Glasgow School of Art Programme Specification
Programme Title: Master of Architectural Studies

1. Programme Details:

Programme Title	Master of Architectural Studies
HECOS Code	100122
School	Mackintosh School of Architecture
Programme Leader	Isabel Deakin
Minimum Duration of Study	12 months, registered study
Maximum Duration of Study	24 months, registered study
Mode of Study	Full-time
Award to be Conferred	Master of Architectural Studies
Exit Awards	Stage 1: PG Cert in Architectural Studies Stage 2: PG Dip in Architectural Studies Stage 3: Master of Architectural Studies
SCQF Level:	11
Credits:	180

Academic Session	2020-21
Date of Approval	PACAAG April 2020 (updated UPC September 2020)

2. Awarding Institution	University of Glasgow
3. Teaching Institutions	The Glasgow School of Art
3.1 Campus	Glasgow
4. Lead School/Board of Studies	Mackintosh School of Architecture
5. Other Schools/Board of Studies	N/A
6. Programme Accredited By (PSRBs)	N/A

7. Entry Qualifications	
7.1 Highers	N/A
7.2 A Levels	N/A
7.3 Other	Applicants require a First Class or Upper Second Class Honours Degree, or the equivalent in a field relevant to the student's chosen Pathway. Along with the completed application form, students must submit: • A portfolio,(except for History and Theory of the city Pathway, where two examples of academic writing and an outline of a research proposal should be submitted in lieu of a portfolio). • A personal statement • Evidence of relevant academic qualifications • Two academic references • The choice of the Pathway intended to be studied and a written rationale supporting the choice.
7.4 English Language Requirements	All students will have to provide evidence of English language proficiency when applying. International Students

	Students who require a Tier 4 visa to study in the UK must meet one of the following requirements in order to gain entry:
	• IELTS for UKVI Academic with an overall score of 6.5 with a minimum of 5.5 in all components;
	• complete an acceptable Pre-sessional English Language Programme taught from within the UK with an outcome that equates to the IELTS scores as stated above.
	Students who have a degree from an English speaking country, or are a national of an English speaking country as listed in the UKVI Guidance, may use this as proof of English language ability.

8. Programme Scope:

The Master of Architectural Studies is part of the portfolio of degrees offered by the Mackintosh School of Architecture, one of the schools and various departments that make up the Glasgow School of Art. All the degrees are awarded in conjunction with the University of Glasgow.

The programme is aimed at graduates of architecture and allied disciplines, who, following the completion of their professional education wish to extend knowledge and skills in undertaking further specialised study, either to develop existing professional and research interests or to move into new areas of practice.

This postgraduate programme combines individual specialist study offered through a series of Pathways, with the opportunity to share knowledge and experience with fellow students in a cross- disciplinary context. Pathways are studied through a range of lectures, case studies and projects. The cross-disciplinary context is provided through a shared core of lectures and seminars in the respective pathways that together give an overview of contemporary issues in and around architecture. The pathways relate closely to the research centres and clusters within the Mackintosh School of Architecture. The programme also benefits from core cross-GSA input. Electives are also offered from the wide research and academic expertise held across Glasgow School of Art.

 The main tutoring staff are academics who are highly successful in current research within the offered Pathways and this is supplemented by visiting practitioners who are operating at the highest levels of the profession.

Graduates of the programme currently use their new skills and knowledge in two distinct ways. Whilst the majority use the opportunity of enhanced employability to re-enter architecture and allied professional paths, either in the UK or abroad, a growing proportion choose to pursue an area of research through one of the MSA research centres and on to doctoral level study.

9. Programme Structure:

Stage 1	Type*	Credits	SCQF Level
PMAR101 Research Paper 1	D	30	11
PCXS103 Core Research Methods: Research Primer for Architects	A	20	11
PMAR102 Individual Research Project 1: Report	C	10	11
Total		**60**	
Exit Award	PG Cert		

Stage 2			
PMAR204 Research Paper 2	C	30	11
Postgraduate Taught Elective	B	20	11
PMAR205 Individual Research Project 2: Feasibility Report	C	10	11
Total		**60**	
Exit Award	PG Dip		
Stage 3			
PMAR323 Individual Research Project 3: Project	C	60	11
Total		**60**	
Exit Award	MArch		

* Type of Course:
A: Mandatory GSA research course
B: Optional cross-GSA course
C: Core-disciplinary course
D: Elective disciplinary course

Please note:
In exceptional circumstances it may be possible in the early stages of the programme to consider an alternate core research methods course in Stage 1.

