

## COURSE SPECIFICATION

<b>Awarding body:</b>	<b>Norwich University of the Arts</b>  The University is a recognised body with taught degree awarding powers. The University is subject to regulation by the Office for Students (OfS).
<b>Course title:</b>	MArch Architecture
<b>Level of Study:</b>	Level 7 of the Framework for Higher Education Qualifications in England (FHEQ).  For further information see: <a href="https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14">https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14</a>
<b>Award:</b>	Master of Architecture
<b>Mode of Study:</b>	Full-time or Part-time
<b>Duration of Course:</b>	2 year full-time  3 years part-time
<b>Language of Study:</b>	English
<b>Course Accreditation:</b>	Subject to application for prescription at Part II by the ARB  Norwich University of the Arts MArch Architecture is pending proscription by the Architects Registration Board (ARB), for the purposes of entry onto the United Kingdom Register of Architects.  For further information about ARB and the prescription of architectural qualifications see the Qualifications section of the ARB website – <a href="http://www.arb.org.uk">www.arb.org.uk</a>
<b>Relevant QAA Subject Benchmarks:</b>	<b>Master's Degree Characteristics Statement (2020)</b> For further information see: <a href="https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12">https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12</a>
<b>Tuition Fees:</b>	For details of tuition fees see: <a href="http://www.nua.ac.uk/study/finance/">http://www.nua.ac.uk/study/finance/</a>
<b>Other Course Costs:</b>	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.  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.

## **ADMISSION REQUIREMENTS**

### **Entry Requirements / Interview / Portfolio:**

When you apply to MArch, we will ask you to provide evidence of qualification/academic completion equivalent to UK ARB/RIBA Part 1 at 2.1 Hons or above. Post part I professional experience is not required but may be advantageous.

Detailed information regarding entry requirements and portfolio guidance can be found here:

<https://www.nua.ac.uk/study-at-nua/courses/march-architecture/>

## **AIMS AND OUTCOMES OF UNDERGRADUATE STUDY**

### **The Aims of Taught Postgraduate Study are to:**

- Provide an inclusive and stimulating learning environment for postgraduate study in the specialist subjects of art, design and media;
- Maintain and nurture a commitment to intellectual, personal and professional achievement as a basis for a lifetime of learning and career development;
- Provide students with postgraduate level opportunities for innovative, challenging and intellectually rigorous creative practice;
- Enable students to focus on a particular subject area or field of study in greater depth than they encountered during the course of previous study or experience;
- Prepare students for employment, professional practice and/or further and higher level study, including postgraduate research;
- Enable postgraduate students to make a valuable contribution to the social, economic, professional and cultural life of the City, the region and beyond;
- Provide an academic infrastructure that supports postgraduate students in the development of appropriate entrepreneurial, business and professional skills;
- Enable students to develop knowledge of a new discipline or field of study in combination with a relevant subject area in which they have prior knowledge or experience;
- Provide opportunities to develop and apply advanced technical skills suited to a chosen specialism;
- Enable students to research, plan, organise and produce a substantive body of creative work to a standard that reflects professional expectations of the subject area;
- Provide opportunities for students to develop the skills to communicate practice-related issues effectively to specialist and non-specialist audiences using appropriate media.

## **GENERIC SKILLS**

### **Holders of the MArch Award will:**

- Have developed the knowledge and skills to embark on a professional career as an independent practitioner in a related subject discipline;
- Have developed the skills and knowledge to be able to progress to the next level of study including, where appropriate, a postgraduate research degree programme;
- Be able to locate their work within relevant professional, cultural, historical and educational frameworks;
- Demonstrate a highly self-motivated, professional approach and work towards achieving their full potential as a career creative practitioner;
- Work professionally in an area appropriate to the chosen sphere of practice;
- Have developed the capacity to critically and rigorously examine contemporary culture, ethics and creative production;
- Be able to analyse information and experience to formulate and present reasoned, accessible arguments to a range of audiences;
- Have a clear understanding of the extent of their knowledge, and how this informs analysis and interpretation based on their expertise in their chosen area of practice;
- Be able to present, locate and interpret their subject practice using visual range of communication skills;
- Possess the qualities and transferable skills necessary for employment, self-employment and portfolio assuming full responsibility for decision-making;
- Be able to work flexibly to anticipate and respond creatively to change and uncertainty;
- Be able to work independently and collaboratively while having due regard to the views and inputs of others;
- Have developed the ability to make effective and innovative use of process and materials appropriate to the subject;
- Demonstrate some originality in the application of specialist knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the subject;
- Demonstrate the capacity for independent learning required for continuing professional development;
- Be able to work with due regards to Health and Safety procedures as appropriate to the chosen area of specialism.

