

Glasgow School of Art Programme Specification

Programme Title: Diploma in Architecture

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	Diploma in Architecture
HECOS Code	100122/100197/100584
School	Mackintosh School of Architecture
Programme Leader	Isabel Deakin
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 and part-time
Award to be Conferred	Diploma in Architecture
Exit Awards	At the end of stage 5: Diploma in Architecture
SCQF Level:	10-11
Credits:	240

Academic Session	2023-24
Date of Approval	PACAAG August 2023

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	N/A
7.2 A Levels	N/A
7.3 Other	A candidate for the Diploma in Architecture must have obtained as a minimum a second class Bachelor's Degree in Architecture and submit a portfolio of architectural design project work of a standard approved by the Head of the Mackintosh School 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 Head of the School of Architecture.
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: <ul style="list-style-type: none"> • 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 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 relevance and application of different approaches to the challenges faced by contemporary architectural practice. The questions posed consider how architecture is experienced or made and 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 environmental 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 are 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.

9. Programme Structure:

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

Stage 4	Credits	SCQF Level
UDPF101 Studio Work 4	60	10
UDPF102 Architectural Technology 4	20	10

UPDF103 Research Project 4	30	10
UPDF104 Professional Studies 4	10	10
Total	120	
Stage 5		
UDPF201 Final Design Thesis 5	60	11
UDPF202 Architectural Technology 5	30	11
Postgraduate Taught Elective	20	11
UDPF204 Professional Studies 5	10	11
Total	120	
In the Part-time Mode the courses are taken as follows:		
DP1		
UDPF101 Studio Work 4	60	10
UDPF102 Architectural Technology 4	20	10
Total	80	
DP2		
UPDF103 Research Project 4	30	10
Postgraduate Taught Elective	20	11
UPDF104 Professional Studies 4	10	10
UPDF104 Professional Studies 5	10	11
Total	70	
DP3		
UDPF201 Final Design Thesis 5	60	11
UDPF202 Architectural Technology 5	30	11
Total	90	

9.1 Programme Structure – Exchange In/Exchange Out/Study Abroad:		
Stage 4	Credits	SCQF Level
UDPF101X Studio Work 4: Partial Year Exchange In	40	10
Architectural Technology 4: Partial Year Exchange In	20	5
Stage 5		
UDPF201X Final Design Thesis: Partial Year Exchange Out	30	11
UDPF202X Architectural Technology 5: Partial Year Exchange Out	20	11
UDPF204X Professional Studies 5: Partial Year Exchange Out	10	11

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 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 proposal of reasonable complexity and ambitious architectural intention, encapsulating a critical architectural position and maturity of judgment.

The specific aims are for students to:

- a) Have sufficient knowledge to be able to design buildings of moderate complexity but with high architectural ambition.
- b) Develop a critical position as a designer in relationship to contemporary issues affecting architecture and the city, examining the challenges set by the contemporary city to gain an understanding of how architectural design can improve the quality of life.
- c) Be able to test propositions through critical comparison with, on one side, international contemporary architectural practice and, on the other, the non-professional everyday world.
- d) Develop and explain projects in relation to basic principles whether given, or discovered through empirical investigation, observation and experiment.
- e) Organise and present a programme of work, undertake research, sustain a line of enquiry and bring it to a coherent conclusion.
- f) Develop an approach to designing that is methodological, reflective, and strategic. In particular to be able to set objectives, develop strategies for achieving them and test propositions against them.
- g) Be able to work creatively and within constraints – those given by the task at hand and those that are self-imposed as part of a chosen design philosophy.
- h) Substantiate personal judgement through the presentation of evidence-based argument.
- i) Have sufficient grasp of the theoretical constructs and material properties of building and construction, energy use and sustainability to devise strategies for their projects that help deliver the key architectural intentions and can be resolved and encapsulated in detailed design.
- j) Have sufficient grasp of the theoretical constructs and material properties of building and construction, energy use and sustainability to devise strategies for their projects that help deliver the key architectural intentions and can be resolved and encapsulated in detailed design.
- k) Be an effective team member showing dignity and respect to others and their work, able to listen to and support others, contribute and share ideas, respect collective decisions, identify and confront problems while maintaining the momentum of the group, and work constructively with colleagues to prevent ideas being compromised.

