Glasgow School of Art Programme Specification
Programme Title: Bachelor of Architecture with Honours

Please note that this programme specification is correct on the date of publication but may be subject to amendment prior to the start of the 2023-24 Academic Year.

1. Programme Details:

Programme Title	Bachelor of Architecture with Honours
HECOS Code	100122/100782/100120/100584
School	Mackintosh School of Architecture
Programme Leader	Alan Hooper
Minimum Duration of Study	48 months
Maximum Duration of Study	72 months
Mode of Study	Full-time and part-time
Award to be Conferred	Bachelor of Architecture with Honours
Exit Awards	Stage 3 Bachelor of Architecture Stage 4 Bachelor of Architecture with Honours
SCQF Level:	Stage 1 Level 7, Stage 2 Level 8, Stage 3 Level 9, Stage 4 Level 10
Credits:	480

Academic Session	2023-24
Date of Approval	PACAAG August 2022

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

7. Entry Qualifications	
7.1 Highers	Standard: ABBB, including a literate subject, and Maths or Physics. Minimum: BBCC, including a literate subject, and Maths or Physics
7.2 A Levels	Standard: ABB, including Maths or Physics and GCSE English at A/7 Grade or above Minimum: BBC, including Maths or Physics and GCSE English at A/7 Grade or above
7.3 Other	Applicants submit a digital portfolio as part of their application.
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 Programme is predominantly studio and project-based, supported, in the first three stages by lectures in two assessed Subject Areas: Architectural Technology (AT) and History of Architecture and Urban Studies (HAUS). The lecture series associated with both subject areas supplement the principles of architectural design introduced and developed through the studio, and enrich the intellectual and cultural context for the study of architecture. Beyond the subject lectures there are additional lectures, seminars, presentations and design events that provide a stimulus for the studio projects where design principles are applied in practice.

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

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

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

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

9. Programme Structure:

In the Full-time Mode the courses as taken as follows:

Stage 1	Credits	SCQF Level
UBAR101 Studio Work 1	40	7
UBAR102 Architectural Technology 1	30	7
UBAR103 History of Architecture and Urban Studies 1	10	7
UCOLAB1 Co-Lab 1	20	7
UCOLAB2 Co-Lab 2	20	7
Total	**120**	
Stage 2		
UBAR201 Studio Work 2	60	8
UBAR202 Architectural Technology 2	30	8

UBAR203 History of Architecture and Urban Studies 2	20	8
UBAR204 Studio Practices 2	10	8
Total	**120**	
Stage 3		
UBAR301 Studio Work 3	50	9
UBAR302 Architectural Technology 3	30	9
UBAR303 History of Architecture and Urban Studies 3	20	9
UBAR304 Professional Studies 3	10	9
UBAR305 Interdisciplinary Design 3	10	9
Total	**120**	
Stage 4		
UBAR501 Studio Work 4	60	10
UBAR502 Architectural Technology 4	20	10
UBAR503 Research Project 4	30	10
UBAR504 Professional Studies 4	10	10
Total	**120**	
In the Part-time Mode the courses are taken as follows:		
P/T 1	**Credits**	**SCQF Level**
UBAR101 Studio Work	40	7
UCOLAB1 Co-Lab 1	20	7
UCOLAB2 Co-Lab 2	20	7
UBAR102 Architectural Technology	30	7
UBAR103 History of Architecture and Urban Studies	10	7
Total	**120**	
P/T 2		
UBAR201 Studio Work 2	60	8
UBAR202 Architectural Technology 2	30	8
UBAR203 History of Architecture and Urban Studies 2	20	8
UBAR204 Studio Practices 2	10	8
Total	**120**	
P/T 3		
UBAR301 Studio Work 3	50	9
UBAR305 Interdisciplinary Design 3	10	9
Total	**60**	
P/T 4		
UBAR302 Architectural Technology 3	30	9
UBAR303 History of Architecture and Urban Studies 3	20	9
UBAR304 Professional Studies 3	10	9
Total	**60**	

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

Stage 3	Credits	SCQF Level
UBAR301X Studio Work 3 (Exchange Out, Exchange In and Study Abroad)	20	9
UBAR302X Architectural Technology 3 (Exchange Out, Exchange In and Study Abroad)	20	9
UBAR303X History of Architecture and Urban Studies 3 (Exchange Out, Exchange In and Study Abroad)	10	9
Stage 4		
UBAR501X Studio Work 4: Partial Year Exchange In	40	10
Architectural Technology 4: Partial Year Exchange In	20	10

10. What are the requirements for progressing from each stage?
Students who successfully complete and pass all credits from the previous stage of study will be allowed to progress to the next stage.

