

COURSE SPECIFICATION

Awarding Body: Norwich University of the Arts

The University is a recognised body with taught degree awarding powers. The University is subject to regulation by the [Office for Students](#) (OfS).

Course Title: BA (Hons) Architecture

Level of Study: Level 6 of the Framework for Higher Education Qualifications in England (FHEQ).

For further information see: [Quality Assurance Agency \(QAA\)](#)

Award: Bachelor Degree with Honours (BA (Hons))

Mode of Study: Full-time

Duration of Course: 3 years

Language of Study: English

Course Accreditation: Prescribed at Part 1 level by the ARB.

The prescription of this qualification will be due for renewal by 28th November 2020 as part of the 4 yearly review cycle.

For further information about ARB and the prescription of architectural qualifications see the Qualifications section of the ARB website - www.arb.org.uk

Relevant QAA Subject Benchmarks: Architecture (2010)

Subject Benchmark Statements set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.

For further information see: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-architecture.pdf?sfvrsn=3cecf781_14

Tuition Fees: For details of tuition fees see: <http://www.nua.ac.uk/study/finance/>

Other Course Costs: The cost of materials for producing course work is not included in the tuition fee. Due to the choice and diversity it is not possible to generalise about the costs that you might incur. On average students of arts, design and media courses spend around £250 in their first year rising to £375 in their second year and £600 in their graduating year.

The course may also offer an opportunity to attend one or more study visits. These visits are not compulsory and costs vary depending on the location and duration of the study visit.

For details see: <https://www.nua.ac.uk/wp-content/uploads/2018/01/Architecture-Indicative-course-costs-1.pdf>

ADMISSION REQUIREMENTS

Entry Requirements / Interview / Portfolio

When you apply to BA (Hons) Architecture, we will ask you to prepare your portfolio, a written submission and an interview. These methods are used to assess your suitability to the course. All three elements should clearly demonstrate your passion for the subject and your individual creativity.

Detailed information regarding entry requirements and portfolio guidance can be found here <https://www.nua.ac.uk/study-at-nua/courses/ba-hons-architecture/>

AIMS AND OUTCOMES OF UNDERGRADUATE STUDY

The Aims of Undergraduate Study are to:

- Provide students with an inclusive and stimulating curriculum for the specialist study of art, design, architecture and media.
- Maintain and nurture a commitment to intellectual and personal development as a basis for a lifetime of learning and professional practice.
- Provide students with opportunities for innovative, imaginative and intellectually rigorous opportunities for creative practice along with skills appropriate to the named award.
- To enable students to establish and develop key skills in areas of creative practice, research and professional practice as they apply to the subject.
- Provide students with the required practical and project management skills to realise ideas.
- Provide courses that prepare students for employment and professional practice and/or further study.
- Provide courses that enable graduates to make a useful contribution to the social, economic and cultural life of the region and beyond.
- Enrich curriculum content and ensure course currency through the professional practice, research and scholarship of staff.
- Emphasise the cultural, technical and vocational relevance of course provision.
- Develop effective collaborations with the creative and cultural industries, professional bodies, other HEIs and wider art, design, architecture and media communities.

GENERIC SKILLS

Holders of Undergraduate Awards will:

- Have developed the skills to embark on a professional career or further course of study in a related field.
- Demonstrate a professional approach and work towards achieving their full potential as a creative or technical practitioner.
- Possess the qualities and transferable skills necessary for employment and progression to other qualifications assuming personal responsibility and decision-making.
- Be digitally literate in relation to the skills essential for professional practice and its representations.
- Be able to locate their work within relevant professional, cultural and historical frameworks.
- Be able to practice professionally in an area appropriate to their subject skills and expertise.
- Have developed the capacity to critically examine the context within which their practice is based.
- Be able to analyse information and experience to formulate and present reasoned arguments.
- Have an understanding of the extent of their knowledge, and how this influences analysis and interpretation based on that knowledge in their area of practice.
- Be able to interpret and communicate their practice using spoken, written and visual language.
- Be able to work flexibly to manage change and uncertainty.
- Be able to work independently and collaboratively while having regard to the views and needs of other stakeholders
- Have developed the ability to make effective use of processes and materials appropriate to the subject.
- Be able to work with due regard to Health and Safety, Ethics, Sustainability and Risk Assessment considerations as they apply in a range of professional contexts.

Course Diagram

BA (Hons) Architecture: Unit Structure Diagram

Year 1: Architecture and Craftmanship

ARCH1a: Body 40 credits	ARCH1b: Shelter 40 credits	ARCH1c: Space 40 credits
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Year 2: Architecture and Community

ARCH2a: Culture 40 credits	ARCH2b: Dwelling 40 credits	ARCH2c: Tectonics 40 credits
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Year 3: Architecture and the City

ARCH3a: Urban 40 credits	ARCH3b: Hybridity 80 credits
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Course Learning Outcomes

Successful completion of this Course will contribute to your fulfilment of the following ARB/RIBA General Criteria.

GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements.

Ability to:

- GC1.1 prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief;
- GC1.2 understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project;
- GC1.3 develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user.

GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.

Knowledge of:

- GC2.1 the cultural, social and intellectual histories, theories and technologies that influence the design of buildings;
- GC2.2 the influence of history and theory on the spatial, social, and technological aspects of architecture;
- GC2.3 the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach.

