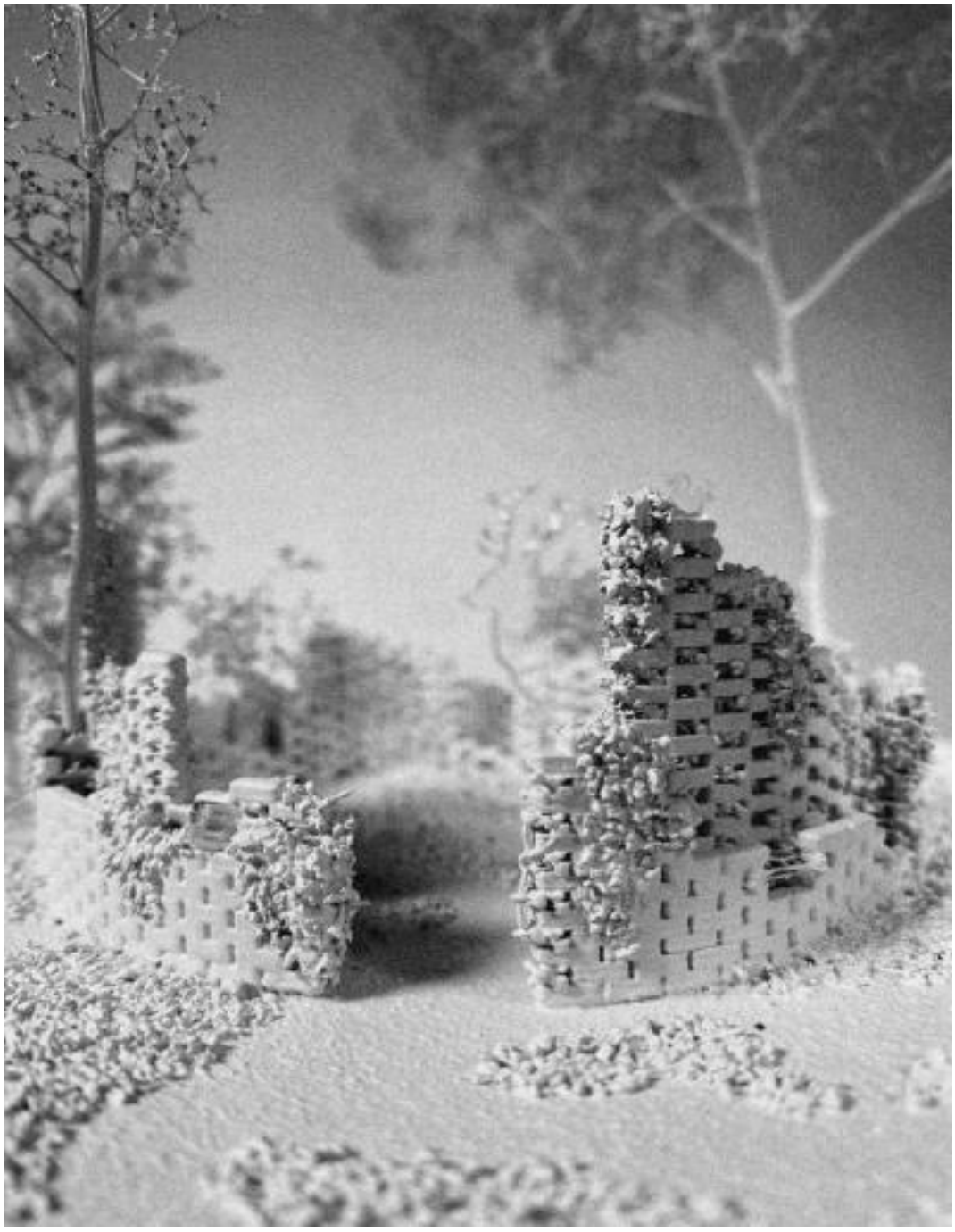
THE GLASGOW SCHOOL OF ART

Glasgow School of Art Programme Specification
Programme Title: BSc in Environmental Architecture with Honours



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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 Academic Year.

