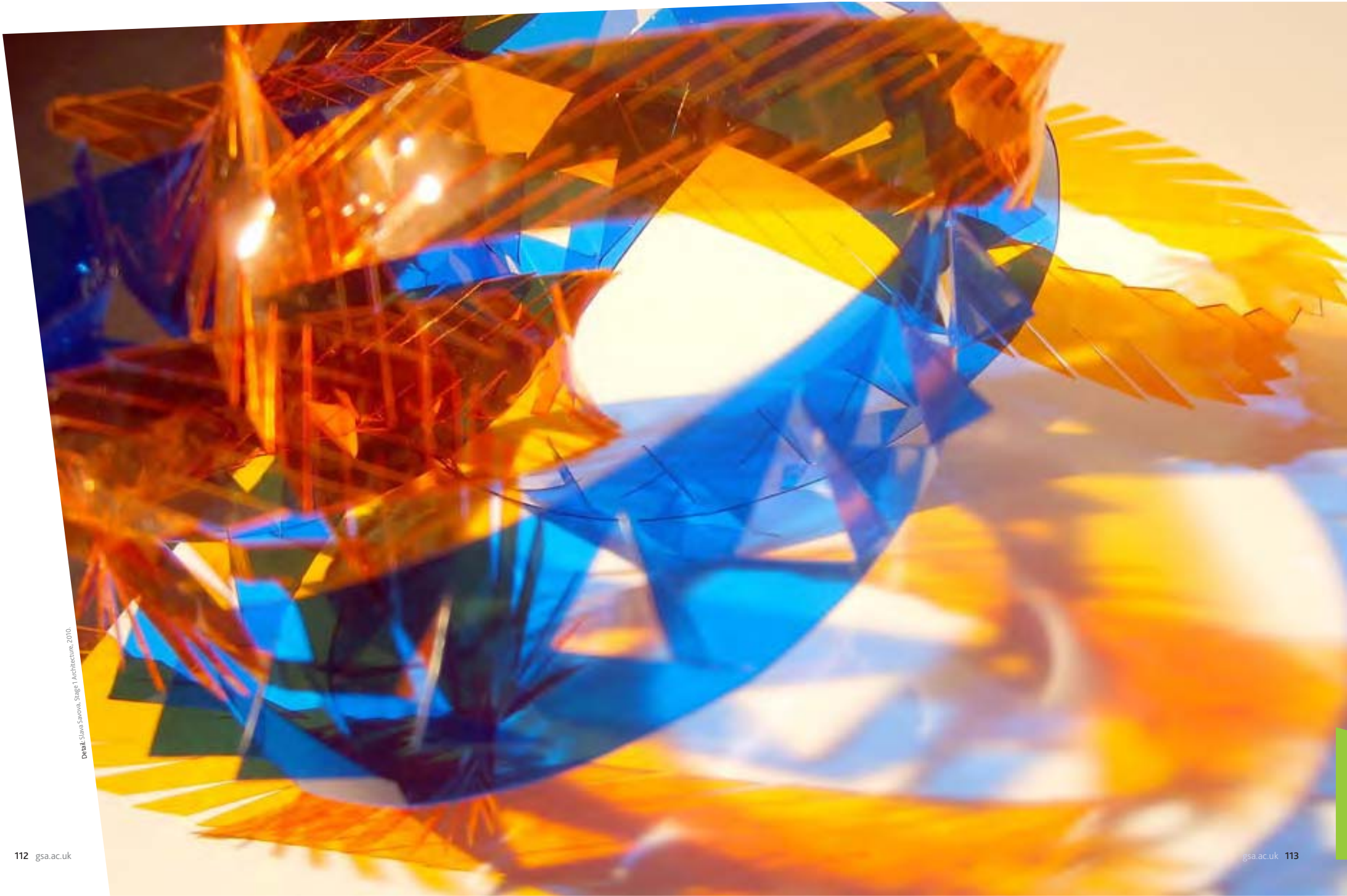


**SCHOOL OF
ARCHITECTURE**



Detail: El Baixal, Barcelona model, 2009.