GC3 Knowledge of the fine arts as an influence on the quality of architectural design.

Knowledge of:

- GC3.1 how the theories, practices and technologies of the arts influence architectural design;
- GC3.2 the creative application of the fine arts and their relevance and impact on architecture;
- GC3.3 the creative application of such work to studio design projects, in terms of their conceptualisation and representation.

GC4 Adequate knowledge of urban design, planning and the skills involved in the planning process.

Knowledge of:

- GC4.1 theories of urban design and the planning of communities;
- GC4.2 the influence of the design and development of cities, past and present on the contemporary built environment;
- GC4.3 current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.

GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.

Understanding of:

- GC5.1 the needs and aspirations of building users;
- GC5.2 the impact of buildings on the environment, and the precepts of sustainable design;
- GC5.3 the way in which buildings fit into their local context.

GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.

Understanding of:

- GC6.1 the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society;
- GC6.2 the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment;
- GC6.3 the potential impact of building projects on existing and proposed communities.

GC7 Understanding of the methods of investigation and preparation of the brief for a design project

Understanding of:

- GC7.1 the need to critically review precedents relevant to the function, organization and technological strategy of design proposals;
- GC7.2 the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context;
- GC7.3 the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation.

GC8 Understanding of the structural design, constructional and engineering problems associated with building design.

Understanding of:

- GC8.1 the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design;
- GC8.2 strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques;
- GC8.3 the physical properties and characteristics of building materials, component and systems, and the environmental impact of specification choices.

GC9 Adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate.

Knowledge of:

- GC9.1 principles associated with designing optimum visual, thermal and acoustic environments;
- GC9.2 systems for environmental comfort realised within relevant precepts of sustainable design;
- GC9.3 strategies for building services, and ability to integrate these in a design project.

GC10 The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations.

Skills to:

- GC10.1 understand the cost control mechanisms which operate during the development of a project;
- GC10.2 prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements.
- GC10.3 prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements.

GC11 Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.

Knowledge of:

- GC11.1 the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation;

- GC11.2 the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined through contractual and organisational structures;
- GC11.3 the basic management theories and business principles related to running both an architects' practice and architectural projects, recognising current and emerging trends in the construction industry.

WHAT YOU WILL BE DOING IN THIS UNIT

ARCH1a: Body introduces you to the fundamentals of architecture that take into consideration the building users' needs and aspirations by means of the human body. Central to this is the understanding of human proportion and scale, and its successful application to both the analysis of the built environment and design. Through various tasks you will become aware not only of the 'thinking hand' and 'the eyes of the skin' (Pallasmaa, 1995, 2009) but you will start using the human body as a springboard for generating creative ideas and writing about the built environment. You will begin by developing your understanding and skills in observational drawing and research, explore creative ways to survey, collect, collate, generate design ideas, and present architectural information (employing a broad range of media, e.g. orthographical drawings, sketches, photographs, models and text). Visits to local sites and visual reflections on the built environment will provide the opportunity for you to gather a wide range of inspirational material and learn about the local cultural, historical and architectural environment.

Unit Title:	Body
Reference:	ARCH1a
Year:	1
Credit Points:	40
Duration:	10 Weeks
Study Time:	400 Hours

Context and Overview

Through the theme of Architecture and Craftsmanship you will be asked to reflect and bring craft, design and architecture together in your investigations of the world, architecture and local context. The aim of your first year of study is to 'home in' on drawing, making and writing. You will start looking and thinking through drawing and drawing through making, while also writing. Therefore, the main emphases will be on: free-hand sketching, observational drawing, technical drawings, modelling, investigative design, academic research and writing.

Your investigation into the world of architecture starts with the human body and you will be introduced to ways of developing spatial awareness, and an appreciation of the drawing and model making skills involved in representing and making in two and three dimensions. Starting with drawing exercises, anthropometrical and ergonomical studies, you will bring together spatial exploration, use, typologies and craftsmanship.

Outline Syllabus

The syllabus for this unit will include the following areas:

Design, Technology and Representation (DTR)

- Human body, ergonomic and anthropometric principles;
- Proportion and scale;
- Mapping the body in space – proprioception;
- Material experimentation through the seven senses;
- Drawing as a way of seeing - free hand sketching, life drawing;
- Fine arts techniques as ways of engaging with the built environment.

Cultural Context (CC)

- Continuity and innovation in the built environment; human body as design generator;
- Historical significance of art, design, architecture and human body.

Professional Studies (PS)

- Meanings and definitions of architecture.
- Becoming an architect in the UK: stages, graduate attributes, professional bodies general criteria and learning outcomes.

General

- Health and Safety inductions to ensure safe working practices within the University environment
- Familiarisation with the University's facilities and learning environment

Aims

The aims of the unit are:

- to demonstrate an understanding of the ergonomic and anthropometric principles and the importance of human body proportions and scale;
- to gain skills in drawing, free-hand sketching and basic surveying
- to locate the human body in the design of the built environment;
- to explore innovative and creative skills towards personal development.

Learning Outcomes

Successful completion of this unit enables you to show awareness of the ARB/RIBA General Criteria (GCs) which you will be expected to meet by the end of the course. The ARB/RIBA General Criteria (GCs) are provided on pages 7-9 of this Specification.