9.1 Programme Structure – Exchange In/Exchange Out/Study Abroad:

N/A

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10. What are the requirements for progressing from each stage?

A student will be permitted to progress to Stage 3 only if they have obtained a grade point average of C3(12.0) or above in the taught courses (Stage 1 & 2) with at least 75% of the credits at grade D3(9) or above and all credits at grade F3(6) or above.

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11. Programme Aims:

The main aim of the Programme is to produce students who can develop a coherent body of work that demonstrates the skills necessary for researching and developing one of the following pathways at postgraduate level:
- Urban Design
- Urban Building
- Digital Creativity
- Energy and Environment
- History and Theory of the City
- Creative Urban Practices
- Zero-Energy Mass Custom Housing

The specific aims are for students to
- Demonstrate a mastery of knowledge in their chosen Pathway.

- Propose and develop a hypothesis and substantiate it through argument that is researched and evidence-based.
- Learn research methods appropriate to both the Programme in general and specifically to their chosen Pathway, and to apply research and analysis selectively, critically and to effect.
- Clarify the issues and themes raised by their Individual Project within a critical perspective related to architecture.
- Collaborate with fellow students in peer review of the work in progress.

Pathway Aims
The programme contains pathway courses which continue across stages 1, 2 and 3, with assessment points at each stage.

Mandatory GSA and elective MSA courses occur within Stage 1, whilst optional elective GSA courses occur within Stage 2.

Together, these achieve the required 60 credits required for Stage 1, 120 for Stage 2 and 180 credits for Stage 3.

The aims of the Pathway and Elective Courses from MSA are:

Urban Design
- To develop a critical understanding of the key cultural, social and economic issues that shape the urban environment.
- To analyse the nature of a particular place (town or city) in order to devise strategies and visions for its future.
- To devise and test solutions against local conditions and to reflect upon their applicability in global situations.

Urban Building
- To develop a critical understanding of the key cultural, social, economic and technological issues that influence the role and form of architecture within the city.
- To analyse the nature of a particular urban site and to devise a particular programme of use in order to prepare designs for an urban building.
- To demonstrate the organisation of an urban building and its architectural qualities in response to local conditions and to reflect upon the applicability of the chosen approach in global situations.

Digital Creativity
- To develop a critical understanding of the key philosophical notions of information, reality, materiality and cyberspace.
- To develop a theoretical understanding of the intellectual trends in computer based design cognition.
- To explore and demonstrate appropriate skills in the use of various machine based media and techniques in the design process.

Energy and Environment
- To develop a critical understanding of the key principles relevant to the creation of sustainable architecture.
- To gain an understanding of the physical parameters that determine the performance of buildings in terms of environmental efficiency, comfort and well-being, relative to function and climatic context.

- To develop an ability to use appropriate analytical tools to make an innovative contribution to the design of sustainable, solar, bio-climatic or green architecture.

History and Theory of the City
- To equip students with a range of methods and ideas for examining urban architecture through a historical and theoretical framework.
- To provide a broad coverage of significant themes and case studies in history and theory relating to western urban architecture.
- To enable and stimulate the development of students' independent research interests and learning within the discipline and subject area.

Creative Urban Practices
- To develop a critical understanding of the key theories and practices of space and place, in the context of historical and contemporary urbanism.
- To analyse the nature of a particular place in order to devise creative propositions that address issues of space and place in that location.
- To reflect upon the links between theories and practices of space and place and the realities of contemporary urban design practice.

Zero-Energy Mass Custom Housing
- To develop a critical understanding of design, production and communication principles relevant to the delivery of zero energy sustainable housing.
- To gain an understanding of key parameters that determine the housing affordability and performance in view of socio-demographic contexts.
- To develop an ability to use appropriate analytical tools to make an innovative contribution to mass-customising socially, economically and environmentally responsible housing units and the community development.