Detail: Slava Savova, Stage 1 Architecture, 2010.

Head of School:

Professor David Porter
BSc (Hons) DipArch FRIAS RIBA

Honorary Professors:

Professor Dickon Robinson
Professor Dean Hawkes
Professor Gerry Grams
Professor Brian Evans
Professor Wim Van Den Bergh

Emeritus Professor:

Professor Andy Macmillan OBE

Programme Leaders:

Alan Hooper
BArch (Hons) MArch ARB
Sally Stewart
BArch (Hons) MArch RIBA ARB

We care about how buildings and places are made and used. This deep concern is reflected in the design reputation of the 'Mac' – for aesthetically and intellectually rigorous architecture set in a social and, in particular, an urban context and taught in a creative studio-based community. We will encourage you to find a voice and sense of direction that is personal to you, but is self-critical, productive and relevant. Our intention is for you to design buildings that will touch and improve people's lives.

Our undergraduate programme gives a thorough grounding in the practice of architecture that grows from a wide skill base. "Building in the City" is the theme of the diploma programme which gives the opportunity to exercise architectural design skills at a high and demanding level. The post-graduate programme is international and interdisciplinary, specialising in urban design, urban building, energy and environment, digital creativity, architectural and urban history and creative urban practices.

Our commitment to sustainable design is exemplified through the research of the Mackintosh Environmental Architecture Research Unit and to urbanism through the Glasgow Urban Laboratory, a unique partnership between the school, Glasgow City Council and the Lighthouse – Scotland's Centre for Architecture & the Built Environment. Our commitment to practice can be seen in the award-winning architectural projects of our practice-based staff. In all three fields, we link locally-based practice with international networks of researchers and practitioners.

About the School of Architecture

At the Mackintosh School of Architecture the emphasis is on student-centred active learning, which means involving students in a wide range of learning experiences and exercises where the individual is encouraged to develop their own direction and solutions.

- The School provides the teaching required for registration as an architect in the United Kingdom, and is recognised by the Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA).
- The School has its own dedicated science-led green research unit – the Mackintosh Environmental Architecture Research Unit (MEARU).
- Students become involved in live projects, field and study visits, research and competitions. Recent study visits include: Amsterdam, Barcelona, Paris, Copenhagen, Oslo, Porto, Berlin, Istanbul, Chicago, and New York and are complimented by a programme of exchanges with leading international schools throughout Europe.
- We have an international group of guest teachers who contribute to the programmes. This group has recently included; Jan Peter Wingender, Head of Architecture at the Amsterdam Academy; Prof. Lu Pingting, Head of Architecture at the Central Academy of Fine Art, Beijing; Per Kartvedt and Tomas Stokkes, Oslo School of Architecture; Johannes Kafferstein, Fachhochschule Liechtenstein; Staffan Henriksson, Dean Aarhus School of Architecture, Denmark; Colin Fornier, Professor of Urban Design at The Bartlett, London; Anne Elizabeth Toft, Architect, Copenhagen; Rachel Chidlow of UCD, Dublin; Sarah Hare of Hare Architects, London; Richar Lavington of MacCreanor Lavington London/Rotterdam; Denmark and Jane Wernick of Wernick Associates.
- Honorary professors of the Mac include Gerry Grams, Urban Design Advisor to the City of Glasgow and Brian Evans of Architecture & Design Scotland and the Academy of Urbanism.
- Graduates of the Mac can be found in Foster and Partners, NORD, Sutherland Hussey, David Chipperfield Architects, Graven Images, Richard Rogers Partners, Nicholas Grimshaw and Partners, Page and Park, BDP, Michael Hopkins and Partners, RMJM, and professional practice across the world.

Learning, Teaching & Assessment

The programmes of study (BArch and DipArch) are organised over five years, delivered through two academic programmes. The syllabus includes design, construction, structures, environmental science, history, sociology, economics, law and management, as well as skills in hand drawing, computer-aided drawing, three-dimensional visualisation, model-making and workshop techniques, photography, audiovisual and verbal presentation, and core skills including problem-solving and working with other people.