# COURSE DIAGRAM

## MArch Course Diagram Full-time Mode (two years)

Year 1	<b>Teaching Block 1</b>										<b>Teaching Block 2</b>										<b>Teaching Block 3</b>									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	<b>MARCHDS1: Exploratory Design Studio</b>										<b>MARCHDS2: Directed Studies, Research/Masterclass</b>										<b>MARCHDS3: Directed Design Studio, Research/Maste</b>									
	20 Credits										20 Credits										20 Credits									
	10 Weeks (Learning Hours 140)										10 Weeks (Learning Hours 140)										10 Weeks (Learning Hours 140)									
	<b>MARCHRES1: Treatises and Texts</b>										<b>MARCHRES2: Dissertation</b>																			
30 Credits										30 Credits																				
10 Weeks (Learning Hours 210)										20 Weeks (Learning Hours 210)																				
Year 2	<b>Teaching Block 1</b>										<b>Teaching Block 2</b>										<b>Teaching Block 3</b>									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	<b>MARCHRES3: CDP/DRT Studies</b>										<b>MARCHDS4:Comprehensive Design Project / Design Research Thesis</b>																			
	40 Credits										60 Credits																			
	10 Weeks (Learning Hours 280)										20 Weeks (Learning Hours 420)																			
	<b>MARCHPS1: Practice, Law, Advocacy, Management</b>																													
20 Credits																														
20 Weeks (Learning Hours 140)																														

## MArch Course Diagram Part-time Mode (three years)

Year 1	<b>Teaching Block 1</b>										<b>Teaching Block 2</b>										<b>Teaching Block 3</b>									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	<b>MARCHDS1: Exploratory Design Studio</b>										<b>MARCHDS2:Directed Studies, Research/Masterclass</b>										<b>MARCHDS3: Directed Design Studio, Research/Maste</b>									
	20 Credits										20 Credits										20 Credits									
10 Weeks (Learning Hours 140)										10 Weeks (Learning Hours 140)										10 Weeks (Learning Hours 140)										
Year 2	<b>Teaching Block 1</b>										<b>Teaching Block 2</b>										<b>Teaching Block 3</b>									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	<b>MARCHRES1: Treatises and Texts</b>										<b>MARCHRES2: Dissertation</b>																			
	30 Credits										30 Credits																			
	10 Weeks (Learning Hours 210)										20 Weeks (Learning Hours 210)																			
	<b>MARCHPS1: Practice, Law, Advocacy, Management</b>																													
20 Credits																														
20 Weeks (Learning Hours 140)																														
Year 3	<b>Teaching Block 1</b>										<b>Teaching Block 2</b>										<b>Teaching Block 3</b>									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	<b>MARCHRES3: CDP/DRT Studies</b>										<b>MARCHDS4:Comprehensive Design Project / Design Research Thesis</b>																			
	40 Credits										60 Credits																			
10 Weeks (Learning Hours 280)										20 Weeks (Learning Hours 420)																				

## Course Overview

The principal aim of the Norwich University of the Arts Master of Architecture course is to offer a high quality, creative and professional design education in architecture. The programme of studies seeks to develop and explore values, knowledge, skills and techniques appropriate to the development of creative, responsive professional architects.

The MArch course will support you in developing your personal design 'voice' and finding your role as an advocate for the value and positive impact that architecture can have on society. You will gain the knowledge, skills and experience to do this and on successful completion of the course you will be fully equipped to start your career as a fully competent post Part II level architectural graduate.<sup>1</sup>

Our research-led approach will allow you to engage with a variety of learning situations, expert-directed, self-directed, exploratory and scenario-based teaching. Current issues in architecture are studied through deep foundations in historical and philosophical thought, contemporary states of inhabitation, challenges to a sustainable ecology, the ramifications of modern technology, legal and economic contexts, the conditions of modern society, and the state of the profession.

