THE GLASGOW SCHOOL:OF ART	**Programme Specification**	

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
Master of Architectural Studies	**N/A**	**MARCHS**

Head of School	**Christopher Platt**
Head of Department/Programme Leader	**Sally Stewart**
Programme Contact	**Sally Stewart**

Minimum Duration of Study	**12**
Maximum Duration of Study	**24**
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**
Source of Funding	**Self funding**

2. Academic Session:
2011-2012

3. SCQF Level:
11

3.1 Credits:
180

4. Awarding Institution:
University of Glasgow

5. Teaching Institutions:
The Glasgow School of Art

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

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7. Programme Accredited By:

8. Entry Qualifications	
8.1 Highers	n/a
8.2 A Levels	n/a
8.3 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: • Either a portfolio, or a written research proposal • Photocopies of relevant degrees • Transcripts of academic record • Proof of proficiency in English language, if first degree has not been taught in English. TOEFL (At least 600 including the Test of Written English or 250 Computer Based Test) IELTS (Not less than Band 6.5 in each component of the Test) • References from two people familiar with the students' academic record • The choice of the Pathway intended to be studied and a written rationale supporting the choice.
8.4 IELTS Score Required on Entry	6.5 in each component of the test

9. Programme Scope:

The M.Arch in Architectural Studies is part of the portfolio of degrees offered by the Mackintosh School of Architecture, one of three 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

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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 full time academics who are highly successful in current research within the offered Pathways and these are backed up 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.

10. 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.

10.1 Pathway Aims

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.

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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.

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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.

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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 1

Knowledge and Understanding

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

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

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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 judgements 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

Note: 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

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RP2 – Research Paper 2
GSA E- GSA Elective

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12. 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.

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.

Where a student has failed a course, or courses, at the August diet, a resit assignment will be set for each course failed. 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 projects and is advisory. Written feedback is given to advise students on progress and on how to develop their work.

Examination Boards

Internal Examination Board
Internal Examination Boards meet to co-ordinate and agree the internal marks and take into consideration mitigating circumstances in preparation for the External Exam Board. The Internal Exam Boards meet at each diet of examinations.

The Membership of the M.Arch (Taught) Internal Exam Board is
Head of School, PG Programme Leader, Pathway Tutors and Supervisors, Committee Secretary and representation from GSA Student Services.

External Examination
External Examiners are appointed as part of the examination process of the school.
Examiners interview students and consider exhibited work, work contained within portfolios and written submissions.

The membership of External Examination Board is the same as the Internal Board but in addition include the External Examiners appointed to the Programme. The External Examination Board meets after the Internal Board to consider any moderation to grading proposed by the External Examiners, and to agree the final grades. It receives the comments of the External Examiners on the process of examination, the fairness of the grading, the standards achieved in relation to other comparable institutions, and to ensure the Programme meets its objectives. The Board meets at each diet of

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examinations.

Sub Committee for Student Progress
The Sub Committee for Student Progress meets after the resit diet to review the progress of students. It may be reconvened to review appeals and mitigating circumstances not known at the time of the examinations.

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13. 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, an initial short project is undertaken which explores differing notions of contexts, as is to be expected from such a varied student cohort. This short project is 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 Committee meetings and meetings of the Student Forum.

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 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 tutor, either directly or via the school office. A record is kept of attendance at tutorials.

Individual Tutorial:

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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. 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.

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 approximately 4-6 students, and last for 1-2 hours and may entail more than one 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

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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.

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 provided.

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

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

n/a

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15. Additional Relevant Information:

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

GSA Postgraduate Forum:
M.Arch students are invited to participate in the postgraduate forum which meets twice per term, contributing to the development of a postgraduate and research community and providing

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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:
As well as the normal 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 and its membership includes staff as well as students.

The Student Forum:
The Forum is student led and meets once per month. Items for discussion include housekeeping and cross school activities. Generally these issues are less programme-oriented, than those covered in the Programme Committees.
It is student convened, with student representation from the Degree, Diploma and PG programmes, as well as the Programme Leaders, Senior Technician, and Academic Support Manager. The Student Forum reports to the Board of Studies,

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16. Programme Structure and Features:

Programme Specification

	Type of Course	SCOTCAT CREDIT		ASSESSMENT WEIGHTINGS %
STAGE 1		CRD	SCQF LEVEL	
Research Paper 1	D	30		
Core Research Skills for Postgraduates	A	15	11	
Individual Research Project Report (Pathway)	C	15		33.3%
TOTAL CREDITS		60		
Exit Award – Postgraduate Certificate in Architectural Studies				

		SCOTCAT CREDIT		
STAGE 2		CRD	SCQF LEVEL	
Research Paper 2	C	30		
GSA Elective	B	15	11	
Individual Research Project Feasibility Report (Pathway)	C	15		33.3%
TOTAL CREDITS		120		
Exit Award – Postgraduate Diploma in Architectural Studies				

		SCOTCAT CREDIT		
STAGE 3		CRD	SCQF LEVEL	
Individual Research Project (Pathway)	C	60	11	33.3%
TOTAL CREDITS		180		
Exit Award –Degree of Master of Architectural Studies				

Type of Course:
A – Mandatory GSA common course.
B - Optional cross-GSA course
C - Core-disciplinary course
D - Elective disciplinary course.