The study of Architecture at the MSA is wide ranging to develop students with the aptitude, enthusiasm and commitment for the demands of professional practice in the contemporary world.

In addition to studio-based work, there are lectures, seminars and practical courses taught by both full-time and visiting lecturers. The School attracts the foremost international architects and designers. Students may also become involved in research, competitions and live projects working with the Glasgow Urban Laboratory – a partnership with the City of Glasgow and the Lighthouse, Scotland's Centre for Architecture, Design and the City, that was founded and is led by the MSA.

To view year 1-5 syllabuses in detail visit:

» gsa.ac.uk/architecture

GERRY GRAMS **Ian**
ALEXANDER **Karen**
PICKERING **CHARLIE**
HUSSEY **RUSSELL**
BAXTER **GARETH**
HOSKINS **ANDREW**
WHALLEY **CHARLIE**
SUTHERLAND **ROSS**
HUNTER **HENRY**
MCKEOWN **GILLIAN**
MCINNIS **ROBIN** **Lee**

Architecture is the most visible of all forms, so it is fitting that many of our graduates go on to be prominent figures in the industry. Whether they form their own practices, join internationally renowned firms or engage in a complementary field, our architecture students are among the most sought after in the world. The School scored 95% for job prospects in The Guardian University League Tables 2010.

Graduates go on to successful careers as architects, town planners, lecturers, designers, entrepreneurs and chief executives, and include:

Charlie Hussey and Charlie Sutherland
(1987) Founders, Sutherland Hussey Architects, winners RIAS building of the year award 2003 and RSA Gold Medal 2003

Gerry Grams
(1982) City Design Adviser, Glasgow City Council

Ian Alexander and Henry McKeown
(1987) Founders, JMArchitects

Russell Baxter
(1990), Director, Davis Duncan Architects

Gareth Hoskins
(1993), Founder, Gareth Hoskins Architects

Karen Pickering
Director, Page\Park Architects

Riccardo Marini
(1986) City Design Leader, Edinburgh City Council

Andrew Whalley
(1983) U.S. Director, Nicholas Grimshaw and Partners

Robin Lee
(1993) Director, NORD architects

Ross Hunter
(1985) Founder, Graven Images

David Harper
(1980) Founder, Harper Mackay

Gillian McInnes
Director, MUMA

Andy Bow
(1987) Senior Partner, Foster Associates

Alan Dunlop
(1984) Director, Murray Dunlop Architects

UCAS Information:
Institution Name: GSA
Institution Code: G43
UCAS Code: K100

**Programme Leader,
 Undergraduate Studies:**

Alan Hooper
 MArch BArch (Hons)
 PG Cert L&T ARB

Award:

BArch (Hons) or BArch (Ord)
 Exemption from Part 1
 Examination in Architecture RIBA

BArch Part Time:

The BArch is also available as a part-time mode which takes a minimum of four years for the Ordinary Degree. Students undertaking this part-time mode must be employed in an approved architect's office. Applications to the part-time mode should be made directly to the School.

Assessment:

Peer and staff review, formative and summative assessment, with continuous feedback from tutorials. Lecture courses are assessed by essay, coursework and formal written examinations.

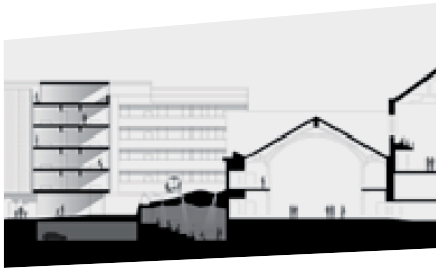
Syllabus detail & Queries:

» gsa.ac.uk/architecture

Money, fees and funding: p129

How to apply: p130

General entry requirements: p132



Detail: Merchant City Housing, Jonathan Black.