Assessment Requirements

- A Body of creative work
- A Professional Development Folio
- Mapping exercise and a 1,000-word written text

WHAT YOU WILL BE DOING IN THIS UNIT

ARCH1b: Shelter will assist you in refining the knowledge and basic skills you have acquired in the first unit under the theme of *Architecture and Craftsmanship* in order to re-apply them through an intense process of testing and subsequent evaluation. You will be asked to demonstrate the fundamental craft of architectural design and its structural and material representation in a small-scale, free-standing structure for a notional client. The unit will engage you in an exploration of the apparent and less obvious connections between ideas of skeleton and shelter as well as environmental protection, structure and design methods. You will consider the way in which your design is developed, executed and the way it is displayed.

Unit Title:	Shelter
Reference:	ARCH1b
Year:	1
Credit Points:	40
Duration:	10 Weeks
Study Time:	400 Hours

Context and Overview

Through the theme of *Architecture and Craftsmanship* you will be asked to reflect and bring craft, design and architecture together in your investigations of the world, architecture and local context. The aim of your first year of study is to 'home in' on drawing, making and writing. You will start looking and thinking through drawing and drawing through making, while also writing. Therefore, the main emphases will be on: free-hand sketching, observational drawing, technical drawings, modelling, investigative design, academic research and writing.

The theme of *Shelter* for this unit will be used to support your learning of the technical aspects of architecture through spatial investigations, scale drawing, model making and prototyping. The unit will enhance your spatial, formal, structural skills, and increase your awareness of environmental issues.

Outline Syllabus

Design, Technology and Representation (DTR)

- Model making skills to inform your design proposals from concept to final solution
- Basic architecture elements (floor, wall, window, door, and roof) and their relationship with human body and user needs.
- Evaluation of environmental constraints
- Introduction to design and building technologies
- Application of the technical conventions used in architectural representation
- Represent and communicate design proposal through a range of media.

Cultural Context (CC)

- Research and analysis of a specific building
- Develop writing skills and communication of an idea/analysis.

Professional Studies (PS)

- Understanding of the role of the architect
- Introduction to feasibility studies and costings.

General

- Layout and presentation skills using different software and media.
- Individual learning plans and techniques in becoming an independent learner

Aims

The aims of the unit are:

- to evaluate human needs and aspirations while exploring the intersection of design and construction in simple shelter structures
- to generate small-scale and simple design propositions and develop modelling skills in a wide range of materials and technologies
- to understand context and develop research and writing skills in evaluating the built environment
- to acquire active learning skills

Learning Outcomes

The Learning Outcomes for the Unit are based on the following ARB/RIBA General Criteria. For guidance on the specific submission requirements please refer to the *Assessment and Feedback* section of the Unit Handbook:

GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements.

GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.

GC3 Knowledge of the fine arts as an influence on the quality of architectural design.

GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.

GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.

GC7 Understanding of the methods of investigation and preparation of the brief for a design project

Assessment Requirements

You are required to submit the following for assessment:

- A Body of creative work
- A Professional Development Folio
- 1,500 word illustrated building review

WHAT YOU WILL BE DOING IN THIS UNIT

ARCH1c: Space approaches space in its broadest sense and as the main physical 'material' architects work with. The aim of the unit is to develop your skills in spatial analysis, spatial design, and critical evaluation of programme, circulation and materiality. From negative and positive space to used and residual spaces, you will continue your exploration into craft, design and architecture. Key concepts of 'homeliness', 'home-making' and 'dream-like living' and 'home-working' will be paired with the idea of space to enrich your explorative process while designing a small-scale dwelling unit for a notional client in a given context; either an urban in-fill within a typical Victorian terraced area or free-standing house in the countryside.

Unit Title:	Space
Reference:	ARCH1c
Year:	1
Credit Points:	40
Duration:	10 weeks
Study Time:	400 hours

Context and Overview

Through the theme of Architecture and Craftsmanship, you will be asked to reflect and bring craft, design and architecture together in your investigations of the world, architecture and local context. The aim of your first year of study is to 'home in' on drawing, making and writing. You will start looking and thinking through drawing and drawing through making while also writing. Therefore, the main emphases will be on: free-hand sketching, observational drawing, technical drawings, modelling, investigative design, academic research and writing.

Unit *ARCH1c: Space* will allow you to draw your ideas together into designing architectural spaces in specific contexts. The unit will engage you in an exploration of the apparent and less obvious connections between ideas, spaces, design methods, images, objects, words and theories that surround architecture.

Design, Technology and Representation (DTR)

- developing an iterative design process
- how buildings fit into their local context and their environmental constraints,
- architectural elements (floor, wall, window, door, roof) and their relationship with principles of structural engineering and human needs
- introduction to environmental sustainability (sunlight, daylight, wind and water)
- conceptual and representational model-making skills
- visualisation and communication of final design proposals

Cultural Context (CC)

- the influence of history and theory on spatial aspects of architecture
- interpretation of architectural spatiality

Professional Studies (PS)

- introduction to building regulations
- the challenges of the role of the architect within industry

General

- research methods and presentation of evidence
- working with other people and within and external to the University

Aims

- to gain understanding of site analysis principles, genius loci and the fundamentals of designing an architectural space;
- to develop a rigorous design process in which ideas and concepts are translated into design propositions;
- to analyse spatial solutions in their historical, cultural and technological contexts;
- to develop independent learning skills

Learning Outcomes

The Learning Outcomes for the Unit are based on the following ARB/RIBA General Criteria. For guidance on the specific submission requirements please refer to the *Assessment and Feedback* section of the Unit Handbook:

GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements.

GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.

GC3 Knowledge of the fine arts as an influence on the quality of architectural design.

GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.

GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.

GC7 Understanding of the methods of investigation and preparation of the brief for a design project

Assessment Requirements

You are required to submit the following for assessment:

- A Body of creative work
- A Professional Development Folio
- An illustrated 2,000-word essay

WHAT YOU WILL BE DOING IN THIS UNIT

The unit ARCH2a: Culture approaches culture as concerned primarily with the way people act and manifest creatively and architecture as language that supports meanings and manifestations of human achievements. In this unit, you will need to combine spatial, structural, environmental development with programmatic conjecture and analysis for design programmes which accommodate creative-cultural endeavours in multi-purpose spaces that can tell stories of either art and culture or heritage and learning. Timber structure and details are investigated in detail throughout the unit to give a thorough understanding of the material and its capabilities. A series of workshops will support you in translating your design intentions into detailed technical drawings of the elements of your design. The overarching aim of the unit is to assist you in articulating a design position, and to continuously develop critical judgment about the role of the architect in society in general, and its contribution towards the artistic and architectural culture, in particular.

Unit Title:	Culture
Reference:	ARCH2a
Year:	2
Credit Points:	40
Duration:	10 weeks
Study Time:	400 hours

Context and Overview

Architecture and the Community is the overarching theme for your second year of architectural education. The focus and scale of investigation shifts from that of the individual to the collective. You will engage with larger, multi-use architecture with a particular community purpose which requires thoughtful consideration of the users and their needs alongside the satisfaction of aesthetic and technical requirements.

The Unit *ARCH2a: Culture* focuses on cultural theories and their associated design processes, techniques and methodologies of social participation and representation. You will consider the function and design of spaces for cultural activity within artistic and social contexts. You will continue to develop your awareness and use of spatial, technological, exploratory and professional practices associated with architecture.

Outline Syllabus

The syllabus for this unit will include the following areas:

Design, Technology and Representation (DTR)

- The participatory design process and integrating user feedback into design proposals;
- Creative arts (theories, practices and technologies) as design generators;
- Frame structures (timber in particular): types, principles, properties, applications;
- The potential impact of building projects on existing and proposed communities;
- Collaborative representation strategies

Cultural Context (CC)

- Critical evaluation of social and cultural factors to inform architectural debate;
- Spoken and written analytical, theoretical, critical and spatial communication skills;

Professional Studies (PS)

- Awareness of the professional roles of related to architecture.
- Interaction with professional practitioners in the creative and construction industries

General

- Group working skills and collaboration with peers and community.
- Time management and project planning.

Aims

The aims of the unit are:

- to establish a range of spatial, contextual and technical design tools relevant to community driven projects while understanding culture as a way people act and manifest creatively;
- to develop verbal communication skills through a social participation process and integrated design;
- to apply cultural theories and social frameworks to your design practice and written work;
- to critique independent learning and group working skills while developing the discipline of meeting milestones.

Learning Outcomes

The Learning Outcomes for the Unit are based on the following ARB/RIBA General Criteria. For guidance on the specific submission requirements please refer to the *Assessment and Feedback* section of the Unit Handbook:

GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements.

GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.

GC3 Knowledge of the fine arts as an influence on the quality of architectural design.

GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.

GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.

GC7 Understanding of the methods of investigation and preparation of the brief for a design project

Assessment Requirements

You are required to submit the following for assessment:

- A Body of creative work
- A Professional Development Folio
- A 2,000-word illustrated critical essay.

WHAT YOU WILL BE DOING IN THIS UNIT

The unit ARCH2b: Dwelling approaches dwelling as a theme to expand your skills in structural, construction and environmental aspects of architectural design. The unit will enable you to gain an understanding of technical integration and innovation in architecture and construction while continuing to develop specialist design skills, such as spatial composition, circulation, contextual design and programme of occupation. You will be introduced to housing design and construction within a larger building complex and consider how to create an inspiring shared external communal space. You will advance your knowledge of architectural theories, contexts and concepts, review architectural research methodologies, sharpen your argumentative skills (structuring an argument and a written report) and engage in writing as a form of criticism.

Because manifestos come in different forms and shades, either as a public statement of intent, definition of a problem, a proposition of a solution or as the means for producing a solution, they present themselves as the best means of engagement and participation in the current debates.

Unit Title:	Dwelling
Reference:	ARCH2b
Year:	2
Credit Points:	40
Duration:	10 Weeks
Study Time:	400 Hours

Context and Overview

Architecture and the Community is the overarching theme for your second year of architectural education. The focus and scale of investigation shifts from that of the individual to the collective. You will engage with larger, multi-use architecture, with a particular community purpose, which requires thoughtful consideration of the users and their needs alongside the satisfaction of aesthetic and technical requirements.