11.1 Stage 1 Aims:
11.2 Stage 2 Aims:
11.3 Stage 3 Aims:
11.4 Stage 4 Aims:
11.5 Stage 5 Aims:

12. Intended Learning Outcomes of Programme:
After full participation in and successful completion of the programme, students will be able to:

Knowledge and Understanding
- Demonstrate knowledge that covers and integrates most, if not all, of the main features, boundaries, terminology and conventions of the chosen area of specialisation.
  UD/UB/DC/EE/HTC/CUP RP1, RP2, GSA E
- Demonstrate extensive, detailed and critical knowledge and understanding in one or more of the areas of specialisation, much of which is at or informed by developments at the forefront.
  UD/UB/DC/EE/HTC/CUP RP2

Practice: Applied Knowledge and Understanding

- Use a significant range of the principal skills, techniques and practices associated with the Area of Specialisation
  UD/UB/HTC
- Use a range of specialist skills, techniques and practices which are at the forefront of the area of specialisation or informed by forefront developments
  DC/EE/CUP GSA E
- Apply a range of standard and specialised methods of enquiry relevant to design and design research
  UD/UB/DC/EE/HTC/CUP RP1, RP2, GSA E
- Plan and execute a significant project of research, investigation and/or design.
  UD/UB/DC/EE/HTC/CUP RP1, RP2
- Demonstrate creativity in the application of theoretical, conceptual and practical knowledge.
  UD/UB/DC/EE/HTC/CUP RP1, RP2, GSA E
- Apply critical analysis, evaluation and synthesis to issues which are at the forefront or are informed by developments at the forefront of the areas of study.
  UD/UB/DC/EE/HTC/CUP RP1, RP2
- Deal with complex issues and make informed judgments in situations in the absence of complete or consistent information.
  UD/UB/DC/EE/HTC/CUP RP2, GSA E
- Identify problems and issues within the area of study and develop original and creative responses to them.
  UD/UB/DC/EE/HTC/CUP GSA E

Communication, ICT and Numeracy Skills

- Communicate on an expert level in a variety of roles and context
  UD/UB/DC/EE/HTC/CUP RP1, RP2
- Communicate, using appropriate methods, to a range of audiences with different levels of knowledge and or expertise.
  UD/UB/DC/EE/HTC/CUP RP1, RP2, GSA E

Professional Practice: Communication, Presentation, Working with Others

- Exercise substantial autonomy and initiative in carrying out the work related to the field of study
  UD/UB/DC/EE/HTC/CUP RP1, RP2, GSA E
- Demonstrate the ability to manage time and physical resources in relation to undertaking self-directed study as an individual and a group member.
  UD/UB/DC/EE/HTC/CUP RP1, RP2, GSA E
- Take account of health and safety in studio practice and adhere to safe working practices.
  UD/UB/DC/EE/HTC/CUP GSA E
- Collaborate with peers and others in researching, sharing knowledge and discussion of work in progress.
  UD/UB/DC/EE/HTC/CUP RP2, GSA E

KEY to pathway specific learning outcomes indicated in bold:
UD – Urban Design
UB – Urban Building
DC – Digital Creativity
EE – Energy and Environment
HTC – History and Theory of the City

CUP - Creative Urban Practices
RP1 – Research Paper 1
RP2 – Research Paper 2
GSA E – GSA Electives