In Profile

Jonathan Black

Progress: Stage 4

Project: Housing Project, Merchant City, Glasgow

The Project

As a group we were given 3 sites in Merchant City (Glasgow city centre district) to work with. The project followed on from a previous group project in strategic thinking where we analysed the architecture of the city to form a strategy and masterplan for the site planning. We looked at what potentially you can tap into from and what was appropriate for Merchant City. This is the first time we've tackled housing and building in an urban environment, each person from the group took one of the sites to develop in line with the masterplan we'd created. This strategy dictated things like the demography of people we were pitching to, as well as more tangible aspects like sustainability and density. During our analysis we had been interested in the character of the area – this area is the oldest part of Glasgow, medieval, and where the city grew from. The nature of the streets is different, there are distinct boundaries and end points rather than the infinite streets of the modern grid.

Between our sites we were looking at introducing things to aid population growth. The area is essentially full of young professionals and singles, so one of the drivers was to open the area to families and the elderly, so that the streets become used at all times of the day and night. Current thought suggests combining a wide range of people in an area is better than segregation – it aids the vibrancy of the area. For my specific site (Ingram Street car park) I also was interested in the cultural significance of that part of the city – it is surrounded by the City Halls, Fruitmarket, Merchant Square, old

“The school of course has a great reputation but it's the studio – you don't get many studios like it – there's such a collaborative feel, it's a real melting pot and that really helps the process.”

buildings with a strong cultural significance. I decided that because of this and the demographic issue raised I would introduce a storytelling centre – providing a link to the cultural aspects and a feature that is child/family-oriented. The storytelling centre is cradled by the housing so that the cultural programme is in behind the wrap of housing, picking up on existing condition of the block and enhancing it.

Assessment

Through an interim and final review. After the final review we get feedback and a week to address any issues raised – then we do a 'pin-up' of the work. Tutors assess work assuming they know nothing about the project, so everything needs to be included in the pin-up that explains it. You receive a formative grade which you can then receive feedback on, then a summative grade at the end of the year (degree show). It forces you to look at how you present your work and how other people read it.

My GSA

The school of course has a great reputation but it's the studio – you don't get many studios like it – there's such a collaborative feel, it's a real melting pot and that really helps the process. The tutors are great. This year we had visiting lectures from Steven Holl as part of our Friday Event lecture series, there are always guest reviewers, there are tutors and lecturers like Graeme Massey, Sutherland and Hussey, Henry McKeown. And when I'm not in studio I love the city too, the difference in cost/standard of living from Dublin to here is amazing, there's a good social and music scene, it's a lively city and it's all walkable.

» gsa.ac.uk/jonathanblack

Overview

Glasgow is one of the UK's most architecturally stimulating cities, which has made intelligent use of its status as European City of Culture in 1990 to provoke new thinking on urban design and regeneration. The city is an ideal test bed for new ideas and in the Mackintosh School of Architecture – the 'Mac' – we use Glasgow within the context of contemporary European practice.

In the School, our aim is to broaden your understanding of architecture while keeping alive your innate creativity by developing communication skills that will allow you to explore, refine and represent your ideas.

The Mackintosh School of Architecture is supported by an excellent range of facilities – super-computer suite, video conferencing system linking the Mac to the Digital Design Studio, lecture theatre, public exhibition space – the Grace and Clark Fyfe Gallery, café bar, technical library and RIBA Information Service.

Our full-time students undertake a year of practical training in an approved architect's office between Year/ Stages 3 and 4.

Year 1

Use of space, natural light, structures and materials to create enclosures. Skills to visualise and describe ideas and designs. How buildings are made, how they work and how they are experienced. Designing buildings that respond to their sites.

Year 2

Promotes design as an acquired skill motivated by playfulness and curiosity about the world. Develops skills through design projects of increasing complexity involving technology as a means of architectural expression.

Year 3

The resolution of more complex organisational problems and theoretical issues aligned with detailed sustainable design and the design of the public realm. Experience of working in multi-disciplinary teams prior to first year of practical experience.

