

Glasgow School of Art Course Specification

Course Title: Master of Architecture (by Conversion)

Course Specifications for 2021/22 have not been altered in response to the COVID-19 pandemic. Please refer to the 2021/22 Programme Specification, the relevant Canvas pages and handbook for the most up-to-date information regarding any changes to a course.

Course Code:	HECOS Code:	Academic Session:
	100122/100782/100337	2021-22

1. Course Title:
Master of Architecture (by Conversion)

2. Date of Approval:	3. Lead School:	4. Other Schools:
PACAAG April 2020	Mackintosh School of Architecture	N/A

5. Credits:	6. SCQF Level:	7. Course Leader:
60	11	Sally Stewart

8. Associated Programmes:
Master of Architecture (By Conversion)

9. When Taught:
Full time over PGT Stage 1 Part Time over PGT Stages 1 and 2

10. Course Aims:
The course extends design, organisational and research skills within a rigorous creative studio environment and provides the opportunity to explore architectural concepts and methods by extending the study of an aspect of self-directed Final Design Thesis, Architectural Technology 5, or Professional Studies 5 through the development of work at a postgraduate level.

11. Intended Learning Outcomes of Course:
By the end of this course students will be able to:
Category 1: Knowledge and Understanding
<ul style="list-style-type: none"> • Knowledge that covers and integrates most, if not all, of the main subject areas of the discipline of architecture – including their features, boundaries, terminology and conventions; • A critical understanding, through observation, of the intellectual and aesthetic content of selected buildings to substantiate architectural judgments; • 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.

Category 2: Practice – Applied Knowledge and Understanding

- That architectural judgments have been explored critically and to a conclusion;
- 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 the social, economic, political and cultural factors that influence the self-directed design project.

Category 3: 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.

Category 4: 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.

Category 5: Autonomy, Accountability and Working with Others

- Exercise autonomy and initiative in carrying out the self-directed programme of study;
- Demonstrate ability to manage time and physical resources in relation to 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;
- Collaboration with peers and others in sharing knowledge and researching the self-directed design project;
- Deal with complex ethical and professional issues and make judgements on issues not addressed by current professional ethical codes and practices.

12. Indicative Content:

Typically this might take the form of a study in depth of a characteristic part of the Final Design Thesis to establish a clearer visualisation of that part or alternatively a technical or theoretical investigation using appropriate methodologies to reinforce the basic concerns of the Final Design Thesis, Architecture Technology 5 or Professional Studies 5 courses.

13. Description of Summative Assessment Methods:

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
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Written Submission or	8,000 – 10,000 words	100	Week 13
Exhibition with Written Report	Exhibition and written report of 1,500 – 2,000 words	100	Week 13

13.1 Please describe the Summative Assessment arrangements:

Learning level outcomes stated for the course must be achieved, and ability to fulfil these is graded against the marking scheme (see Academic Regulations).

14. Description of Formative Assessment Methods:

Engagement with formative assessment is a mandatory requirement. All learning outcomes for the course are formatively assessed by appropriate work throughout the term of study.

14.1 Please describe the Formative Assessment arrangements:

Formative feedback is given through regular tutorial sessions, and at a review of the work in progress. Further feedback of presentation and submission strategies is given through a mock pin up in preparation for the summative submission deadline.

15. Learning and Teaching Methods:

Formal Contact Hours

50

Notional Learning Hours

15.1 Description of Teaching and Learning Methods:

Timetable: Fortnightly full-time mode, monthly part-time mode

16. Pre-requisites:

Progression from stage 5 Diploma in Architecture: completion and passing of Architectural Technology 5; Professional Studies 5; Final Design Thesis; Postgraduate Elective.

17. Can this course be taken by Exchange/Study Abroad students?

No

18. Are all the students on the course taught wholly by distance learning?

No

19. Does this course represent a work placement or a year of study abroad?

No

20. Is this course collaborative with any other institutions?

No

20.1 If yes, then please enter the names of the other teaching institutions:

N/A

21. Additional Relevant Information:

22. Indicative Bibliography:

Self-selected related to subject of study and including , Architectural Technology 5 or Final Design Thesis, Professional Studies 5.

Programme Leader:	Isabel Deakin
Programme Title:	Diploma in Architecture, Master of Architecture by Conversion
School:	Mackintosh School of Architecture

1. Summary of amendments to Programme Specification for 2021/22 as a result of COVID-19 and list of Academic activities affected:

The following summary of academic activities affected by Covid-19 is based on the current health and safety guidance issued by The Scottish Government (April 2021) and as such will be monitored and revised appropriately in relation to public health guidance.