The unit ARCH2a: Dwelling is concerned primarily with the way people live and make sense of the world through dwelling. You will explore a contemporary housing concept as a way of developing and maintaining harmonious communities. We will use architectural manifestos from various time periods to consider their political and societal purpose in the context of the world as it is now.

Outline Syllabus

Design, Technology and Representation (DTR)

- Integration of the needs and aspirations of the building's users
- Applying theoretical concepts to studio design projects
- The impact of buildings on the environment and the precepts of sustainable design
- Strategies for building construction, structural principles and construction techniques
- The impact of budgetary requirements, constructional systems, and specification choices on architectural design
- Flexible use and appropriation.

Cultural Context (CC)

- Debates permeating architectural production in the 20th and 21st centuries
- Architectural manifestos and housing concerns

- The inter-relationships of individuals and organisations involved in procuring and delivering architectural projects,
- UK legislation, performance standards and health and safety requirements

General

- Develop team work skills and work collaboratively with peers and the community.
- Using photography and other media to communicate visually.

Aims

The aims of the unit are:

- to explore and propose designs that enhance the quality of building users' life and take into account philosophies of dwelling and future cities challenges
- to demonstrate problem-solving strategies and making informed judgments on design strategies.
- to identify and pursue personal design interests and social/practice commitments as subjects of inquiry
- to consolidate skills and experiences as an informed practitioner

Learning Outcomes

The Learning Outcomes for the Unit are based on the following ARB/RIBA General Criteria. For guidance on the specific submission requirements please refer to the *Assessment and Feedback* section of the Unit Handbook:

GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements.

GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.

GC3 Knowledge of the fine arts as an influence on the quality of architectural design.

GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.

GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.

GC7 Understanding of the methods of investigation and preparation of the brief for a design project

Assessment Requirements

You are required to submit the following for assessment:

- A Body of creative work
- A Professional Development Folio
- An illustrated 1,500-word written text

WHAT YOU WILL BE DOING IN THIS UNIT

This unit approaches tectonics as a way of talking about the built environment whereby use, structure and experience are explicitly related to the materialisation and the making of the built environment. We will consider combining spatial, structural, environmental development with programmatic conjecture and analysis for design programmes which serve the community, such as well-being related facilities (sports, health, and art healing centers). The design emphasis is on environmental siting in the urban context and tectonics in which you will be asked to test a range of large-span structures. You will begin to develop ideas for your final year research report that puts your design interests, ideas and solutions into a wide context. By the end of the unit, it is expected that you will be successfully engaged with architectural and cultural debates that will allow you to develop an informed position for critical analysis of an architectural intervention, a building or a city.

Unit Title:	Tectonics
Reference:	ARCH2c
Year:	2
Credit Points:	40
Duration:	10 weeks
Study Time:	400 hours

Context and Overview

Architecture and the Community is the overarching theme for your second year of architectural education. The focus and scale of investigation shifts from that of the individual to the collective. You will engage with larger, multi-use architecture, with a particular community purpose which requires thoughtful consideration of the users and their needs alongside the satisfaction of aesthetic and technical requirements.

The unit ARCH2c uses tectonics as a way of talking about the built environment whereby use, structure and experience are explicitly related to the materialisation and the making of the built environment. You will explore complex mixed-use environments as applied to a design project and deal with large span structures.

Outline Syllabus

The syllabus for this unit will include the following areas:

Design, Technology and Representation (DTR)

- conceptual and critical approaches to architectural design that integrates the aesthetic aspects of a building, the technical requirements of its construction and the needs of the user
- using precedent reviews to inform the function, organisation and technological strategy of the design proposal
- building materials, components and systems: their physical properties and characteristics and the environmental impact of specification choices
- principles associated with designing optimum visual, thermal and acoustic environments

Cultural Context (CC)

- diversity of opinion and approaches within current architectural practice and research;
- how to apply relevant research methods and strategies to your own practice and research interests

Professional Studies (PS)

- design process collaborations and professional inter-relationships.
- work placements and practice visits

General

- Effective communication
- Planning for Year 3 of study and future employment.

Aims

The aims of the unit are:

- to apply an advanced knowledge of tectonics to testing a range of large-span structures
- to demonstrate an understanding of complex mixed-use environments as applied to a design project
- to strengthen critical skills and strategic application of spatial and technological design methods and demonstrate awareness of research methods pertaining to the architectural field
- to develop skills in effective visual, spatial design and verbal communication to a wider audience

Learning Outcomes

The Learning Outcomes for the Unit are based on the following ARB/RIBA General Criteria. For guidance on the specific submission requirements please refer to the *Assessment and Feedback* section of the Unit Handbook:

GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements.

GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.

GC3 Knowledge of the fine arts as an influence on the quality of architectural design.

GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.

GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.

GC7 Understanding of the methods of investigation and preparation of the brief for a design project

Assessment Requirements

You are required to submit the following for assessment:

- A Body of Creative Work
- A Professional Development Folio
- A 1,500-word Research Report Proposal and Oral Presentation of Research Report Proposal

WHAT YOU WILL BE DOING IN THIS UNIT

ARCH3a initiates your final year of study, where the development of a series of urban design propositions will inform the design of a related comprehensive design project undertaken in the next and final 80-credit unit. The theme is *Urban*, with a focus on the public realm. Theoretical discussions will centre around a range of contemporary concerns, including contested public space, globalisation, localism, authenticity, regeneration and gentrification. You will also speculate on the future city, including the issue of social sustainability, the virtual marketplace and emergence of 'smart' technologies.