Our design studios are delivered through advanced research-by-design led units, and offer a range of specialist pathways for you to develop an independent and critical position in architecture. Studio options may include practitioner-led masterclasses, active research in coastal architectural design, contemporary considerations in conservation/ rehabilitation, modern vernacular architecture in provincial towns and rural areas. We collaborate with established professional and international networks of expertise across these fields of study, and uniquely offer our graduates a springboard to design flair, specialist ability, and ethical architectural advocacy.

We treat our MArch as dealing with three futures: the immediate, the near, and the far future. The course will prepare graduates for the immediate future of employment, geared for the near future when they will impact built, urban, coastal and rural environments with signature flair and agile skills; and they will be the custodians of the heritage of our cities and of habitats in the future.

We encourage an independence to make informed design judgements through rigorous, exploratory and playful processes. Our experienced staff will stimulate and nurture your personal ambition, and will allow your professional development to be maximised.

### Key features

- This programme aims to offer a professional level architectural education and seeks to apply for Architects Registration Board Part II exemption. This will enable graduates to progress to professional registration/licensure examinations, allowing access to markets in the UK, EU and other legal jurisdictions.
- You will be supported to tackle real-world issues which address both global and regional concerns, while speculating and proposing new futures through bold experimentation and boundless enquiry in project-based learning.
- Tutors come from industry and research, and our community is a place where academics, practitioners and students are co-designing new ways of thinking.

---

<sup>1</sup> The University is in the process of applying for ARB Part 2 prescription and we fully anticipate that we will be able to satisfy the requirements of the prescription process by the time that you graduate. In the unlikely event that we are not granted ARB Part II prescription by the end of the 2022-23 academic year, the University will pay for you to take one attempt at the ARB Part II examination.

- Teaching is delivered in a postgraduate studio space, equipped with computer workstations, model-making facilities, large format printers and 3D printers.
- You share the infrastructure of an arts-based university with equipment, expertise and support of disciplines such as Games, Fine Art, Moving Image and Sound, etc.
- You have access to workshops with capability for plastics, metal, wood, concrete and textile work, as well as to media labs, digital studios and 2D/3D animation studios.

The Course is available in both Full Time (2 years) and Part Time (3 years, one day a week) modes of study.

The Course is supported by RIBA Norfolk (previously named Norfolk Association of Architects (NAA) benefits from activity already established in the BA programme, such as the student society, the external lecture series, and the collaborative arrangements with architectural practices and RIBA Norfolk. Relationships have been extended to Great Yarmouth Preservation Trust and RIBA East.<sup>2</sup>

Our international lecture series has featured guests such as Kengo Kuma Architects, UN Studio, Studio Granda, Tonkin Liu, and Drozdov and Partners, and academics from the US, Europe and across the UK. Visiting critics have come, among else, from BFF Architects, Ellis Miller Architects, Hudson Architects.

The course comprises eight units taught over two years full-time, or three years of part-time study. Each unit falls into the curriculum area of Design Studio, Research or Professional Studies.

The Course is organised around a set of learning outcomes that are mapped to ARB's General Criteria and Graduates Attributes for Part II.

---

<sup>2</sup> RIBA Norfolk is the Norfolk branch of the Royal Institute of British Architects (RIBA). See [www.norfolkarchitects.org.uk](http://www.norfolkarchitects.org.uk). RIBA East is the branch of the Royal Institute of British Architects (RIBA) that covers the counties of Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Suffolk and Norfolk, supporting around 1800 RIBA members, 900 students and 300 practices. See: <https://www.architecture.com/my-local-riba/riba-east>

**Unit: MARCHDS1**

<b>Unit Title:</b>	Exploratory Design Studio
<b>Reference:</b>	MARCHDS1
<b>Year:</b>	1 (full-time students) 1 (part-time students)
<b>Credit Points:</b>	20
<b>Duration:</b>	10 Weeks
<b>Study Time:</b>	140 study hours

**Description**

This initial exploratory Design Studio is thematically set to develop an inquiry into a design issue or process issue and seeks to establish a radical engagement in current design exploration. The themes may be drawn from theoretical, operational or situational concerns and the unit offers students a point of departure from undergraduate study and allows students to explore plausible visions, processes, and propositions and evaluate the probable impact of architectural and spatial interventions in a rural or urban setting. This studio will be driven by a thematic study led by a research academic or practitioner.