Studio Teaching/Lectures: any reference to ‘studio’ and ‘lectures’ will include potential for staff/student physical contact within the GSA campus, on-line face-to-face digital contact or a combination of both in a blended curriculum delivery arrangement.

Studio and workshop access: Access to and use of the Grace Clark Fyfe Gallery will be subject to compliance with the health and safety guidance issued by The Scottish Government at the appropriate time and the GSA Safe Campus regulations .

Exhibitions: Access to and use of the Grace Clark Fyfe Gallery will be subject to compliance with the health and safety guidance issued by The Scottish Government at the appropriate time.

Site Visits/Field Trips: any student excursions or trips will be subject to compliance with the current health and safety guidance of the Scottish Government at the appropriate time. International travel will only be considered once the current GSA international travel embargo has ceased.

The Final Design Thesis (stage 5) will be located in Glasgow for session 2021/22, removing the requirement for an international field trip as part of mandatory studio activity.

Student International Exchanges: International exchanges in Session 2021/22 will be subject to recinding of GSA’s embargo on international travel and will be subject to any restrictions outlined by the health and safety guidance of the Scottish Government at the appropriate time. Exchanges will also be subject to any restrictions including potential cancellation by GSA’s exchange partner institutions.

In addition to the programme specification the **COVID-19 Response Student Guide** outlines the overarching principles the GSA has established to ensure that in the current COVID-19 context, learning remains the priority and is adapted in the light of changes to the public health demands resulting from the pandemic. [You can read the guide here.](#)

2. Details and outcomes of consultation with students regarding the changes detailed in question 1:

Students have been updated with revisions regarding the delivery of their programme via student communications, stage updates and Canvas information. Lead Reps and Class reps have been informed through the MSA Student Liaison Group and the MSA Class Rep Committee.

Students will be informed of the decision to use Glasgow for the Stage 5 city at the transition briefing session in semester 2, May 2021.

3. Details of consultation with External Examiners and PSRBs regarding the changes detailed in question 1:

External Examiners have been informed of the proposed changes detailed in Section 1 and will be further briefed during the virtual External examinations in May.

ARB and RIBA have been informed of the adjustments to the assessment process for session 2021/22. A record of all assessment materials used in the May examination diet and external examiner visit will be retained for professional prescription and validation purposes.

There are no changes to Learning Outcomes and Assessment Criteria for session 2021/22 that would impact students completing the programme and achieving the Professional Criteria and Graduate Attributes at Part 2.

4. Details of how the changes detailed in question 1 meet the requirements of the Public Sector Equality Duty and how any potential for negative impact for students from protected characteristic groups has been or will be mitigated.

The following actions will be implemented to mitigate any negative impact of the changes outlined in Question 1 on all students :

Student Access to Learning Inputs/Materials: In the event of a blended curriculum delivery arrangement, all on-line curriculum content and material will be made available to MSA students primarily through GSA's Canvas platform to include announcements, timetabling, studio activities and inputs, lectures, seminars, electives and assessments. On-line content and delivery will be based on a blend of synchronous (timetabled staff/student contact) and asynchronous (student access to on-line curriculum content and materials) using a range of digital software as appropriate, including Zoom, Planet eStream, Virtual Classroom, Miro, Padlet etc. An agile blended approach combining on-line and in-person curriculum delivery will help mitigate the potential impact of any campus access restrictions for students, including travel to Glasgow, access to studios and associated facilities, and to support students with health issues and those with carer responsibilities.

Student Digital Capacity: MSA will continue to utilise GSA's digital accessibility provision to ensure students have access to the appropriate hardware, software and broadband provision to enable them to access curriculum content and participate in learning and teaching activities during the academic session. Additionally, MSA will work with GSA L+T Dept and GSA Library staff to ensure students are supported in gaining the relevant digital skills and proficiencies to enable them to engage with the curriculum and meet assessment requirements.

Pastoral Support: Following the roll-out of GSA's Personal Tutor Scheme across MSA in Session 2020/21 MSA will ensure that in Session 2021/22 all students are allocated a personal tutor to

provide pastoral support, whether in-person or on-line, as determined by the appropriate public health guidance from the government during the academic session.

IRF's: Staff will be notified of students with additional support needs identified through the IRF process using the established online system, and the appropriate support implemented on an individual basis.

Name of Convenor of Board of Studies:	Prof Sally Stewart
Date of Board of Studies Approval:	28.04.21
Name of Convenor of PACAAG:	Vicky Gunn
Date of PACAAG Approval:	01.06.21

Following approval by Board of Studies and PACAAG, the pro forma will be published with the Programme Specification as an addendum.