We will start this unit with a consideration of how urban spaces can be understood from an historical, social and phenomenological perspective. Within a major UK city, one district will be selected for investigation and analysis. You will develop an understanding of how the concept and methodologies underpinning your written Research Report might inform the development of your design propositions and how analysis of your design practice can support your research process and writing about architecture. Full recognition of the interdependent nature of research and the design process is the main objective of this unit.

Unit Title:	Urban
Reference:	ARCH3a
Year:	3
Credit Points:	40
Duration:	10 Weeks
Study Time:	400 Hours

Context and Overview

Through the theme of *Architecture and the City* you will consider the planning and design of urban neighbourhoods. Theoretical discussions will centre around a range of contemporary concerns including contested space, globalisation, localism, authenticity, regeneration and gentrification. You will also speculate on the future city, including issues of social sustainability, the virtual marketplace and emergence of 'smart' technologies.

This first unit of your third year, *Urban*, is concerned with the public realm. One major city will be chosen for spatial exploration and research; the design project will involve either an intervention within an existing neighbourhood or the design and master-planning of a new neighbourhood. You will also develop a 5,000-word Research Report that engages critically with current architectural and cultural theory.

Outline Syllabus

The syllabus for this unit will include the following areas:

Design, Technology and Representation

- (DTR) Analysing, critiquing, organising and planning an urban design intervention within the public realm at a large scale.
- Understanding the context of the development of the contemporary city.
- Using a range of representational methods to develop a portfolio.
- Practicing problem-solving strategies and making informed judgments on design strategies.
- Experimentation and testing of options as design process.
- Application of the development control and other statutory requirements relevant to studio projects.

Cultural Context (CC)

- Critical debate which draws on the histories and theories of architecture.
- Planning and structuring a longer text using inventive approaches to visual presentation.

Professional Studies (PS)

- The wider construction industry and management of project risks
- Post-tender work stages.

General

- Effective communication and representation skills to a wider audience.
- The roles and responsibilities of working in a team.

Aims

The aims of the unit are:

- To develop understanding of urban site environmental conditions and the key contemporary theories of urbanism.
- To develop appropriate and effective spatial representational communication skills.
- To support understanding and ability to make effective interventions in urban environments.
- To engage in an in-depth research inquiry around the critical examination of an architectural intervention, a building or a city.

Learning Outcomes

The Learning Outcomes for the Unit are based on the following ARB/RIBA General Criteria. For guidance on the specific submission requirements please refer to the *Assessment and Feedback* section of the Unit Handbook:

GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements.

GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.

GC3 Knowledge of the fine arts as an influence on the quality of architectural design.

GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.

GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.

GC7 Understanding of the methods of investigation and preparation of the brief for a design project

Graduate Attributes

In addition to the Learning Outcomes final year students will need to demonstrate they have met the following ARB/RIBA Part 1 Graduate Attributes:

1. ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture
2. ability to apply a range of communication methods and media to present design proposals clearly and effectively
3. understanding of the alternative materials, processes and techniques that apply to architectural design and building construction
4. ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
5. knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances
6. ability to identify individual learning needs and understand the personal responsibility required for further professional education.

Assessment Requirements

You are required to submit the following for assessment:

- A body of creative work
- A Feasibility Report
- Professional Development Folio
- A 5,000-word Research Report

WHAT YOU WILL BE DOING IN THIS UNIT

The theme is *Hybridity*; you will consider the evolution of innovative mixed-use buildings and spatial conditions. Contemporary theorists of Hybridity will be studied and discussed; whilst visits will be made to innovative examples. You will question existing typological precedents and propose new hybrid architectures. Your detailed design will also demonstrate a high degree of technical and environmental resolution. In ARCH3a we uncovered the hidden social, political and economic structures prevalent in the contemporary urban environment, leading to an urban design intervention. We now take this investigation further, looking closely at how this diversity can manifest itself in a single built structure. You will consider architecture at the scale of the individual, the group and the larger community. The final resolution to your individual project may be highly conceptual in nature and could relate to an ethical or social issue relevant to architecture.

Unit Title:	Hybridity
Reference:	ARCH3b
Year:	3
Credit Points:	80
Duration:	20 Weeks
Study Time:	800 Hours

Context and Overview

Through the theme of *Architecture and the City* you will consider the planning and design of urban neighbourhoods. Theoretical discussions will centre around a range of contemporary concerns including contested space, globalisation, localism, authenticity, regeneration and gentrification. You will also speculate on the future city, including issues of social sustainability, the virtual marketplace and emergence of 'smart' technologies.

This final unit of your undergraduate degree allows you to develop further the concepts that you explored in the first unit of the year and demonstrate your ability to integrate all the key aspects of design and technology into a consolidated comprehensive design project. The theme is *Hybridity*; you will consider the evolution of innovative mixed-use buildings and spatial conditions.

Outline Syllabus

The syllabus will normally cover the following areas:

Design, Technology and Representation (DTR)

- Analysing, critiquing, organising and developing a substantial mixed-use project to a detailed scale.
- Understanding the context of the development of the contemporary city.
- Consideration and application of structural and environmental strategies within the portfolio.
- Problem-solving strategies and making informed judgments on design strategies.
- Experimentation and testing of options as design process.
- Application of UK Building Regulations and other statutory requirements relevant to studio projects.