At the end of the unit you will defend your design project through a presentation to your peer group together with members of academic staff and visiting experts.

**Aims**

The aims of the unit are:

- To introduce you to postgraduate study in architecture
- To instigate a research driven enquiry via a design project
- To identify and reflect on diverse architectural, cultural and urban strategies and methodologies in a globalised world
- To foster research and design skills via design project.

## Learning Outcomes

**Upon successful completion of this unit, you will be able to:**

- LO1:** LO1: Creatively EXPLORE design opportunities and use INITIATIVE to situate design issues in relation to thematic studies in architecture;
- LO2:** Show CRITICAL AWARENESS of the political, ethical, social, cultural and philosophical strategies required to develop and substantiate architectural judgements;
- LO3:** Analyse, evaluate and synthesise relevant CURRENT INSIGHTS and global concerns to critically inform your practice;
- LO4:** Make informed judgements and deal with COMPLEX ISSUES in situations where only incomplete or inconsistent information is available

*The ARB General Criteria will apply and are mapped to these outcomes.*

## Assessment Requirements

- Project work including drawings, models, written report etc
- Documentation of workshop tasks as required by thematic study.

## Unit: MARCHDS2

<b>Unit Title:</b>	Directed Design Studies: Design Research / Masterclass
<b>Reference:</b>	MARCHDS2
<b>Year:</b>	1 (full-time students) 1 (part-time students)
<b>Credit Points:</b>	20
<b>Duration:</b>	10 Weeks
<b>Study Time:</b>	140 study hours

## Description

This unit comprises the preparatory studies phase of a design project which will form Unit MARCHDS3. The project will centre around a subject offered by academic research staff, or a visiting professional in the form of a 'masterclass'. Topics may be drawn from practical approaches such as coastal studies, conservation; technical/environmental design or a specific theoretical approach directed by the expertise of the academic or visiting professional/professor. The design project may involve location and site visits.

## Aims

This unit aims to:

- Extend your understanding of approaches at the forefront of thinking in architectural design practice through the immersion in current practice and research;
- Help you to develop an appropriate knowledge base and the necessary skillset to pursue contemporary architectural design and research;
- Engage you in established forms, norms, methodologies and practice of current design research practice;
- Support your progress as an independent learner to enable you to complete a comprehensive design project or design studies thesis independently.

## Learning Outcomes

**Upon successful completion of this unit, you will be able to:**

- LO1:** Develop SPECIALIST KNOWLEDGE of the design methodologies and processes necessary to support the development of specialised architectural design studies;
- LO2:** Generate and evaluate design HYPOTHESES that address relevant local and global issues;
- LO3:** Develop ORIGINALITY in your approach to project planning and SOLVING design problems;
- LO4:** COMMUNICATE effectively using appropriate means and media for a range of audiences with different levels of knowledge and expertise;
- LO5:** Work as part of a team and demonstrate PERSONAL RESPONSIBILITY in sharing knowledge and research

*The ARB General Criteria will apply and are mapped to these outcomes.*

## Assessment Requirements

- Presentation with accompanying visuals in an appropriate format as agreed with the Unit Leader
- Project research work including drawings, visualisations, models and supporting information
- Documentation of workshop tasks as required by directed study.

## Unit: MARCHDS3

<b>Unit Title:</b>	Directed Design Studies: Design Research / Masterclass
<b>Reference:</b>	MARCHDS3
<b>Year:</b>	1 (full-time students) 1 (part-time students)
<b>Credit Points:</b>	20
<b>Duration:</b>	10 Weeks
<b>Study Time:</b>	140 study hours

### Description

This unit comprises the second phase of the design project which was initiated in Unit MARCHDS2. Having carried out initial research and preparatory studies in the previous unit, you will now move to the design proposal phase in this unit.

The project will centre around a subject offered by academic research staff, or a visiting professional in the form of a 'masterclass'. Topics may be drawn from practical approaches such as coastal studies, conservation; technical/environmental design or a specific theoretical approach directed by the expertise of the academic or visiting professional/professor. The design project may involve location and site visits.