A pass at the end of Stage 5 leads to exemption from the ARB and RIBA Part 2 Examination in Architecture. The criteria of these examinations are embedded in the aims and learning outcomes of the Programme.

11.1 Stage 1 Aims:

N/A

11.2 Stage 2 Aims:

N/A

11.3 Stage 3 Aims:

N/A

11.4 Stage 4 Aims:

Stage 4 courses extend design skills within a rigorous creative studio environment and provide 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 design. 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) Produce designs which are supported by an explicit strategy for dealing with structural loads (gravity, wind etc.), a sustainable approach to energy (heat, light, sound, vibration etc.) and for the choice of materials that together contribute the architectural expression of the proposition.
- f) Record key design decisions and be able to reflect upon them.
- g) 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".
- h) Develop a critical position as an individual designer and contribute this to the on-going studio debate.
- i) Demonstrate through a written and /or practical programme of study a line of enquiry undertaking relevant research and producing a coherent conclusion.

11.5 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) Encapsulate a vision that can be compellingly expressed through drawings and models and be understood by an interested public.
- c) 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.
- d) Demonstrate that the designer can work with colleagues and share knowledge in researching their proposals and, where appropriate, in realising them.
- e) 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.
- f) Produce designs which are supported by strategies for dealing with structural loads (gravity, wind etc.), a sustainable approach to energy (heat, light, sound, vibration etc.) and for the choice of materials that together contribute the architectural expression of the proposition.
- g) Demonstrate that architectural judgments have been explored critically and to a conclusion.
- h) Demonstrate through their work the potential to raise the quality of life for the users of the building and the public in general.

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 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

- Reflective evaluation across a range of complex design projects over a sustained period.*
- A breadth and depth of learning in relation to multiple complex design projects at a range of scales over a sustained period.*
- 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, environmental 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.

- 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.

* Learning outcome applicable to Full Session Courses only.

12.2 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

- Reflective evaluation over a sustained period through evidence based thesis argument and synthesis with design proposal.*
- Breadth and depth of learning over a sustained period in relation to self-initiated architectural hypothesis.*
- Development of highly complex design proposals with integrated technology benefiting from design iterations over a sustained period.*
- That architectural judgment has 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 a wide range of investigation, and 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, environmental 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.
- 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.

* Learning outcome applicable to Full Session Courses only

13. Learning and Teaching Approaches:

The curriculum for the DipArch has two distinct elements; the studio project-work in the studio courses, 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 subject 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 the studio. Projects provide a structured engagement with particular concepts, methods or approaches that allow the individual student space for investigation and interpretation. Set projects are used extensively to ensure that the student's experience of the Programme is coherent, and 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, 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 a diverse range of people use space and how to work with other people – the studio is our laboratory where individually and collectively we make places in which to work, share ideas, and at times retreat. The success of the school and its students is dependent on the active life of the studio and student involvement is essential. The life and use of the studio is a major topic for discussion at Programme Staff Student Consultative Committee

meetings and the 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. This is exemplified at Stage 4 by Research Project 4, (these areas of study may relate to the research clusters in the school), and at Stage 5 by the Final Design Thesis.

Delivery of Projects

Tutorials:

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

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

Individual Tutorial:

The individual tutorial is usually a desktop discussion focused on a specific aspect of a current design project and may either involve a design tutor and/or specialist discipline tutor. Depending on the level, or the complexity of a project there may be two tutorials a week rather than one when the intensity of the project demands appropriate input.