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Programme structure

Stage 1	Stage 2	Stage 3
Pathway Individual Research Project 1 — 15 credits — 1 detailed report	Pathway Individual Research Project 2 — 15 credits — Feasibility Study	Pathway Individual Research Project 3 — 60 credits
Research Paper 1 — 30 credits	Research Paper 2 — 30 credits	
Core Research Skills for Postgraduates — 15 credits	GSA Elective — 15 credit	

60 credits total	120 credits total	180 credits total
Assessment Point	Assessment Point	Assessment Point
PG Cert Exit Award	PG Dip Exit Award	M.Arch Exit Award

Colour Code

Mandatory GSA common course	Optional cross GSA course	Core disciplinary course	Elective disciplinary course

Possible Stage 2 cross GSA Electives: Context

Objective Analysis and Subjective Interpretation

Using Historical and Critical Writing
Drawing
The Film-Making Process
Comic Books
Advanced Professional Skills

Excavation of the Contemporary Art

New Media
Art: Theory and Practice Since 1960
Art and Psychoanalyses
Experimental Film
Mapping the City

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17. Can exemptions be granted?

Yes ☐   No ☒

If yes, please explain:

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18. Does the programme comply with GSA APEL policy?

Yes ☐   No ☒

If yes, please explain:

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19. Are there any arrangements for granting advanced entry?

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Yes ☐	No ☒
If yes, please explain:	

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:

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

22. What are the requirements for progressing from each stage?
Progress   A student will be permitted to progress to preparation of the dissertation, or other substantial independent work required by the degree, Individual Research Project 3, only if he or she has obtained a grade point average of 12 (equivalent to C3) or above in the following taught courses;   Stage 1   Individual Research Project 1: Report,   Research Paper 1   Core Research Skills   Stage 2   Individual research Project 2: Feasibility Study   Research Paper 2   Cross School elective   with at least 75% of the credits at grade D3 or better and all credits at grade F or above.   In exceptional circumstances a student may be permitted to progress to the dissertation or other substantial independent work where it is judged that the candidate's performance offers a reasonable prospect of that candidate's reaching the standard required for the award of the Masters degree following reassessment.   *Reassessment*   A candidate will be permitted reassessment in any taught course, for which he or she has obtained a grade D1 or worse. 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 or other substantial independent work will be permitted on one

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occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than 3 months after the date of the meeting of the Board of Examiners.

All reassessment results will be capped at grade C3.

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

Yes ☒   No ☐

If no, please explain:

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

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 Forums within the School. The Board of Studies then reports up to the GSA Postgraduate Committee. The Board of Studies meets once per term.

The Board is responsible to the GSA Undergraduate and Postgraduate Committees 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 (Convenor), Programme Leaders, course tutors, supervisors, all elected student representatives (Undergraduate, Graduate and Postgraduate), the Academic Support Manager, the Co-ordinating Technician, the architecture librarian, a representative from Student Services, the President SRC.

Programme Committee:
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.

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

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25. Please explain the systems and arrangements regarding:

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

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The teaching team is led by the Programme leader. The Programme Leader, working with the Head of School, is responsible for the overall academic vision and direction of the programme and for ensuring the integration of research into the curriculum. He/she has overall responsibility for all aspects of the academic development, delivery and management of the programme; for the academic and personal support of its students; and for the leadership, management and development of the staff team.

The Programme Leader convenes the relevant Programme Committee and Programme Management Committee and represents it at the MSA's Board of Studies and the GSA's Quality in Learning and Teaching Committee. They are responsible for the assessment of the courses that comprise the programme, represent the programme at the assessment and examination boards, and may convene the examination board for other programmes in the MSA or GSA.

b) Student feedback and representation

One Student representative for the MArch(T) and one from MSA PhD, are elected by their peers within the first two weeks of the beginning of session. The reps should discuss issues within their programme groups and with relevant tutors before raising them at the committee. The elected representatives are briefed on their role by the President of the GSA Student Association.

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 the Convenor of MASS (Mackintosh Student Society) with student representation from each stage of the Degree, Diploma and Postgraduate Programmes, and Programme Leaders, and can invite other staff as required.

c) Programme based student support

Students are appointed a Pathway tutor during stage 1.

Pathway tutors in addition have the role of Pastoral tutors.

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