Year 4

Students extend their design skills within a rigorous creative studio environment. Projects explore architecture as a response to the city in terms of sustainable urban design.

Programme Leader,
Graduate Studies:
Sally Stewart
DipArch ARIAS

Award:
DipArch
Exemption from part II of
Examination in Architecture
of the ARB/RIBA

DipArch Part-time:
DipArch is also available as a
part-time mode.

Assessment:
The Mackintosh School of
Architecture is supported by
an excellent range of facilities –
lecture theatre, public exhibition
space – the Grace and Clark Fyfe
Gallery, café bar, technical library
and RIBA Information Service.

Syllabus detail & Queries:
» gsa.ac.uk/architecture

How to apply:
Applications for the DipArch
should be made directly to
the School.

Money, fees and funding: p129



Detail: Model based on Pieter de Hooch painting 'Woman With A Child In A Pantry'.

In Profile

Sean Douglas

Progress: Stage 5

Project: *Through The Canvas*

The Project

This group project was set by Ricardo Flores, part of Flores Prats practice in Barcelona (visiting lecturers at the Mackintosh School of Architecture www.floresprats.com). The project was based on the Dutch school of painting in C16th/17th. They were the first to paint domestic scenes – previously painters painted lords and kings, and the fantastic. Dutch painters like Jan Vermeer and Pieter de Hooch painted aspects of daily life. The brief was for each group (of 3) to choose one of a selection of de Hooch paintings – we selected 'Woman With A Child In A Pantry' (c.1660). We were briefed on how to analyse the paintings and the spaces within them and then asked to draw a plan and create a model of the architecture within the painting.

All the other groups drew what they assumed to be correct – they corrected the artist's 'mistakes' in perspective and measurements etc. What we did was to ignore what we'd been taught from a traditional architectural stance, and instead took a totally analytical route. For example in the painting you can see into a room at the back – you might assume the dimensions of that room but we didn't – we measured out only what we could see, so the whole thing became warped. One of my group invented the term 'vacuous pleats' for the voids between spaces that were created by this process.

We didn't have much scope to invent things in this process, we were trying to extrapolate everything from evidence, from archaeology and historical text, and keep

to the truth. We focused our model on the things we could see such as the focus on the staircase – the only thing we could identify – and decided the rest of the house would be like a tree with the stair as a 'stem' – creating a model of a spiral stair with rooms hanging from it. It became a crazy, but truthful, fractured model. We ended with only one perspective to view the model from where you can see the actual view from the painting, and from every other angle you can see the truth behind the painting, the voids – it became like a trick, or a stage set.

Assessment

This will be included in our portfolio at the end of the year. In stage 5 you're assessed only on your research project and your thesis but there's a process that contributes to the way you think about architectural design and pieces like this show that process. This certainly made me examine my own work in a different way. Your research project is continued from a piece of research started in 4th year, the thesis is design work – students research sites in cities Barcelona, Porto, Glasgow, and this year also Venice and spend a week examining our chosen sites. My thesis is for a library on an empty site in Venice.

My GSA

I did my Part 1 here so I studied in Glasgow for 3 years before I left to do a year's work in London. I didn't even think about not coming back to do my Part 2 in Glasgow. I really liked my tutors, the projects, the studio environment, the city. I didn't know Glasgow very well before but it's the first place that I've lived in that I've really felt at home. And there's so much potential and endless opportunities here in the city for after I qualify, empty sites, and more of a collaborative rather than competitive atmosphere professionally.

» gsa.ac.uk/seandouglas

"You're assessed only on your dissertation and your thesis but there's a process that contributes to the way you think about architectural design and pieces like this show that process."

Overview

Glasgow provides a powerful stimulus to studying architecture, and the School's Diploma in Architecture course reflects the changing nature of modern architectural practices.

Our programme is studio-based with all students working in open-plan studios to promote a creative environment in which students across all stages can innovate, experiment and share advice. The programme also provides a rigorous educational framework for students wishing to enter the architectural profession, and gain exemption from Part II of the Examination in Architecture of the ARB/RIBA.