1. Programme Details	
Programme Title	BSc in Environmental Architecture with Honours
School	Mackintosh School of Architecture
Programme Leader	Alan Hooper
Award to be Conferred	BSc in Environmental Architecture with Honours
Exit Awards	Stage 1: Certificate of Higher Education Stage 2: Diploma of Higher Education Stage 3: BSc in Environmental Architecture Stage 4: BSc in Environmental Architecture (Honours)
SCQF Level	Level 7 - 10
Credits	480
Mode of Study	Full-time
HECOS Code	100122(25%)/100583(25%/100121(25%) /100782 (15%)/10078(10%)

Academic Session	2026-27
Date of Approval	Programme Approval September 2025

Awarding Institution	University of Glasgow
Teaching Institutions	The Glasgow School of Art
Campus	Glasgow
Lead School/Board of Studies	Mackintosh School of Architecture
Other Schools/Board of Studies	N/A
Programme Accredited By (PSRBs)	N/A

2. Entry Qualifications	
Highers	Standard: ABBB, including a literate subject and Maths or Physics Minimum: BBCC, including a literate subject and Maths or Physics
A Levels	Standard: ABB, including Maths or Physics and GCSE English at A/7 Grade or above Minimum: BBCC, including Maths or Physics and GCSE English at A/7 Grade or above
Other	International Baccalaureate: 30 points overall in the Diploma, including 18 at Higher Level, normally including English and Maths. Irish Leaving Certificate: Four Highers at H2 or above - subjects required as per Scottish Highers. Other eligible qualifications for entry include Foundation Diplomas in Art & Design, Higher National Certificates (HNC), Higher National Diplomas (HND), Foundation Degrees, Level 3 Diplomas, and other Further Education and Higher Education qualifications in related subjects. Entrants may begin their studies in Stage 2 or Stage 3

	depending on the level of prior qualifications and other entry criteria. Detailed information about the required grades for individuals holding or studying these qualifications can be access on the website. Applicants from outside the UK and Ireland should also consult our International student pages for details of accepted qualifications from specific countries. Applicants who do not meet entry requirements through formal qualifications but can demonstrate experience, skills and abilities at the appropriate level can also be considered. Additional entry requirements: Applicants are normally required to submit a portfolio or work and may be required to attend an Interview as part of their admissions assessment.
English Language Requirements	Applicants who are not a national of, nor have obtained a degree in one of the countries on the approved UKVI exemption list or those who require a Student Visa, will need to provide evidence of their English language ability. GSA's preferred test is the IELTS for UKVI (Academic) test taken at a UKVI approved test centre. GSA require all students, who require a student visa, to meet the following requirements to gain entry: • IELTS for UKVI Academic with an overall score of 6.5 with a minimum of 5.5 in all components; • An alternative Accepted English Language Test which can be found on the Postgraduate 'How to Apply' page of the GSA website.

3. Programme Introduction
The Bachelor of Science (BSc) in Environmental Architecture with Honours at The Glasgow School of Art (GSA) builds upon the established strengths of the ARB/RIBA-accredited Bachelor of Architecture (Honours) programme, sharing a common academic structure and ethos while offering a specialised focus on the advanced environmental evaluation tools and methods utilised in the design of buildings in relation to their material, environmental, and experiential qualities. Rooted in MSA's long-standing record of research and teaching in sustainable design, the Environmental Architecture programme positions environmental design as design generator within architecture, integrating spatial, ecological, and technological thinking.. It offers a distinctive design methodology in which architectural proposals are tested and refined using environmental data and simulation at each stage of the design process. Students on the Environmental Architecture programme undertake core studies in design, architectural history, environmental technology, and professional studies in parallel with their peers

on the Architecture programme. However, studio projects are tailored to focus on environmental performance, climate adaption and regenerative design as key design drivers, enabling students to develop sophisticated responses to issues such as climate adaptation, thermal comfort, daylighting, and embodied carbon. Students employ advanced environmental modelling, simulation, and data analysis tools to inform evidence-based, climate-responsive, and ecologically driven design decisions.

This integration of design and environmental evaluation is central to the programme's pedagogy. Students are encouraged to consider architecture as a system of interconnected relationships between people, buildings, and the planet and to develop skills that allow them to navigate and shape these relationships with insight, creativity, and rigour.