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

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

The specific aims of the Programme are for students to:
a) Approach learning as a creative activity that becomes progressively more self-motivated and self-directed, leading to an ability to sustain enquiry, while developing an ability to collaborate with peers and across disciplinary specialisms encountering different ways of being, seeing thinking and making.
b) Achieve fluency and confidence in expressing architectural ideas through a wide range of media and to utilise the appropriate means for testing and communication.
c) Develop an approach towards architecture that can be expressed through texts, drawing, models and other appropriate media.
d) Develop an ability to enhance knowledge through research and reflection, and apply to design projects
e) Relate their design propositions to their own lived-experience of buildings and places, how they are used, made and interpreted.
f) Develop a critical understanding of architecture and design within a wide historical, social, cultural, political, environmental context and in relation to creative practices within the domains of art and design.

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

The specific aims are for students to:

a) Acquire the conceptual framework and terminology necessary to enter a creative and critical discussion of architecture, to understand its historical development, to be able to explain and discuss design proposals, and to relate architecture to the range of discipline specialisms studied at GSA

b) Learn how to experience architecture, particularly how to look intently and through observation, to explore the intellectual, technological and aesthetic content of buildings.

c) Acquire the fundamental skills involved in architectural design, using a range of media that include free-hand and observational drawing, ruled, scaled and measured drawing, drawing and modelling by computer, physical model making, fabrication of proto-types, photography and collage. To use these skills to explore and explain ideas with clarity.

d) Learn to plan and compose a simple building that responds creatively to its function and its site, and to explore how such a building would be constructed.

e) Achieve a basic knowledge of the principles of building and construction and of the materials and processes employed, and begin to apply them in designing a simple building where the choice of construction and materials contributes to the quality, character and sustainability of the design.

f) Achieve a sufficient knowledge of environmental science to understand the nature of human comfort in the environment and its consequences for environmentally sustainable architectural design.

g) Provide a historical overview of the nature and development of architecture and the built environment and the changing role of the architect.

h) Provide an overview of the architect in practice - the role and required skills of the architect within society, and of how information necessary for the design of a building is organised and an understanding of how to acquire, retrieve and use it.

i) Develop the ability to take responsibility for learning, and develop organisational skills to undertake a programme of study in a scholarly manner.

11.2 Stage 2 Aims:

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

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

The specific aims are for students to achieve:

a) Design relatively complex buildings, particularly in plan and section, in response to their external context and constraints in order to satisfy the demands of the building programme and its users

b) Demonstrate a basic knowledge of the social, economic and political factors that influence architectural design.

c) Demonstrate an understanding of architectural history related to the architectural theory and the changing role of the architect.

d) Formulate and articulate clear intentions, and to test design ideas against them.

e) Demonstrate an integrated knowledge of building construction, structural systems, material choices and energy transfer mechanisms and the ability to synthesize them into a coherent project that expresses architectural intentions and environmental sustainable architecture.

f) Demonstrate a basic understanding through analysis of building performance including computer applications.
g) The ability to organise and systematise working practices, and to reinvest them with the knowledge gained through critical reflection.
h) Work with others and manage discourse through public debate and exhibition.
i) Demonstrate a working knowledge of digital programmes sufficient to use them to develop a design project.
j) Demonstrate the ability to communicate ideas, intentions and solutions with a growing architectural sensibility through the choice of appropriate media.

11.3 Stage 3 Aims:

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

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

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

Architectural technology and the principles of sustainable design are integrated into the studio with specialists working directly with studio tutors and students.

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

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

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

11.4 Stage 4 Aims:

The principle aim of the Stage 4 courses is to extend design skills within a rigorous creative studio environment and provide the opportunity to explore architecture as a response to the contemporary city.

