demonstrate professionalism in managing time and physical resources in relation to set project briefs as an individual and a group member.
- Demonstrate an awareness of Health & Safety regulations in studio practice and adhere to safe working practices.
- Demonstrate an understanding of the value and the ability to collaborate with peers and others; to develop design ideas and make public presentations
- Deal with ethical and professional issues

* Learning Outcomes apply to full academic sessions only

11.4 Intended Learning Outcomes of Stage 4

Knowledge and Understanding

- Demonstrate a knowledge that covers and integrates most of the principle areas, features boundaries, terminology and conventions of the discipline of architecture.
- Demonstrate a critical understanding, of the intellectual and aesthetic content of self-selected buildings and support architectural judgments.
- Demonstrate a researched and critical evaluation of the briefing and performance of buildings.
- Demonstrate a professional level of knowledge of the legal and managerial context of architectural practice.
- Demonstrate 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. *
- Demonstrate 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.
- Demonstrate 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.
- Demonstrate an 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 judgments 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 an ability to manage time and physical resources in relation to set project briefs and self-directed 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.
- Develop a critical position as an individual designer and contribute this to the on-going studio debate.
- Deal with complex ethical and professional issues.

12. Assessment Methods:

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 Programme Specification.

Assessment is both Formative and Summative. Formative assessment, where marking is advisory, enabling students to make improvements before the final submission. Summative assessment, where the mark is final, applies to all courses.

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

Formal written examinations will be assessed on a summative basis.

The final grades for each 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 May/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.

Students undertaking Exchange Abroad:

Prior to undertaking a partial year exchange, students will be summatively assessed at the end of Semester 1. Students failing at this point may be advised not to proceed to exchange, but to re-join the main cohort. In that instance the summative grade will be treated as a formative grade.

13. Learning and Teaching Approaches:

The curriculum for the Bachelor of Architecture with Honours has two distinct elements; the studio courses and the specialist subject courses in each stage of the Programme.

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

Specialist subject courses are generally lecture/seminar based. Specialist subject 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. 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 and the associated studio culture 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 Staff Student Consultative Committee meetings and the staff/student consultative committee known as the Class Representative Meetings.

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 subject 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 discussions.

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 which generally focuses on a design project, the group seminar generally involves students coming 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 explore 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, legible 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.

Design 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 peer 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 intended 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 semester by semester 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 discuss the student's previous semester's 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.

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

Academic:

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-architecture.pdf?sfvrsn=3cecf781_14

Professional:

<http://www.arb.org.uk/information-for-schools-of-architecture/arb-criteria/>

<https://www.architecture.com/education-cpd-and-careers/how-to-become-an-architect>

<https://www.architecture.com/knowledge-and-resources/resources-landing-page/validation-procedures-and-criteria>

15. Additional Relevant Information:

Student Exchange:

Students at MSA are able to undertake a period of exchange overseas 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 of the Bachelor of Architecture with Honours, and Stage 5 of the Diploma in Architecture. In general students undertaking a period of exchange in Stage 3 are eligible to undertake 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. Normally 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 across Semesters 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 SOFA Friday Event lecture series.

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. Students are encouraged to attend study visits if possible.

Field Trips:

Field Trips relate directly to the project at hand and demand focussed, on-site research, observation and information gathering.

Prior briefing and subsequent discussion are the related teaching input and a range of staff accompany the trip.

For both study visits and field trips, students are expected to keep sketchbooks with a range of media to record and analyse their observations and experiences.

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. MASS is an affiliated society of the Glasgow School of Art Students' Association (GSASA).

The Class Rep Meeting and School Forum:

The Class Rep Meetings are held monthly with one of the meetings per semester being replaced by the School Forum which is open to all staff and students. The former addresses house-keeping and operational issues whilst the latter has an open agenda allowing for the discussion of topical issues within MSA and GSA.

16. Programme Structure and Features:			
Stage 1 (F1)	Stage 2 (F2)	Stage 3 (F3)	Stage 4 (F4)
Studio Work (40 credits)	Studio Work (60 credits)	Studio Work (50 credits)	Studio Work (60 credits)
Architectural Technology (30 credits)	Architectural Technology (30 credits)	Architectural Technology (30 credits)	Architectural Technology (20 Credits)
	History of	History of	Research Project

Date of Policy Production/Revision	December 2013
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History of Architecture and Urban Studies (10 credits)	Architecture and Urban Studies (20 credits)	Architecture and Urban Studies (20 credits)	(30 credits)
Co-Lab 1 (20 credits)	Studio Practices (10 credits)	Professional Studies (10 credits)	Professional Studies (10 credits)
Co-Lab 2 (20 credits)		Interdisciplinary Design (10 credits)	
Total: 120 Credits	Total: 120 Credits	Total: 120 Credits	Total: 120 Credits

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

PART-TIME MODE			
Stage 1 (P1)	Stage 2 (P2)	Stage 3a (P3)	Stage 3b (P4)
Studio Work (40 credits)	Studio Work (60 credits)	Studio Work (50 credits)	
Architectural Technology (30 credits)	Architectural Technology (30 credits)		Architectural Technology (30 credits)
History of Architecture and Urban Studies (10 credits)	History of Architecture and Urban Studies (20 credits)		History of Architecture and Urban Studies (20 credits)
Co-Lab 1 (20 credits)	Studio Practices (10 credits)	Interdisciplinary Design (10 credits)	
Co-Lab 2 (20 credits)			Professional Studies (10 credits)
Total: 120 Credits	Total: 120 Credits	Total: 60 Credits	Total: 60 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:

GSA/MSA recognizes that applicants come from a wide variety of social, cultural and educational backgrounds and are willing to consider applications for admission from those who do not have the published conventional qualifications for admission and/or who wish to gain recognition for formal or informal study undertaken elsewhere.