### Aims

This unit aims to:

- Explore architectural design through a directed / research driven approach;
- Extend your understanding of advanced approaches in architectural design practice through immersion in a current practice;
- Continue development of an appropriate knowledge base and the necessary skillset to pursue contemporary architectural design and research;
- Develop your progress as an independent learner to enable you to complete a comprehensive design project or design studies thesis independently.

## Learning Outcomes

**Upon successful completion of this unit, you will be able to:**

- LO1:** Show an experimental and iterative approach to architectural design that leads to credible resolution and SOUND JUDGEMENTS;
- LO2:** Show SYSTEMATIC UNDERSTANDING of the political, ethical, social, cultural and philosophical strategies required to develop and substantiate architectural judgements;
- LO3:** Demonstrate high level in application of SPECIALIST KNOWLEDGE in an architectural design project and context;
- LO4:** Creatively investigate design opportunities and show AUTONOMY in situating design issues in relation to thematic studies in architecture;
- LO5:** Work as part of a team and demonstrate PERSONAL RESPONSIBILITY in sharing knowledge and research

*The ARB General Criteria will apply and are mapped to these outcomes.*

## Assessment Requirements

- Project research work including drawings, visualisations, models and supporting information
- Documentation of workshop tasks as required by thematic study.

**Unit: MARCHRES1**

<b>Unit Title:</b>	Treatises and Texts
<b>Reference:</b>	MARCHRES1
<b>Year:</b>	1 (full-time students) 2 (part-time students)
<b>Credit Points:</b>	30
<b>Duration:</b>	10 Weeks
<b>Study Time:</b>	210 study hours

**Description**

The objective of this unit is to develop a deeper understanding of theoretical approaches in architectural philosophy and its engagement in contemporary times. This will be offered as a series of seminars on treatises and texts, covering a selection of recorded history of architectural ideas, and a thematic or selected history of ideas, from ancient texts to the present day.

You will be assigned readings and assessed on seminar presentations and an essay submission.

**Aims**

This unit aims to:

- Help you to develop an understanding the development of theoretical discourse in contemporary situations where architecture has an impact;
- Engage with methods of scholarship and help you to acquire a working literacy and familiarity with terminology, ideas and frameworks of thought;
- Help you gain skills in research within the area of architectural humanities, including writing literature reviews, critical reflection formulating arguments and writing coherently in acceptable academic formats;
- Develop a frame of reference for further studies undertaken within the Dissertation unit.

## Learning Outcomes

### Upon successful completion of this unit, you will be able to:

- Show CRITICAL AWARENESS of the political, ethical, social, cultural and philosophical concepts and issues that influence architecture;
- Analyse and INTERPRET relevant historical and theoretical discourse from the arts and humanities in relation to contemporary architectural issues and concerns;
- Use established RESEARCH TECHNIQUES to build, structure and articulate a convincing argument using credible evidence;
- COMMUNICATE effectively using appropriate academic and professional conventions.

*The ARB General Criteria will apply and are mapped to these outcomes.*

## Assessment Requirements

- Literature Review / Textual Analysis
- 3,000 – 5, 000 word Essay with appropriate images, references and bibliography.

**Unit: MARCHRES2**

<b>Unit Title:</b>	Dissertation
<b>Reference:</b>	MARCHRES2
<b>Year:</b>	1 (full-time students) 2 (part-time students)
<b>Credit Points:</b>	30
<b>Duration:</b>	20 Weeks
<b>Study Time:</b>	210 study hours

**Description**

This unit offers a supervised study of various subjects related to the Architectural and Building Industry. These may range from economics, project management, manufacture and retail of materials and fixtures, planning and urban studies, cultural and urban geography, sociology of built environments, environmental issues, curatorial studies, history and theory of architecture, and technology of building design.

You will be supported through supervisory sessions to research, analyse and write a dissertation which shows sustained engagement with an appropriate topic or issue.

**Aims**

The aims of this unit are to:

- Engage with issues pertaining to the Architectural and Building Industry;
- Support development of academic skills in research including documentation effective use of primary, secondary and tertiary sources; research methodologies and techniques; critical analysis and documentation;
- Raise awareness of the theories and history of ideas;
- To support development of a scholarly argument based on reasoning, evidence, relevant literature and original research.