The specific aims are for students to:
a) Critically appraise the factors that shape housing design, urban design and urban building and use this understanding to prepare architectural designs and design studies that identify and apply a coherent design approach to these issues.
b) Investigate how buildings are used and occupied in order to develop and analyse project briefs and to be able to explore how proposed design solution might be occupied.
c) Undertake research and analysis to inform design decisions. Finding out what type of research is relevant, what questions to ask, and which formats to record the findings to best inform design decisions.
d) Undertake strategic thinking - exploring options, setting parameters and objectives and testing design ideas against them comparing likely outcomes in order to make critical judgments about the likely effect of design decisions.
e) Produce architectural proposals which demonstrate an understanding of architectural technology both in terms of sustainable environmental performance and architectural character.
f) Record key design decisions and be able to reflect upon them.
g) Develop the ability to identify and sustain a line of enquiry in terms of design proposals
h) Demonstrate a critical position in relation to design outputs and contribute this to the on-going studio debate.
i) Demonstrate the ability to identify and develop a self-motivated piece of research through a range of modes including textual and visual means.

12. Intended Learning Outcomes of Programme:

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

12.1 Intended Learning Outcomes of Stage 1

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

Applied Knowledge and Understanding
- Demonstrate confidence in using the basic skills involved in architectural design, using a range of media to explore and explain ideas and proposals with clarity. The ability to record design process and key design decisions.
- Execute simple defined projects supported by restricted, areas of research, development or investigation and identify and implement relevant outcomes.
- Demonstrate an ability to plan and compose a simple building.

- Demonstrate a basic knowledge of building construction and materials, structural design, and the ability to apply them in coherent design projects.
- Demonstrate the ability to work within an interdisciplinary context.
- Demonstrate a sufficient knowledge of environmental science to understand the nature of human comfort in the environment and its consequences for architectural design.
- Demonstrate a basic knowledge of the emergence and development of Architecture as a specialized activity in the field of the built environment, and of the evolution of its elements.
- Demonstrate a basic knowledge of the relationship between man and the built environment through social behaviour and the pattern of settlement

Professional Practice: Communication, Presentation, Working with Others

Generic Cognitive Skills
- Present and evaluate arguments, information and ideas concerning the discipline of architecture.

Communication, ICT and Numeracy Skills
- Demonstrate a sufficient knowledge of 3D modelling to present a simple design project
- Communicate ideas, information and work comprehensibly in visual, oral and written forms.
- Convey complex ideas in a well-structured and coherent form to peers and staff

Autonomy, Accountability and Working with Others
- Exercise autonomy & initiative and independence in carrying out set project briefs.
- Demonstrate reasonable ability to manage time and physical resources in relation to set project briefs as an individual and a group member.
- Take account of Health &Safety regulations in studio practice and adhere to safe working practices.
- Demonstrate a basic understanding of collaboration with peers to develop design ideas

12.2 Intended Learning Outcomes of Stage 2

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

Applied Knowledge and Understanding
- Demonstrate a confident ability to use a wide range of media to predict the outcome of design decisions and be able to test design proposals against the stated aims of a given design brief.
- Demonstrate the ability to begin to organize and system design processes.
- Demonstrate the ability to record key design decisions and reflect upon them.
- Execute moderately complex defined projects supported by selected areas of research, development or investigation and identify and implement relevant outcomes.
- Demonstrate the ability to plan and compose complex buildings in some detail.

- Demonstrate an integrated knowledge of building construction and materials, structural design, and energy transfer mechanisms synthesized incoherent design projects that express architectural intentions.
- Demonstrate an understanding of themes of art and architecture in significant periods of history.
- Demonstrate an understanding of the social, economic and political factors that influence architectural design.

Professional Practice: Communication, Presentation, Working with Others

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

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

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

12.3 Intended Learning Outcomes of Stage 3

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

Applied Knowledge and Understanding
- Demonstrate a fluency in the selection of media to predict the outcome of design decisions and be able to test design proposals against the stated aims of a given design brief.
- Demonstrate the ability to explore, compare and record options as part of the design process, and critically and reflectively evaluate key design decisions.
- Execute complex defined projects supported by areas of research, development or investigation and identify and implement relevant outcomes.