19. Are there any arrangements for granting advanced entry?

Yes X No

If yes, please explain:

In accordance with the GSA APEL policy undergraduate applicants can apply for advanced entry through the undergraduate admissions process.

20. Are there any arrangements for allowing students to transfer into the programme?

Yes X No

If yes, please explain stating requirements and levels to where this can apply:

GSA students may transfer into Architecture from other programmes subject to interview with the Bachelor of Architecture with Honours Programme Leader and meeting the entry requirements for the Bachelor of Architecture with Honours Programme. Students outwith GSA can apply for advanced entry in accordance with the GSA APEL policy.

21. Are there any arrangements for allowing students to transfer into other programmes?

Yes X No

If yes, please clarify:

Architecture students may transfer to other programmes within GSA subject to acceptance by the appropriate programme leader. Exit awards are available to students on the successful completion of each stage of the Bachelor of Architecture with Honours who wish to leave the programme or transfer to other programmes out with GSA.

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 at the April/June diet of examinations may re-sit that examination in August. At the discretion of the MSA Sub-committee for student progress, a student who fails in August may be permitted one further opportunity to resit that examination, with or without attendance.

Decisions on progress including the exclusion of a student for any of the reasons given above shall be taken by the GSA Final Examination Board on the recommendation of the MSA 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 GSA 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/key-information/our-structure/academic-services/external-examiners/>

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 Staff Student Consultative Committees within the School. The Board of Studies then reports up to the GSA Undergraduate and Postgraduate Committee. The Board of Studies meets per semester.

The Board is responsible to the GSA Undergraduate and Postgraduate Committee for all policies and procedures relating to the taught Programmes, for quality assurance and enhancement, including: Programme Monitoring Annual Reporting, periodic and thematic reviews, proposals for new Programmes or modifications to existing ones, assessment arrangements, nominations for new External Examiners. It is responsible to the GSA Research and Enterprise Committee for all academic matters relating to research.

It comprises the Head of School (Convener), Programme Leaders, Stage Leaders, Subject Leaders, Head of Research, PhD Co-ordinator, Lead student representatives (Undergraduate, Graduate and Postgraduate), the Academic Support Manager, the Technical Support Officer, the GSA Director of Learning and Teaching, the Architecture Librarian, and the Glasgow School of Art Students' Association President; and various representatives from GSA Support departments.

Programme Staff Student Consultative Committees:

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

The committee comprises: the Programme Leader (Convenor), Stage Leaders from Stages 1,2,3, Subject Leaders, the Architecture Librarian, the Glasgow School of Art Students' Association (GSASA) President, the Undergraduate Lead Rep and one elected Student Representative from each of the three stages.

Student Representatives:

Students elect one representatives for each stage of the Programme within the first two weeks of the session, and in addition an Undergraduate Lead Rep is appointed. The Stage Reps and Lead Rep are required to liaise with their student cohort and represent their cohort on the Class Representative Meetings, Undergraduate Programme Staff Student Consultative Committee and Board of Studies. Each Stage is represented by one SRC representative briefed by the GSASA.

Planning and Management Meetings:

In preparation for the Programme Committees the academic staff involved hold regular Programme planning and management meetings throughout the session.

Class Rep Meeting and School Forum:

The class Rep Meetings are held monthly with one of the meetings per semester being replaced by the School Forum which is open to all staff and students. The former addresses house-keeping and operational issues whilst the latter has an open agenda allowing for the discussion of topical issues within MSA and GSA.

25. Please explain the systems and arrangements regarding:

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

The Bachelor of Architecture with Honours Programme is subject to external periodic review including, 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/about-gsa/key-information/our-structure/academic-services/committee-structures-and-academic-workflow>

b) Student feedback and representation

Student Stage Representatives:

Each Stage has one 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 at the Class Rep Meeting, Undergraduate Programme Staff Student Consultative Committee and Board of Studies. Each Stage has one Glasgow School of Art Students' Association (GSASA) representative briefed by the GSASA.

Undergraduate Lead Rep:

The Undergraduate Lead Rep represents all students in the first three years of the Programme and attends the Class Rep Meeting, the Undergraduate Programme Staff Student Consultative Committee and Board of Studies. The Undergraduate Lead Rep is responsible for organising the semesterly School Forum along with the Postgraduate Lead Rep

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.

Date of production/revision:

[Click here to enter a date.](#)