Cultural Context (CC)

Not applicable in this unit.

Professional Studies (PS)

- The industries, organisations, regulations and procedures involved in translating design concepts into buildings.

- Preparing for professional roles in industry.

General

- Development of effective communication and representation skills.
- Engaging with a wide variety of stakeholders.

Aims

The aims of the unit are:

- To consider the application of fundamental structural and environmental strategies to a complex building project.
- To support formulation of an original project programme and user profile based on a mixed-use condition.
- To develop skills in effective visual and spatial design communication.
- To consider issues around regeneration, gentrification and the densification of cities within the context of a studio design project.

Learning Outcomes

The Learning Outcomes for the Unit are based on the following ARB/RIBA General Criteria. For guidance on the specific submission requirements please refer to the *Assessment and Feedback* section of the Unit Handbook:

GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements.

GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.

GC3 Knowledge of the fine arts as an influence on the quality of architectural design.

GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.

GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.

GC7 Understanding of the methods of investigation and preparation of the brief for a design project

Graduate Attributes

In addition to the Learning Outcomes, final year students will need to demonstrate they have met the following ARB/RIBA Part 1 Graduate Attributes:

1. ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture
2. ability to apply a range of communication methods and media to present design proposals clearly and effectively
3. understanding of the alternative materials, processes and techniques that apply to architectural design and building construction
4. ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
5. knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances
6. ability to identify individual learning needs and understand the personal responsibility required for further professional education.

Assessment Requirements

You are required to submit the following for assessment:

- A body of creative work
- A Technical Report
- Professional Development Folio

LEARNING AND TEACHING

Learning and teaching methods include lectures, individual and group tutorials, placements and work-related learning.

NUA emphasises learning and discovery through studio and workshop practice, critical reflection and experimentation with ideas, processes and materials. Other learning and teaching methods include lectures, individual and group tutorials, placements and work-related learning, alongside technical demonstrations, exhibition practice and other presentations of students' work.

Students' progress is assessed in a number of ways. All courses provide clear information about the work required for assessment, and the criteria which are used in assessment. Courses make considerable use of group critiques where students present their work for discussion. Courses also use self-evaluation and peer evaluation to complement the assessment of work by tutors. Students come into contact with a wide range of staff, all of them committed to supporting learning. As well as academic staff, these include staff in technical workshops, the Library, Employability Service, and Student Support.

Independent Learning

Independent learning complements and builds upon the teaching you receive on your course. Key aspects of learning develop through the acquisition of research skills, the generation and development of ideas, and independent study. Learning Agreements are used by courses to support independent study and to enable students to focus, direct and negotiate their individual pathway through the course.

At undergraduate level, an increasing emphasis is placed on independent learning as students' progress through their course. This enables them to make the best use of the University's resources in support of individual creative development. Independent learning may be based on projects or assignments set by staff, or it may be self-initiated. There are significant opportunities for self-initiated study at both undergraduate and postgraduate levels.

PAL Mentor Scheme

Each undergraduate degree course has a system of peer support known as Peer Assisted Learning or PAL. This means that Year One students have ready access to trained Year Two students from their course, from before they arrive through to the end of the first year. The advice and support given by the PAL Mentors is directly relevant to first year students and is delivered by Year Two or Three students who have had similar experiences themselves. This extra layer of support for first year students has been found to be very effective in helping to smooth the transition to higher education.

Collaboration

One of the most exciting aspects of study at NUA is the opportunity for students to concentrate on their art and design discipline. However, there are also valuable opportunities to learn from the experience of working collaboratively or as part of a team with students on other courses. Collaborative projects may form part of the approved content of a course unit, with the outcomes of the collaboration being formally assessed, or they can be negotiated as part of a learning agreement. The chief benefit of collaborating in this way is that it reflects the realities of professional practice in the creative industries, and thus it enhances students' understanding of the professional context for their work.

Work-Related Learning

All NUA courses offer students opportunities to undertake periods of work placement in order to reinforce their professional development and awareness. Other types of work-related learning emphasised by courses include: guest lectures or workshops led by visiting artists and designers; 'live' projects or commissions for external clients; mentoring by practising artists and designers; and projects which simulate professional practice in the creative sectors. In addition, students are encouraged to participate in regional and national competitions for artists and designers such as the Starpack Packaging Awards and Design & Art Direction Awards, often achieving significant success.

Students also undertake voluntary projects, for example in schools, hospitals and the wider community. This experience is particularly valuable for those who want to pursue a career in teaching or community work. NUA is developing mechanisms by which such activity can be accredited towards a degree. The University regularly takes advice from the creative and cultural industries in order to maintain the currency of its courses and to ensure that the learning experience is relevant to future employment, freelance work and progression to postgraduate study.

Learning and Teaching Strategy

All of these features of learning, teaching and assessment are underpinned by NUA's Strategy for Learning, a key document which sets out its principle aims and the ways in which learning and teaching will be enhanced at NUA. Academic and other staff involved in teaching and the support of learning regularly identify and share good practice with colleagues within the University and nationally. Each year NUA recognises the contribution made by staff through the award of a Teaching Fellowship and a number of Teaching and Student Support Awards.