'The Mac's reputation attracts students of all nationalities, and a constant flow of internationally respected architects, critics and lecturers from abroad who bring a fresh perspective to studying in Glasgow.'

The programme may be completed in two academic years full-time, three years part-time (for students employed in an architect's office), or one year full-time (for students who have completed the final year of the Scottish honours degree in architecture – see pages 118-119 for details on studying BArch at the GSA).

Year 4

Students extend their design skills within a rigorous creative studio environment. Projects explore architecture as a response to the city in terms of sustainable urban design.

Year 5

Identification through analysis and research of an architectural design thesis and final presentation of the outcome through exhibition and interviews.

Programme Leader,
Graduate Studies:
Sally Stewart
DipArch ARIAS

Award:
DipArch
Exemption from part II of
Examination in Architecture
of the ARB/RIBA

How to apply:
Students who achieve a sufficiently
high standard of work in their
Diploma programme (see pages
120-121) may be eligible to proceed
to a further programme of work
leading to the award of a Masters
degree, MArch (by Conversion).



Detail: Image, Christine Hui Lan Manley, 2009.

In Profile

Christine Hui Lan Manley

Progress: Stage 5

Project: A comparison of the growth and development of
housing in the cities of Glasgow and Edinburgh 1700-1900

The Project

This was a research project started during my Diploma, during which I had focused on Glasgow. I was invited back here to do my Masters and decided to extend this research to include Edinburgh as well.

I looked at different areas of the cities in chronological order. Each area's growth was linked. I looked at what factors influenced the growth, were the factors the same in both cities? Were these factors political, social or economic? Did the location affect the development? One of the key things was that it was the types of people as well as the characters of each city that affected growth. The response of the two cities to the Act of Union 1707, when the Parliament was stripped from Edinburgh, for example, was different. Edinburgh wanted to expand the city to set an example, to prove a point. It became a centre of knowledge and a focus of the 'Scottish Enlightenment' – it took some 60 years after the Act for Edinburgh to start actually building, they were very considered. Glasgow on the other hand was granted free trade from the Act and so merchants immediately built big houses at the first sign of wealth, with little thought. They were more opportunistic and this was demonstrated in the growth of the city.

Assessment

After the 15 weeks, there's an internal examination, where your work is assessed by 4 or 5 tutors and then it is assessed by an external examiner.

My GSA

I really enjoyed it and I love Glasgow. I came after my honours year and, suddenly I understood. There are really good tutors here, practising architects, they're a massive influence and it got to a point when suddenly it all made sense and I felt like a different person. Tutorials with people of this calibre really helped my understanding of the design process and decision-making.

I had always been aware of the Mac and its reputation, and it was the only place I applied to for my Diploma, so I was very lucky that they accepted me!

The Future

Christine has now continued to develop her research from MArch level into a PhD at the GSA.

» gsa.ac.uk/christinehulanmanley

“Tutorials with people of this calibre really helped my understanding of the design process and decision-making.”

Overview

Students who achieve a sufficiently high standard of work in their Diploma programme (see pages 120-121) may be eligible to proceed to a further programme of work leading to the award of a Masters degree, MArch (by Conversion), where there is an opportunity to develop an aspect of their Diploma studies in greater depth. Students progressing on to the MArch (by Conversion) undertake this special project supervised by the Professor of Architecture.

The MArch (by Conversion) programme takes a further 15 weeks of full-time study or, by agreement with the Head of School, three terms part-time. During this time, students develop ideas stemming from their previous year's work, which are of particular interest to them. They develop fluency in the discussion of contemporary issues, which encourages them to place their own work in the wider context of present day architecture and society.

The exhibition at the end of the programme is seen as a valuable demonstration of the highest level of student aspiration and achievement, and an important teaching tool for the School. Students are encouraged to devise and organise a public exhibition of their work in one of Scotland's major galleries of modern art.

MArch by conversion is also available as a part-time mode. For more details refer to:

» gsa.ac.uk/architecture

