

University of Glasgow

Academic Standards Committee – Friday 20 May 2016

Update on Recommendations from the Periodic Review of the Mackintosh School of Architecture held in February 2015 at The Glasgow School of Art

Professor C Platt, Head of Mackintosh School of Architecture

The update on recommendations is provided for information below. Also is attached for information is the action plan which shows progress as reported during session 2015/16 to UPC and Academic Council.

No.	Recommendation	Status
1	The Review panel acknowledged that MSA were undertaking on going reviews of the Erasmus exchange programme. However, the Review panel recommended that MSA report on the interim reviews that had taken place in Years 1 and 2 in term 3 of session 2014/15.	Completed June 2015
2	The Review panel recommended that MSA undertake a comprehensive review of the MSA Erasmus programme. Issues that must be addressed included: assessment and credits; workload management; timetabling; the student experience; and organisational management. Students must be consulted as part of the review process. The resultant report must identify a plan for the future provision of Erasmus at MSA.	Completed March 2016
3a	The Review panel acknowledged that MSA had made improvements to course documentation. However, the panel recommended that MSA build on their good practice to include the relationship of ILOs to professional criteria, namely RIBA mapping, in Programme and Course Specifications across all Stages.	Completed March 2016
3b	As part of this process, the Review panel recommended that MSA increase student awareness of Programme and Course Specifications and specify how this would be achieved.	Completed March 2016
4a	The Review panel acknowledged that MSA were engaged with students' concerns regarding centralised workshop provision, but recommended that MSA put a plan in place to engage further with the Technical Support department regarding supporting students in the management of resource.	Strategy paper complete. Discussions with Director and other heads continuing in March 2016.
4b	The Registrar had informed the Review panel of the likelihood of a review of Technical Support provision at GSA. In light of this, the Review panel recommended that MSA fully engage with this process.	As above.
5	The Review panel was of the view that MSA should further address issues regarding formal feedback mechanisms. To this extent, the Review panel recommended that MSA put a plan in place to engage with students in raising awareness of the importance of participation in external feedback mechanisms, particularly NSS and PTES. It was recommended that MSA produce a specific report for consideration in this regard via the GSA Committee cycle.	Briefings for internal and external feedback mechanisms such as NSS and PTES held with all relevant year groups in terms 1 and 2. Process

		added as a regular agenda item and reported through SSCC.
6	The Review panel recommended that MSA engage with students to enable them to have a greater understanding of how MSA Programmes relate to current research and how it is embedded within research teaching linkages within MSA. The panel acknowledged that while this was apparent to staff it was not always evident to students.	Completed
7	The Review panel recommended that MSA further explore collaborations both within MSA itself and across-School at GSA, for example electives and HAUS/FoCI provision, and report progress on this matter.	Completed
8	The Review panel noted that MSA students failing more than 20 credits had to re-attend the complete Stage, despite successfully completing courses and retaining credit from the previous session. This had resultant financial implications for students and a perceived lack of parity across GSA. The Review panel recommended that MSA review its Regulations in order to address this matter and seek approval for changes through the standard Academic Regulations timescale.	Amendments to B.Arch Regulations approved at term 3 UPC and Academic Council.
9	The Review panel noted that MSA provided a part-time mode for the Bachelor of Architecture and that this was being currently reviewed. However, the Review panel was concerned that the student experience for part-time students was not the high standard of that of full time students. The Review panel recommended that MSA produce a report on part-time provision that covers timetabling and workload management issues.	Consultation with GIA (local RIAS chapter) on Part-Time Agreement completed in term 2. Agreement revisions defining timetabling and workload completed by end of term 3 for implementation in session 2016/17.

Attached: Mackintosh School of Architecture Action Plan, Timescales and Progress

Submitted by:	Prof Christopher Platt, Head of School
Date:	Draft submitted 15 th June 2015. Update submitted 28 th July 2015 Update 30 th October 2015. Updated January 2016, Updated March 2016

	Recommendations	Action Plan	By Whom	Timescale	Progress	Completed
1	The Review panel acknowledged that MSA were undertaking on going reviews of the Erasmus exchange programme. However, the Review panel recommended that MSA report on the interim reviews that had taken place in Years 1 and 2 in term 3 of session 2014/15.	Ongoing review of exchange programme to be completed.	UG Programme Leader.	Completed by end of June 2015		June 2015
2	The Review panel recommended that MSA undertake a comprehensive review of the MSA Erasmus programme. Issues that must be addressed included: assessment and credits; workload management; timetabling; the student experience;	Comprehensive review of the MSA Erasmus programme to be undertaken with participation of key staff including stage leaders, subject specialists and international office Scope of review to be informed by but not limited	UG Programme Leader, BArch and DipArch Programme teams	Initial findings to be reported to MSA Board of Studies, term 1. Review to be completed and reported through term 2 MSA Board of	Final review submitted to MSA Board of Studies, January 2016. Two additional initiatives from staff student consultation process being immediately scoped out for potential viability in future Erasmus structure.	March 2016