Group Tutorial:

The group tutorial is effective at the beginning of a project when general topics are to be discussed. Normally this would consist of approximately 10-15 students and 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 guests), and to their colleagues, all of whom participate in discussion and critical appraisal of the project. This is the forum where comprehensive and clear work can be shared and the discussion 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. Digital presentations may be suitable and advice should be sought from the studio tutor. There are a number of benefits in exhibiting the work and for the student this is often the first moment when they see the full range of their production displayed all together.

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:

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 guests 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:

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 any formal submissions or the internal examination at the end of the year.

Written feedback is offered.

Thesis Forum, Stage 5:

The Thesis Forum is held at the conclusion of the Final Design Thesis after the assessment has taken place. It is designed to be a celebration of the work produced over the year with a variety of guests invited to participate in discussions with students.

Peer Review:

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:

Usually involving a student self-assessment allows students and tutors to recap on the previous semester's performance and review a student's strengths and weaknesses.

Lecture/Seminar Programme:

Most subject teaching is lecture based supported by seminars. The purpose of a lecture is threefold: to introduce large groups to basic principles often explained through a description of exemplary projects or situations; to place this information in a broader academic and cultural context; and in demonstrating the process and rhetoric of argument, both spoken and visual. They are a launch pad for further learning.

Students will be contacted in the pre-arrival period to access additional material about their programme.

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 Course Specification.

Assessment is both Formative and Summative. Formative assessment, where marking is advisory, applies to studio submissions 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 Panel.

Engagement with formative assessment is a mandatory requirement.

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

Formal written examinations will be assessed on a summative basis.

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

Where a student has failed a course, or courses, at the 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 the grade possible is capped 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.

Study Abroad and Visiting Students:

A Summative assessment point for Exchange IN Stage 4 (partial year) will take place at the end of semester 1. Results will be presented at the January Examination Board

Students undertaking Exchange Abroad

Students on Exchange OUT Stage 5 (partial year) will return to GSA for semester 2 and thereafter present work for summative assessment at the June Examination board.

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

Architecture, Architectural Technology and Landscape

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/studying-architecture>
<https://www.architecture.com/education-cpd-and-careers/riba-validation>

16. Additional Relevant Information:

Student Voice

There are a range of roles, structures and mechanisms which exist across GSA to ensure students have a strong and valued voice in decisions which inform and enhance the student experience. This is supported by the Student President and the GSASA. Within the school there is a remunerated Lead Rep for Postgraduate Teaching as well as a Class Rep for each programme and year of study. The Staff Student Consultative Committee and the Class Rep Meetings are the formal mechanisms for the students to feed back to the school. MSA also regularly holds a School Forum to discuss wider issues with all the students. The Head of School and the Programme Leaders have an open door policy out with the official channels of reporting.

Student Exchange:

Students at MSA are able to undertake a period of exchange with our partner institutions, some of which are funded through the Erasmus Exchange Programme. Students are invited to apply for a partial-session exchange during the academic session preceding the academic session in which the period of exchange is intended. In general partial-session exchanges are offered in Stage 3 (BArch) and Stage 5 (DipArch). 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.

Study Abroad and Visiting Students

Students may attend the programme as exchange students, where MSA has a partnership with their home institution or as a Study Abroad Student. Either may attend for a full or partial year of study.

Guest Lectures:

The MSA Friday Lecture series, takes place across semesters 1 and 2 and 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.

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 Trips if possible.

Field Trips:

Field trips relate to the project in hand and demand on-site research and information gathering.

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

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

Exhibitions and the Grace and Clark Fyfe Gallery:

The school has its own gallery that houses a programme of exhibitions of architecture and related subjects. Students are encouraged to exhibit their work to the public. The gallery provides such a venue for the exhibition of studio work in progress, completed projects, the outcome of master-classes or for students to arrange their own shows.

The school has a strong record of placing student work in venues such as the Lighthouse, the RSA and in galleries throughout Glasgow and beyond.

Honorary Professors:

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

Mackintosh Architectural Students' Association:

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