In the early stages of the programme, students develop foundational architectural design, representation, and communication skills alongside students on MSA's professionally validated architecture programme. This shared foundation ensures that all students gain a comprehensive understanding of architectural design, representation and communication. Building upon this foundation, students will progressively develop specialist skills through a structured sequence of Environmental Studio courses designed to deepen students' knowledge and understanding of the design and making of building environments, and to apply that learning through their design practices. The Environmental Studio courses enable students to engage design challenges with increasingly complexity addressing:

- integration of structural, constructional and environmental strategies
- environmental performance, including thermal comfort, daylighting, and acoustics
- develop research skills that integrate environmental data, simulation, and material analysis to inform and communicate experiential and technical design decisions
- develop digital and analogue skills, including environmental modelling tools, to design and test adaptive, regenerative architectural solutions
- sustainable design practices and circular material use

Through this progressive structure, students develop from foundational learners to reflective practitioners capable of synthesising technical, environmental, and aesthetic considerations in the creation of adaptive, performative, and sustainable building environments.

The Environmental Architecture programme is structured around the same six learning domains as the broader architecture curriculum, Professionalism, Design/Create, Research, Communication, Skills, and Knowledge and draws from GSA's long-standing expertise in areas such as adaptive reuse, material provenance, and circular construction systems. The studio remains the heart of the learning environment, fostering collaboration, critical dialogue, and iterative problem-solving.

The Programme develops professional and regulatory competencies essential for contemporary architectural practice, with a focus on environmental architecture. Graduates of the BSc in Environmental Architecture will be equipped to lead in the urgent transformation of the built environment. They will possess the design literacy, technical know-how and environmental consciousness required to contribute to interdisciplinary teams and sustainable design practices. Above all, they will be agile, socially responsible designers who understand how architecture and technology can inform societal responses to a changing planet, ready to pursue diverse and impactful careers in architecture, design and construction related destinations.

4. Programme Aims

The aims of the Programme are to enable students to:

- Critically engage with design practices that foreground environmental performance, climate adaptation, and regenerative design as central to contemporary spatial practice.
- Develop as environmentally literate, creative, and self-reflective designers whose architectural proposals are informed by inclusive, ethical, and collaborative design processes, rigorously tested through advanced environmental evaluation tools and performance-based methodologies.
- Develop emergent research skills that integrate environmental data, simulation, and material analysis to inform architectural decisions, evidenced through visual, and verbal outputs that address both experiential and technical aspects of building environments.
- Communicate environmentally driven architectural ideas and design strategies effectively to diverse audiences using a range of analogue and digital tools.
- Develop technical and representational competencies using digital and analogue tools, including specialist software for environmental modelling, enabling the design, development, and testing of adaptive, low-carbon, and contextually responsive architectural proposals.
- Build foundational knowledge of architectural design, environmental technology, and professional practice, with a focus on systems thinking, material provenance, and the role of architecture in shaping sustainable relationships between people, buildings, and the planet.

5. Programme Intended Learning Outcomes

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

Professionalism
Knowledge of professional behaviours and ethics through collaborative, inclusive, sustainable, and safe design practices, with a particular emphasis on the environmental responsibilities of architects and the regenerative potential of buildings.

Design/Create
A creative, iterative, and environmentally informed design process in the development of coherent and comprehensive architectural proposals that integrate environmental data, simulation feedback, and performance-driven strategies from concept through resolution.

Research
The ability to apply directed and self-directed research methods — including environmental analysis and material evaluation — to support design proposals, with outcomes that critically engage with environmental, social, and technological factors.

Communication
Deployment of a broad range of analogue, digital, and immersive media to visually and verbally communicate environmental design strategies and architectural proposals to diverse audiences.

Skills
Effective use of digital and analogue tools to explore, develop, simulate, and present architectural proposals, including specialist environmental modelling software.

Knowledge
Critical and creative engagement with architectural theories, environmental design concepts, and performance-based techniques, resulting in outputs that explore architecture as a system of relationships between people, materials, buildings, and the planet.