Staff are able to apply for small grants for the development of new approaches to learning and teaching, and for funding to promote the application of their research and creative practice to inform and update their teaching. The University is committed to a learning environment in which traditional forms of learning and teaching are complemented by e-learning, and which is significantly enhanced by its Library and learning resources.

ASSESSMENT

Assessment is the process of evaluating or assessing your learning. Sometimes it will involve consideration of work in progress, while at others it concentrates on work which you have completed and submitted as assessment requirements for each unit of study.

The University assesses you through the coursework that you produce as you complete each unit. Each unit will require that you present a portfolio of work which may include finished pieces of work, written work, your research, and a reflective journal which allows you to evaluate your learning and highlight your strengths and areas for further development.

There are two types of assessment that you will receive while on your course:

- Formative assessment is the process whereby your work and progress are assessed at regular intervals with accompanying feedback from staff in order to help to improve your performance. Staff will provide you with feedback on the progress of your work before you reach the assessment point at the end of the unit. This may take place one-to-one with a tutor (e.g. in a tutorial) or in group sessions.
- Summative assessment is the process whereby your work is evaluated and given a mark at the end of course unit. Summative assessment formally records your achievement of the unit's learning outcomes.

You will be assessed against the approved unit learning outcomes and assessment requirements as outlined in Unit Outlines. Project Briefs guide you through the specific areas of work in which you will be engaged in order to produce the work required for assessment and so successfully achieve the unit learning outcomes.

Many courses also employ self and peer evaluation or assessment within their overall assessment processes. Self-evaluation and self-assessment require you to reflect upon your learning and performance and to submit this to tutors. Peer evaluation and peer assessment are used when students have been working in teams and require each team member to reflect upon their peers' performance and to submit this to tutors.

Feedback Following Assessment

Formative assessment is itself a process of feedback on your progress. You are also given feedback on your performance following each summative assessment. This is delivered in accordance with your unit outline and with reference to the NUA Student Agreement. Feedback on assessment performance will be given to you in a written report with opportunities to meet your tutor for further discussion.

REQUIREMENTS FOR PROGRESSION ON THE COURSE

The general requirements for progression are as follows:

Progression from Year 1 to Year 2 (Honours degree): you must pass all Year 1 units and be awarded 120 credits (FHEQ Level 4)

Progression from Year 2 to Year 3: (Honours degree): you must pass all Year 2 units and be awarded 120 credits (FHEQ Level 5)

If you do not pass a unit at first attempt you will normally be offered at least one further attempt to pass the unit through resubmission. If you do not pass the unit after a resubmission attempt you will not be allowed to progress to the next stage of study and may have your course terminated.

See the University's Student Regulations and Procedures

<http://www.nua.ac.uk/about/information/support/>

If you fail all 120 credits in a year of study you will not normally be offered resubmission opportunity and may have your course terminated, or be required to repeat the year, depending on your circumstances.

REQUIREMENTS FOR THE AWARD OF A QUALIFICATION

To qualify for the award of Bachelor of Arts with Honours [BA (Hons)] you must have achieved a pass in all units and be awarded 360 credits.

If you do not complete your course for any reason, you may qualify for an exit award as follows:

- Completion of Year 1 – Certificate of Higher Education (120 credits at Level 4 (FHEQ))
- Completion of Year 2 – Diploma of Higher Education (240 credits with 120 credits at Level 5 (FHEQ))

CIRCUMSTANCES THAT MAY RESULT IN COURSE TERMINATION

The University may terminate your place on a course if:

- Your attendance is deemed unsatisfactory;
- You do not meet the requirements for progression as set out in the Student Regulations and Procedures;
- You do not pay the University fees and/or any other required payments in line with our Undergraduate or Postgraduate (Taught) Student Tuition Fees Payment policies;
- You are found to have broken specific course or other regulations about student conduct or anti-social behaviour; or
- You need a visa to study at NUA and have broken the terms and conditions of that visa as set out by UK Visas and Immigration (UKVI). UKVI is the part of the Home Office responsible for deciding who has the right to visit or stay in the country, including the right to study.

QUALITY ASSURANCE

The University was established as an independent higher education institution under Section 121 of the Education Reform Act 1988, and is a recognised body with taught degree awarding powers. The University is regulated by the Office for Students (OfS). Information about the University's status can be found on the [OfS Register](#) and on the [list of recognised bodies](#) published on the UK Government (GOV.UK) website. The OfS regulatory framework will come fully into force from 1 August 2019. As part of its registration with the OfS the University is required to satisfy a number of conditions that relate to quality and standards. From 1 April 2018 until 31 July 2019 the University will be subject to the OfS Transitional Arrangements.

Prior to 2016, the University was quality assured by the QAA. Read [NUA's latest review](#).

Quality in the University is assured by a number of systems and procedures. Many of these notably those which contribute to annual monitoring work to an annual cycle. Others, such as the Periodic Review of courses, operate over longer timescales. The objectives of the QME systems and procedures are:

1. To enhance the quality of courses and university professional services;
2. To attract a high quality student application and intake;
3. To ensure that the University is a reflective community committed to continuous enhancement;
and
4. To retain the confidence of key stakeholders, including external accreditors and funding bodies.

Date of Course Specification: October 2018