12.1 Intended Learning Outcomes of Stage 1

12.2 Intended Learning Outcomes of Stage 2

12.3 Intended Learning Outcomes of Stage 3

12.4 Intended Learning Outcomes of Stage 4

12.5 Intended Learning Outcomes of Stage 5

13. Learning and Teaching Approaches:
Pre-Arrival Information: Students will be contacted in the pre-arrival period to access additional material about their programme through CANVAS, the School's Virtual Learning platform Programme Learning and Teaching Approaches: The curriculum for the M.Arch has two distinct elements; the Individual Research Project based on a specialist Pathway of study and inputs for the Research Papers 1 and 2. The Programme is project based and learning and teaching methods are devised to develop and enhance individual creativity and to promote self-motivation and independent learning. The student cohort is normally made up of a group of individuals who have a wide variety of academic and practice backgrounds as well as coming from all over the world. To help introduce an understanding of this great variety of experiences and cultures and to recognise this as of great value, initial short projects are undertaken which explores differing notions of contexts, as is to be expected from such a varied student cohort. These short projects are not assessed. Its main rationale is to demonstrate and celebrate differences and to allow the individuals of the cohort to introduce themselves. The studios are central to the teaching of all the programmes as well as to the day to day 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 meetings of the School Forum.

There is a mixture of one-to-one tutoring by the Pathway Leader, 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 allocated a time for a tutorial. The tutorial timetable indicates when tutors are and are not available for tutorials so that students can programme their time accordingly. In all stages attendance is expected for a tutorial at least once a week. A student who cannot attend their tutorial for any reason should notify their Pathway Leader, 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 focussed on a specific aspect of a current project and may involve a pathway or elective tutor. Students are encouraged to keep a record of tutorial discussion.

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 students, and last for 1-2 hours and may entail more than on tutor's input. These tutorials are designed to be discursive.

However variations of this exist throughout the school and depending on the length and complexity of the project groups may reduce in size. Students are encouraged to keep a record of 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.

They are also allocated time per review either for preparing for an upcoming review or as post-evaluation following a review and this is carried out in groups.

Pastoral Tutor:
Each student is allocated a pastoral tutor whose remit is to provide non-academic student support. Pastoral Tutors are allocated on an annual basis, from among the full-time academic staff.

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.

The Review:
The review is where each student (or student group) presents, explains and justifies their project work to a panel of tutors (and visiting critics), and to their colleagues, all of who participate in discussion and critical appraisal of the project. Where the work is comprehensive and clear the

ideas 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. Powerpoint presentations may be suitable and advice should be sought from the studio tutor. There are a number of benefits in exhibiting the work. 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.

Final reviews are a more public event, a forum for debate and discussion upon the nature of the architectural issues raised by individual proposals. Final reviews are more likely, though not exclusively, to be attended by visiting critics. It is expected that students attend for the duration of all reviews, as they are considered essential to the learning process.

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.

Peer Review or Critique:
Students are encouraged to practice visual and verbally communication with their peers pre- empting a tutor chaired review.

14. Assessment Methods:

Principles and Process

In each course, students are required to complete a coursework assignment. Coursework may be in the form of essay, design or research project or technical study.

The programme involves both Formative and Summative assessment.

Formative assessment, where marking or feedback is advisory, allows students to make improvements before the final submission. Feedback is given at tutorials, presentations and

reviews of Studio Work. Formative marking is generally undertaken by the Pathway or Course Tutor. Formative feedback can be given in verbal or written forms.

Engagement with formative assessment is a mandatory requirement.

Summative assessment, where a final mark is given, applies to all final course submission. The summative marking of work is undertaken by the Internal Examination Board.

The final grades for the programme will be an aggregation of all courses, with each having proportionate weighting towards the final grade.

A candidate will be permitted reassessment in any taught course, for which he or she has obtained a grade D1 or below. A candidate will be entitled to one reassessment only in any course, which must take place prior to the submission of the course work for the next stage

Reassessment of the dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case.

All reassessment results will be capped at grade C3.

Feedback is given at presentations and reviews of projects and is advisory. Written feedback is given to advise students on progress and on how to develop their work.

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

N/A

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16. Additional Relevant Information:

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 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.

GSA Postgraduate Forum:
M.Arch students are invited to participate in the postgraduate forum which meets regularly contributing to the development of a postgraduate and research community and providing opportunities for student dialogue across the school. The impetus for events comes from postgraduate students themselves rather than the teaching team. It is an additional opportunity to network with students involved in a wider range of disciplines and backgrounds.

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:
The Mackintosh Architecture Students' Society, (MASS) organises seminars, lectures and social events throughout the year and its membership includes staff as well as students. MASS is an affiliated society of the Glasgow School of Art Students' Association (GSASA) and students elect one MASS representative at GSASA.

