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)
Diploma in Architecture	**N/A**	**ARDIP/ARDIPPT**

Head of School	**Prof Christopher Platt**
Head of Department/Programme Leader	**Jo Crotch**
Programme Contact	**Jo Crotch**

Minimum Duration of Study	**24 months FT** **36 months PT**
Maximum Duration of Study	**36 months FT** **60 months PT**
Mode of Study	**Full-time, Part-time**
Award to be Conferred	**Diploma in Architecture**
Exit Awards	**Stage 5** **After 15 weeks - PG Certificate in Architecture** **At the end of stage - Diploma in Architecture**
Source of Funding	**SFC**

2. Academic Session:
2012/2013

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

3.1 Credits:
240

4. Awarding Institution:
University of Glasgow

5. Teaching Institutions:
GSA

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

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

8. Entry Qualifications	
8.1 Highers	
8.2 A Levels	
8.3 Other	**Candidates must have passed or obtained exemption for Part 1 of the ARB and RIBA Examination in Architecture, and submit a portfolio of architectural design project work which is of a standard approved by the Professor of Architecture.** **Or** **Candidates with the degree of Bachelor of Architecture (Honours) of Glasgow University may be exempted from stage 4 of the Diploma Programme. A candidate with an equivalent degree of another University may be admitted on this basis on the approval of the Professor of Architecture.**
8.4 IELTS Score Required on Entry	6.5 in all areas

9. Programme Scope:

The Diploma in Architecture programme at the Mackintosh School of Architecture provides the educational framework for students who intend to enter the architectural profession, and confers exemption from Part 2 of the ARB/ RIBA Examination in Architecture. Students entering the programme will normally have had a minimum of six months in an office before starting their Diploma studies.

The programme is predominantly studio and project based, backed up by theoretical studies and research, centred on contemporary issues of architecture, building and the city. The studio provides the forum to debate the pertinence and relevance of different approaches to the challenges faced by contemporary architectural practice. The question posed is not just about how architecture is experienced or made, but how it can improve the quality of life.

The programme provides an intensive theoretical background in the forces shaping contemporary architecture and supports individuals to develop creative design skills with intellectual and aesthetic rigour. Creativity is stimulated by projects that engage with changing social demands, located on demanding sites and facing the challenges of contemporary construction and materials.

The programme has an international outlook comparing different approaches to common architectural issues. Collaborative research, group work and peer-review is encouraged to help stimulate discussion and debate, making public the results through booklets, exhibitions, as well as in the portfolios of individuals. It is a tradition of the School that diploma students act as critics for the undergraduate students to sharpen critical faculties while enlivening the studio culture and the sense of community in the School.

10. Programme Aims:

The aims of the programme are:

The aim of the Programme is to produce students who can develop a coherent body of work that demonstrates the skill to organise, design and present a range of architectural projects and studies of different types and with increasing intellectual and aesthetic rigour leading up to a Final Design Thesis. That is, a sustained and thoroughly researched building of reasonable complexity and ambitious architectural intention, encapsulating a critical architectural position and maturity of judgment.

10.1 Stage 1 Aims:

N/A

10.2 Stage 2 Aims:

N/A

10.3 Stage 3 Aims:

N/A

10.4 Stage 4 Aims:

Stage 4 courses extend design skills within a rigorous creative studio environment and provides the opportunity to explore architecture as a response to the contemporary city.

The projects, seminars and lectures in stage 4 provide the context to architecture as a response to the contemporary city.

The aim is for students to be able to:

a. Demonstrate an understanding of the factors that shape housing design, urban design and urban building and use this understanding to prepare architectural designs and design studies that identify and apply a coherent design approach to these issues.

b. Investigate how buildings are used and occupied in order to develop and analyse project briefs and to be able to explore how proposed design solution might be occupied.

c. Undertake research and analysis and apply it in designing. Finding out what type of research is relevant, what questions to ask, and which formats to record the findings to best serve as

a springboard to design decisions.

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

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

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

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

10.5 Stage 5 Aims:

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

The aim is for students to be able to:

a. Identify, explore, exploit and inter-relate the combined potential of the site and the programme and do so as an expression of architectural themes or issues.

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

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

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

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

f. 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.

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

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

i. Demonstrate through their work the potential to raise the quality of life for the users of the

building and the public in general.

11. Intended Learning Outcomes of Programme:

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

11.1 Intended Learning Outcomes of Stage 4

Knowledge and Understanding

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

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

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

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

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

Applied Knowledge and Understanding

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

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

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

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

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

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

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

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

Professional Practice: Communication, Presentation, Working with Others

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

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

Communication, ICT and Numeracy Skills
Communicate and articulate ideas and information fluently and work comprehensively in visual, oral and written forms to a professional level.

Make formal presentations about specialist topics to informed audiences.

Autonomy, Accountability and Working with others
Exercise autonomy and initiative in carrying out set project briefs and self-directed programme of study.

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

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

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

Deal with complex ethical and professional issues.

11.2 Intended Learning Outcomes of Stage 5

Knowledge and Understanding

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

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

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

An ability to pursue an independent line of enquiry.

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

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

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

Applied Knowledge and Understanding

That architectural judgments have been explored critically and to a conclusion.