	and organisational management. Students must be consulted as part of the review process. The resultant report must identify a plan for the future provision of Erasmus at MSA.	to the key findings of current three years review of exchange programme to be completed in June 2015		Studies and UPC		
3a	The Review panel acknowledged that MSA had made improvements to course documentation. However, the panel recommended that MSA build on their good practice to include the relationship of ILOs to professional criteria, namely RIBA mapping, in Programme and Course Specifications across all Stages.	Programme documentation to be reviewed in collaboration with Head of Learning and Teaching. Potential areas of development or revision to be identified, including potential templates for future programme and course specifications.	Deputy Head, Head of Learning and Teaching, Programme Leaders and Subject Heads.	Specific plan of revision and improvement for session 2015/16 identified and agreed for implementation across terms 1,2	Development of formats for programme and course specifications currently on-going through LTES working group in conjunction with the Head of Learning and Teaching and Head of Registry. MSA to upload mapping information across Stages 3,4 and 5 to the VLE.	March 2016
3b	As part of this process, the Review panel recommended that MSA increase student awareness of Programme and Course Specifications and specify how this would be achieved.	Programme and course inductions to be reviewed, and enhancements for session 2015/16 to be identified for implementation during session.	Programme Leaders and Subject Heads.	Inductions in term 1 and follow up in terms 2 and 3.	Student awareness reinforced in MSA Assessment Workshops. Outputs of assessment workshops to be uploaded to VLE.	March 2016
4a	The Review panel acknowledged that MSA were engaged with students' concerns regarding centralised workshop provision, but recommended that MSA				Meeting with MSA Head of School, Head of Technical Support, Stage 2 Leader and Student Representative took place. MSA currently awaiting Head of Technical Support's final strategy paper	Strategy paper complete. Discussions with Director and other heads

	put a plan in place to engage further with the Technical Support department regarding supporting students in the management of resource.				on satellite workshops prior to Executive Group presentation.	continuing in March 2016.
4b	The Registrar had informed the Review panel of the likelihood of a review of Technical Support provision at GSA. In light of this, the Review panel recommended that MSA fully engage with this process. <i>[Secretary's Note: At the Executive Group meeting of 10 March 2015, it was agreed that an appropriate review of Technical Support services would take place in Term 1 of session 2015/16]</i>				See above.	As above.
5	The Review panel was of the view that MSA should further address issues regarding formal feedback mechanisms. To this extent, the Review panel recommended that MSA put a plan in place to engage with students in raising awareness of the importance of participation in external feedback mechanisms, particularly NSS and	MSA to produce a specific report covering both internal feedback (QLTs), NSS and PTES feedback to feed into MSA and GSA committee cycle.	Programme Leaders	To be available for term 1 committees	UG Programme Leader and Stage 3 Leader met with Head of LTS to put in place plan of action. Following Head of L&T discussions with SFC MSA Head of School to write to Senior Policy Officer with support of ASSA (Association of Scottish Schools of Architecture).	Feedback from all Scottish Schools received. Meeting to discuss action planned with GSA professional departments in April 2016.

	PTES. It was recommended that MSA produce a specific report for consideration in this regard via the GSA Committee cycle.					
6	The Review panel recommended that MSA engage with students to enable them to have a greater understanding of how MSA Programmes relate to current research and how it is embedded within research teaching linkages within MSA. The panel acknowledged that while this was apparent to staff it was not always evident to students.	Review current Research Project 4 introduction and other opportunities for research teaching linkages	MSA Research Development Group, Programme Leaders and Subject Heads.	For Research Project 4 induction, term 1. In addition for other years and programmes, Outline plan identified and in place for term 2.	MSA Head of School to contact all students to encourage use of Radar to access staff research profiles as part of increasing understanding of research teaching.	Completed March 2016 and will be repeated in student inductions in 2016/17
7	The Review panel recommended that MSA further explore collaborations both within MSA itself and across-School at GSA, for example electives and HAUS/FoCI provision, and report progress on this matter.	MSA to hold discussions with Head of Learning and Teaching, and FoCI joint heads, to assess feasibility of sharing elective content while retaining current MSA, SofD and SoFA courses	Deputy Head Head of L&T Heads of Foci	By term 1, to inform term 2	Initial discussion with Head of Learning and Teaching completed. Agreement in principle reached for term 2. No change to existing courses required.	Completed
8	The Review panel noted that MSA students failing more than 20 credits had to re-attend the complete Stage, despite successfully completing courses and retaining	Consultation on current Progress Regulations to be instituted through Learning and Teaching committee and then Programme committees to inform any revisions to programme	Deputy Head, Programme Leaders, Subject Heads, Head of Registry	During term 1, with proposal for committee approval during term 2.	Following discussions with Head of L&TS and Registry, wider understanding of MSA's original action is now clear. No further action to be taken.	Discussions on going with Registry to explore full implications for MSA Academic

	credit from the previous session. This had resultant financial implications for students and a perceived lack of parity across GSA. The Review panel recommended that MSA review its Regulations in order to address this matter and seek approval for changes through the standard Academic Regulations timescale.	Regulations for session 2016/17.				Programmes.
9	The Review panel noted that MSA provided a part-time mode for the Bachelor of Architecture and that this was being currently reviewed. However, the Review panel was concerned that the student experience for part-time students was not the high standard of that of full time students. The Review panel recommended that MSA produce a report on part-time provision that covers timetabling and workload management issues.	The MSA commissioned a study in 2014 ' Studying Architecture Part Time – A Review '. A copy of the conclusions has been extracted and appended to this Action Plan.			Undergraduate Programme Leader reviewing existing Part-Time Agreement with the GIA to establish that all existing students are being supported. Next stage is to reflect on any new findings and establish any actions.	Discussions with GIA planned. UG Prog. Leader and Deputy Head to reflect on findings and establish actions.

Appendix 1

Conclusions – extracted from the report “**Studying Architecture Part-Time: A Review**”, by David McMillan of Tektonika Architects Ltd, commissioned by MSA in 2014.