Please refer to the University Calendar for the full PGT regulations:
https://www.gla.ac.uk/myglasgow/senateoffice/policies/uniregs/regulations2019-20/gsa/genericpgt/

THE GLASGOW SCHOOL:ºARt	**Contingency Actions Pro Forma**

Programme Leader:	Isabel Deakin
Programme Title:	Master of Architectural Studies
School:	Mackintosh School of Architecture

1. Summary of amendments to Programme Specification for 2020/21 as a result of COVID-19 and list of Academic activities affected:

Programme delivery has been reviewed in light of The Scottish Government (July 2020) and in conjunction with GSA Safe Campus planning for session 2020.

Teaching
The timetabling of teaching has been reconsidered to allow online and digital delivery to be scheduled across all subjects, while physical access to studios, workshops and other facilities is arranged on a cohort by cohort basis.
This also will allow social distancing to inform the use of space within MSA for staff and students.

It is anticipated that delivery of all courses will contain on-line face-to-face digital contact, which can be extended to provide hybrid delivery arrangements when appropriate.

It is not anticipated that there will be any significant changes in the curriculum or course content, and that course materials and content will be more widely available through lecture capture, and the development of materials in line with the greater use of available platforms such as CANVAS.

Site Visits/Field Trips: any student excursions or trips will be subject to compliance with the current health and safety guidance of the Scottish Government at the appropriate time.

Digital alternatives to physical exhibitions are being piloted, allowing MSA to continue to share students work and exhibitions without reliance on the Grace and Clark Fyfe Gallery and physical review spaces should these remain inaccessible.

In addition to the programme specification the **COVID-19 Response Student Guide** outlines the overarching principles the GSA has established to ensure that in the current COVID-19 context, learning remains the priority and is adapted in the light of changes to the public health demands resulting from the pandemic. You can read the guide here.

2. Details and outcomes of consultation with students regarding the changes detailed in question 1:

The new intake of students has been updated with core decision and revisions regarding the delivery of their programme via Student communications.

3.	Details of consultation with External Examiners and PSRBs regarding the changes detailed in question 1:

External Examiners were consulted on the anticipated adjustments to delivery through detailed briefings during their virtual examiners visit in May.

There are no changes anticipated to Learning Outcomes and Assessment Criteria for session 2020/21.

4.	Details of how the changes detailed in question 1 meet the requirements of the Public Sector Equality Duty and how any potential for negative impact for students from protected characteristic groups has been or will be mitigated.

The following actions will be implemented to mitigate any negative impact of the changes outlined in Question 1 on all students :

Student Access to Learning Inputs/Materials: curriculum content and materials will be made available to MSA students primarily through GSA's Canvas platform to include announcements, timetabling, studio activities and inputs, lectures, seminars and electives.

On-line content and delivery will be based on a blend of synchronous (timetabled staff/student contact) and asynchronous (directed and independent access to on-line curriculum content and materials) using a range of digital software as appropriate, including Zoom, Planet eStream, Virtual Classroom, Mural etc.
Blended physical and on-line curriculum delivery will help mitigate the potential impact of Covid19 on students such as access to GSA Campus and facilities, students with health issues necessitating shielding and students with carer responsibilities, should restrictions remain in place or be reintroduced.

Student Digital Capacity: MSA will identify a base digital capacity required by students to be able to access delivery of curriculum content and learning activities, to ensure that all students will be supported to enable them to access curriculum content and participate in learning and teaching activities.

Pastoral Support: Teaching staff will continue to provide pastoral care though identified GSA Personal Tutors, and provide regular contact with students either in person or online during the session.

IRF's: Staff will be notified of students with declared disabilities identified through the IRF process using the online process developed in Session 2019/20 and appropriate support arranged.

Name of Convenor of Board of Studies:	Sally Stewart
Date of Board of Studies Approval:	Thursday 9th July 2020
Name of Convenor of PACAAG:	Vicky Gunn
Date of PACAAG Approval:	Wednesday 19th August 2020

Following approval by Board of Studies and PACAAG, the pro forma will be published with the Programme Specification as an addendum.