- Demonstrate the ability to plan and compose buildings exhibiting greater complexity of function, environmental sustainability and social purpose.
- Demonstrate a researched and integrated knowledge of building construction and materials, structural design, and energy transfer mechanisms synthesized in coherent design projects that express architectural intentions. And considerations of a sustainable environment.
- Demonstrate a detailed understanding of selected themes of art and architecture in significant periods of contemporary history.
- Demonstrate a detailed understanding of the components of settlement in relationship to human activities and social, economic and political factors that influence architectural design.
- Demonstrate a reflective evaluation across a range of design projects over a sustained period *
- Demonstrate a breadth and depth of learning in relation to multiple design projects at a range of scales over a sustained period*
- Demonstrate a development of design proposals with integrated technology benefiting from design iterations over a sustained period*
- Demonstrate a growing academic judgement and independence in the undertaking of a self-selected elective*

Professional Practice: Communication, Presentation, Working with Others

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

Communication, ICT and Numeracy Skills
- With sufficient skill and knowledge of current practice and procedures in CAAD to enter a professional office for a year of supervised practical training.
- Successfully communicate and articulate ideas, information and work in a considered way in visual, oral and written forms to a professional level.
- Make formal and informal presentations on topics in the discipline to a range of audiences.

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

* Learning Outcomes apply to full academic sessions only

12.4 Intended Learning Outcomes of Stage 4

Knowledge and Understanding
- Demonstrate a knowledge that covers and integrates most of the principle areas, features boundaries, terminology and conventions of the discipline of architecture.
- Demonstrate a critical   understanding, of the intellectual and aesthetic content of self-selected buildings and support architectural judgments.

- Demonstrate a researched and critical evaluation of the briefing and performance of buildings.
- Demonstrate a professional level of knowledge of the legal and managerial context of architectural practice.
- Demonstrate a professional level of knowledge of the duties and responsibilities of architects, as defined and described in Codes and Standards relating to their professional practice.

Applied Knowledge and Understanding
- Demonstrate reflective evaluation across a range of complex design projects over a sustained period. *
- Demonstrate a breadth and depth of learning in relation to multiple complex design projects at a range of scales over a sustained period. *
- Demonstrate the ability to define what type of research is relevant, what questions to ask, and which formats to record the findings to best serve as a springboard to design decisions.
- Demonstrate a sense of direction and be able to develop and sustain a line of enquiry – being able to identify and develop design ideas thematically as well as undertaking sequential problem solving.
- Undertake strategic thinking – exploring options, setting parameters and objectives and testing design ideas against them and comparing likely outcomes in order to make critical judgments about the likely effect of design decisions.
- Execute complex defined and self- defined projects of research, development or investigation and identify and implement relevant outcomes.
- Demonstrate an ability to plan and compose buildings exhibiting complexity in terms of function, scale and context.
- Research and critical evaluation of how a strategic choice of construction, materials and environmental approaches can determine the character of an architectural design project.
- Research and critical evaluation of selected themes of art and architecture in significant periods of contemporary history
- Research and critical evaluation of urban settlement in relationship to social, economic, political and cultural factors that influence architectural design

Professional Practice: Communication, Presentation, Working with Others

Generic Cognitive Skills
- Critically identify, define, conceptualise and analyse complex problems and issues relevant to contemporary discipline of architecture.
- Make judgments where data/information is limited or comes from a range of sources.

Communication, ICT and Numeracy Skills
- Communicate and articulate ideas and information fluently and work comprehensively in visual, oral and written forms to a professional level.
- Make formal presentations about specialist topics to informed audiences.

Autonomy, Accountability and Working with Others
- Exercise autonomy and initiative in carrying outset project briefs and self-directed programme of study.
- Demonstrate an ability to manage time and physical resources in relation to set project briefs and self-directed programmes of study as an individual and a group member.
- Take account of Health & Safety regulations in studio practice and adhere to safe working practices.

- Develop a critical position as an individual designer and contribute this to the on-going studio debate.
- Deal with complex ethical and professional issues.

*Learning outcome applicable to Full Session Courses only

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13. Learning and Teaching Approaches:

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

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

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

Studio Project Work

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

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

Architects have to learn about how people use space and how to work with other people – the studio is our laboratory where individually and collectively we make places in which to work, share ideas. The success of the school and its students is dependent on the active life of the studio and student involvement is essential.

Delivery of Projects

Tutorials:
Students are assigned a design tutor for each project. Students are exposed to a range of tutors and approaches throughout the stage and particularly in reviews and workshops. Some Specialist subject tutors are available at particular times on studio 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. Sessions provide 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 peers. It is good practice to make written notes of tutorials and reviews. Tutorial timetables are provided weekly and students are either allocated a time for a tutorial. The tutorial timetable indicates

when tutors are available for tutorials so that students can programme their time accordingly. In all stages students are expected to attend a tutorial at least once a week. A student who cannot attend their tutorial for any reason should notify their tutor, either directly or via the school office. A record is kept of attendance at tutorials.