6. Description of Learning and Teaching Approaches

MSA offers a comprehensive and innovative learning experience that combines the richness of traditional studio-based architectural education supported by digital tools and online delivery methods. The programme content and delivery provide students with a solid foundation in architectural principles, design theories, and practical skills founded on hands-on learning and immersive studio experiences, where students use hand-drawing, and physical and digital modelling to explore design projects, supported by lectures in technology, history and theory, and professional studies.

While curriculum delivery is predominantly in-person, a range of blended learning methods supplement on-campus teaching to enhance flexibility, accessibility, and engagement. These include online lectures, virtual workshops, live-streamed and recorded sessions, interactive design tutorials, and digital collaboration platforms that allow students to present work and receive feedback in real time.

Students have access to digital software and tools commonly used in contemporary architecture, including 3D modelling, Building Information Modelling (BIM), visualization software, and other digital platforms that facilitate innovative design processes and foster creativity.

Collaborative courses and projects with peers and students from other disciplines, both in-person and virtually, foster strong teamwork and communication skills essential for successful architectural practice in today's interconnected world.

Design tutorials are offered in a range of groups sizes including one-to-one tutorials between students and studio tutor. Group tutorials encourage peer-to-peer learning through the exchange of ideas and critical engagement with the work of others. Design Forums are generally arranged at the mid and endpoint of studio projects to encourage discussions around the design issues raised by the studio project.

Lectures and seminars are delivered through the Specialist Subject courses in technology, history and theory, and professional studies, offering students the opportunity to broaden their architectural knowledge and understanding coupled with analytical and critical thinking skills.

Project field trips are an essential aspect of the student experience connecting their projects with real world situations and grounding their design propositions in places and communities with specific societal and environmental issues.

7. Description of Assessment Methods
Work is assessed and feedback given against the particular aims and learning outcomes for each course. 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, applies to all courses. In each course, students are required to complete a coursework assignment. Coursework may be in the form of an essay, presentation, technical study or design work. All submissions will be assessment and moderated in line with the GSA Code of Assessment, which outlines reassessment opportunities where a student has not passed courses.

8.Programme Structure

Stage 1

Course	Credits	SCQF Level	Semester	Course Code
Studio Work 1A	20	7	1	UBAR101A
CoLab	20	7	1	
HAUS 1	20	7	1	UBAR105
Studio Work 1B Environmental Architecture	30	7	2	
Architectural Technology 1	30	7	2	AT1101
Total Stage Credits	**120**			

Stage 2

Course	Credits	SCQF Level	Semester	Course Code
Studio Work 2A	30	8	1	UBAR201A
Architectural Technology 2	30	8	1	AT2102
Studio Work 2B Environmental Architecture	30	8	2	
Professional Studio 2	20	8	2	UBAR205
HAUS 2 Core	10	8	2	
Total Stage Credits	**120**			

Stage 3

Course	Credits	SCQF Level	Semester	Course Code
Studio Work 3A	30	9	1	UBAR301A
Architectural Technology 3	30	9	1	AT3103
Studio Work 3B Environmental Architecture	30	9	2	
Professional Studio 3	20	9	2	UBAR206
HAUS 3 Core	10	9	2	
Total Stage Credits	**120**			

Stage 4				
Course	**Credits**	**SCQF Level**	**Semester**	**Course Code**
Studio Work 4 Environmental Architecture	60	10	1 and 2	
Architectural Technology 4	30	10	1 and 2	AT430CRED
Research Project 4	20	10	1 and 2	RP4104
Professional Studio 4	10	10	1	PS4104
Total Stage Credits	**120**			

9. Outgoing Exchange and Visiting Student Arrangements

N/A

10. Relevant QAA Subject Benchmark Statements and Other External Reference Points

Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas. For further information relevant to this programme see:

https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement--architecture

https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement--art-and-design

11. Programme Regulations and Requirements for Progression

All GSA Degree programmes are validated by the University of Glasgow and the GSA's Programme Regulations are published in the University of Glasgow Regulations.

These regulations include the requirements in relation to:

(a) Award of the degree

(b) Progression requirements

(c) Early exit awards

In referring to regulations for degree programmes, students should consult the University Regulations which were in force in the academic session in which they first registered for the degree programme in question.