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**TITLE**

Making Present the Invisible: Accounting for Synthesis and Integration in Final Design Thesis, Recognising the Complexity of our Practice

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**ABSTRACT**

This paper considers apparent ambiguity between the ambition for our students to be able to synthesise and integrate within their creative work, and the increasing pressure within professional accreditation to identify and measure core skills, knowledge and abilities through the testing of discrete and often disconnected elements of competence.

The paper considers how the demands for high levels of synthesis and integration between the parameters of design, technology, theory and professional practice expected

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**KEYWORDS**

thesis; synthesis; integration; professional competencies

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within the Masters Final Design Thesis can mask the range of fundamental considerations and design challenges engaged with and responded to, the complexity of the task chosen and the degree of difficulty overcome to realise this. The paper also considers how we can ensure that students recognise their ability to integrate and synthesise at all levels within their work, and are conscious of and confident in this key criteria for operating successfully within the architectural profession, an ability distinct from the expectation on other graduates and other disciplines.