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

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

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

The integration of technical skill to support the qualitative and expressive content of the architecture exemplifying the architectural challenge of the self-directed design project.

Research and critical evaluation of selected themes of art and architecture that contribute to the development of the self -directed design project.

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

Professional Practice: Communication, Presentation, Working with Others

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

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

Communication, ICT and Numeracy Skills
Communicate on an expert level in a variety of roles and contexts.

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

Autonomy, Accountability and Working with others
Exercise autonomy and initiative in carrying out the self-directed programme of study.

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

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

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

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

12. Assessment Methods:

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

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

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 essay, presentation or technical study.

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

Formal written examinations will be assessed on a summative basis.

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

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

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

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

13. Learning and Teaching Approaches:

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

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

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

Studio Project Work
Studio projects are normally directed and guided by academic staff and are key to the structure of the learning experience of stage 4. Projects provide a structure of engagement with particular concepts, methods or approaches that allow the individual student space for investigation and interpretation. Projects are used extensively to ensure that the student's experience of the Programme is coherent, and are used to direct the development of their individual skills and creative abilities.

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

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

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

Delivery of Projects

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

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

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

intensity of the project demands appropriate input.

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

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

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

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

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

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

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

These are held at the conclusion of a project following the same mode as the interim review but

with an emphasis on discussing the consequences of the proposition. The student will also be given advice on how the project could be improved and this may be undertaken before a term by term progress interview or the internal examination at the end of the year. Written feedback is offered.

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

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

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:

Architecture, Architectural Technology & Landscape

15. Additional Relevant Information:

16. Programme Structure and Features:

Stage 4	Stage 5
Studio Work 50% **Architectural Technology 4 Design in Detail 17%** **Research Project 4 25%** **Professional Studies 4 8%** **Total 100%**	**Final Design Thesis 5 50%** **Architectural Technology 5 25%** **PGT Cross School Elective 12.5%** **Professional Studies 5 12.5%** **Total 100%**

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

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

19. Are there any arrangements for granting advanced entry?
Yes ☒ **No** ☐
If yes, please explain: Click here to enter text. See section 8.3

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

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

22. What are the requirements for progressing from each stage?
a. A full-time student will not be allowed to proceed to second year of studies if he or she has not obtained passes in all subjects. A part-time student will not be allowed to proceed to the second year of studies if he or she has not obtained passes in all the first year subjects or to the third Year if he or she has not obtained passes in all second year subjects. b. A student in his or her final year of either full-time or part-time study shall be required to present himself or herself for examination at the first diet of examination (covering June and September) following the conclusion of his or her studies, and may not thereafter submit himself or herself for examination without the permission of the Sub-Committee for Student Progress. c. Decisions on progress including the exclusion of a student for any of the reasons given above shall be taken by the Sub-committee for Student Progress. A student shall have the right of appeal to the Committee and Thereafter to the Joint Appeals Committee in accordance with the Code of Appeal.

23. Please confirm that the programme follows GSA Board of Examiner policy and procedures, including External Examiner participation:
Yes ☒ **No** ☐
If no, please explain:

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. Board of Studies: The Board of Studies carries overall responsibility for the management of the School of Architecture and all standing committees of the MSA report to it. It is responsible for all Programme Committees and Consultative Committees within the School. The Board of Studies then reports up to the GSA Undergraduate Committee. The Board of Studies meets once per term. The Board is responsible to the GSA Undergraduate Committee for all policies and procedures relating to the taught Programmes, for quality assurance and enhancement, including: Annual Programme Monitoring, periodic and thematic reviews, proposals for new Programmes or modifications to existing ones, assessment arrangements, nominations for new External Examiners, and for responding to External Examiners' reports action and student feedback. It is responsible to the GSA Research Committee for all academic matters relating to research. It comprises the Professor of Architecture (Convener), the Deputy Head of School, Programme Leaders, Stage Leaders, subject specialists, all elected student representatives (Undergraduate, Graduate and Postgraduate), the Academic Support Manager, Senior Technician, the Architecture Librarian, the President SRC. Programme Committees: Programme Committees monitor the delivery of the Programmes; discuss the response to the External Examiners' reports and QLT questionnaires. The Programme Committees meet once per term and report to the Board of Studies. The Professor of Architecture, Deputy Head of School, Architecture Librarian and President of the Students' Association sit on all Programme Committees. In addition their composition is: Diploma Programme Committee – the Programme Leader (Convener), Stage Leaders from Stages 4, 5. Subject Tutors, Research Project Supervisors and two Elected Student Representatives from each of the two stages. Student Representatives: Two student representatives for each stage are elected by their peers within the first two weeks of the session. They should discuss issues within their stage 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 Students' Association.

Planning and Management Committees:
*I*n preparation for the Programme Committees the academic staff involved hold regular Programme Planning and Management meetings throughout the session.

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

25. Please explain the systems and arrangements regarding:

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

The Programme Committee meets once a term and reports to the MSA Board of Studies. The programme is also monitored through the GSA Annual Programme Monitoring procedure.

b) Student feedback and representation

Two student representatives for each stage are elected by their peers within the first two weeks of the session. They should discuss issues within their stage 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 Students' Association.

c) Programme based student support

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.

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