Individual Tutorial:
The individual tutorial is usually a desktop discussion focused on a specific aspect of a current design project and may either involve a design tutor and/or specialist discipline tutor.

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 with two tutors.

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

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

Group Seminar:
Differing from a group tutorial which generally focuses on a design project, the group seminar generally involves students coming together to discuss a shared theme or issue.

Reviews:
The review is an opportunity for students to present their design work and participate in discussion and critical appraisal of the issues raised by the work presented. This is the forum where comprehensive and clear work can be shared and the critique can explore the implications of design decisions and help place the project into a wider context.

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

The format for design reviews vary, however the primary aim of the review is to encourage discourse among students and staff, developing students ability to critically engage with architectural ideas and propositions.

Interim Review:
Interim reviews offer the opportunity for feedback on projects during the design process enabling students to reflect both on their design methodology and the current project.

Final Review:
These are held at the conclusion of a project with an emphasis on discussing the outcome of the project. Written feedback is provided to each student.

Peer Review:

Students are encouraged to practice visual and verbal communication and to develop critical faculties with their peers.

Lecture/Seminar Programme:
Subject teaching is generally lecture based supported by seminars. Lectures introduce students to the specific theoretical concepts, intellectual territory and real-world outcomes associated with each subject area.

14. Assessment Methods:

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

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

Engagement with formative assessment is a mandatory requirement.

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

Formal written examinations are assessed on a summative basis.

The final grades for each course will be an aggregation of the examination and coursework grades.

Where a student has failed a course, or courses, at the May/June diet, a re-sit assignment will be set for each course failed. The assignment may be in the form of essay, technical study or formal written examination, as appropriate. The assignment will be assessed on a summative basis and receive no more than a D3 grade, unless the student has applied and been granted 'good cause' mitigation as outlined in the GSA Code of Assessment.

Students undertaking Exchange Abroad:

Prior to undertaking a partial year exchange, students will have a summative assessment at the end of Semester 1. Generally students failing at this point will be advised not to proceed to exchange, but to re-join the main student cohort. In that instance the summative grade will revert to a formative grade.

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

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

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

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

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

16. Additional Relevant Information:

Student Exchange:
Students at MSA are able to undertake a period of exchange overseas with our partner institutions, some of which are funded through the Erasmus Exchange Programme. Students are invited to apply for a partial-session exchange during the academic session preceding the academic session in which the period of exchange is intended. In general partial-session exchange-out opportunities are offered in Stage 3 of the Bachelor of Architecture with Honours, and Stage 5 of the Diploma in Architecture. In general students undertaking a period of exchange in Stage 3 are eligible to undertake a further period of exchange in Stage 5. To be eligible for exchange students must achieve a minimum aggregate grade of B3 in the academic session preceding the academic session in which the period of exchange is intended. Normally Stage 3 students intending going on exchange in the latter half of the academic session must achieve a min D3 pass in all MSA partial-credit courses in the first half of the academic session.

Guest Lectures:
The MSA Friday afternoon Guest Lecture series, which takes place across Semesters 1 and 2 has UK and international guest speakers from practice and related areas.

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

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

Field Trips:
Field Trips relate directly to studio projects and require focussed, on-site research, observation and information gathering.

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

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

Exhibitions and the Grace and Clark Fyfe Gallery:

The gallery houses a programme of exhibitions while offering students the opportunity to exhibit both work in progress and final work.

Students also exhibit in external venues including the Lighthouse, the RSA and in galleries throughout Glasgow and beyond.

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

Mackintosh Architectural Students' Association:
As well as the GSA Students' Association, the students of the Mackintosh School of Architecture, at each stage, elect representatives to the Mackintosh Architecture Students' Society. MASS organises seminars, lectures and social events throughout the year. MASS is an affiliated society of the Glasgow School of Art Students' Association (GSASA).

The Class Rep Meeting and School Forum:
The Class Rep Meetings are held monthly along with a School Forum in each semester which is open to all staff and students. The former addresses house-keeping and operational issues whilst the latter has an open agenda allowing for the discussion of topical issues within MSA and GSA.