## **Learning Outcomes**

**Upon successful completion of this unit, you will be able to:**

- LO1:** Show CONCEPTUAL UNDERSTANDING of the political, ethical, social, cultural and philosophical concepts and issues that influence architecture;
- LO2:** Show practical understanding of established METHODOLOGIES, techniques and current design RESEARCH PRACTICE;
- LO3:** Demonstrate SPECIALIST KNOWLEDGE of a wide range of sources relevant to the architectural and building industries;
- LO4:** CRITICALLY EVALUATE existing METHODOLOGIES and propose NEW HYPOTHESES;
- LO5:** COMMUNICATE your research coherently, articulating how evidence drew you to informed conclusions

*The ARB General Criteria will apply and are mapped to these outcomes.*

## **Assessment Requirements**

- Presentation with accompanying visuals in an appropriate format as agreed with the Unit Leader
- 10,000 word Dissertation with appropriate images, references and bibliography.

**Unit: MARCHPS1**

<b>Unit Title:</b>	Professional Practice, Law, Advocacy, Management
<b>Reference:</b>	MARCHPS1
<b>Year:</b>	2 (full-time students) 2 (part-time students)
<b>Credit Points:</b>	20
<b>Duration:</b>	20 Weeks
<b>Study Time:</b>	140 study hours

**Description**

The unit is intended to further your appreciation of professionalism in individual and group work. You will develop your knowledge, insight and skills of working in and running a professional practice and gain an understanding of today's fast-changing construction industry.

This unit will be taught as a series of seminars, lectures and workshops on conducting architectural business and practice management, understanding contracts and law, professional ethics, health and safety, and architectural advocacy. Students are assigned readings and tasked to engage in learning exercises during workshops. You will explore issues of ethics, codes of conduct and legal rights and responsibilities. Through research and role-play activities, you will explore a wide range of current issues and scenarios relevant to contemporary practice. You will undertake group seminar presentations, and group and individual written responses to complex professional scenarios.

**Aims**

This unit aims to:

- Facilitate an understanding of law, business, management, social impact, health and safety, and the processes of procurement;
- Support your ability to negotiate complex professional scenarios;
- Help you develop a professional literacy on matters of law, contracts, management/business, H& S and ethics;
- Support your development into professional employment at post Part II level roles;
- Help you develop a frame of reference for further studies to be undertaken at Part III.

## Learning Outcomes

### Upon successful completion of this unit, you will be able to:

- LO1:** Demonstrate a CRITICAL UNDERSTANDING of law, business, management, social impact, health and safety, and the processes of procurement in relation to architectural design;
- LO2:** Negotiate COMPLEX professional scenarios showing professional literacy on matters of law, contracts, management/business, H& S and ethics;
- LO3:** Demonstrate PROFESSIONAL competency by meeting expectations of professional conduct, values and relationships as outlined by the relevant professional bodies, regulatory frameworks and law;
- LO4:** Work as part of a team and COLLABORATE with others, sharing knowledge and taking responsibility as appropriate;
- LO5:** COMMUNICATE professionally, demonstrating expertise in a variety of roles and contexts

*The ARB General Criteria will apply and are mapped to these outcomes.*

## Assessment Requirements

- Presentation with accompanying visuals in an appropriate format as agreed with the Unit Leader
- 'Open-book' scenario-based Essays responding to set questions (up to 3000 words) with appropriate images, diagrams, references and bibliography
- Documentation of seminar tasks as required
- Participative/Active/ Workshop /seminar exercises.

**Unit: MARCHRES3**

<b>Unit Title:</b>	Design: Comprehensive Design / Design Thesis Studies
<b>Reference:</b>	MARCHRES3
<b>Year:</b>	2 (full-time students) 3 (part-time students)
<b>Credit Points:</b>	40
<b>Duration:</b>	10 Weeks
<b>Study Time:</b>	280 study hours

**Description**

This unit is the first of the final two units and supports the work you will undertake in the final unit, MARCHDES4, in which you will either develop and submit a comprehensive design or design thesis. The comprehensive design route requires design of a specific architectural project which demonstrates a high level of competence in aspects such as typology, technologies, established approaches, etc. The design thesis mode offers the opportunity to venture a more speculative outcome in unexplored architectural futures.

This unit is the supportive phase in which you will explore the parameters of design project as an investigative subject comprehensively and establish the ground for the execution of an integrated design exploration in the subsequent unit.

**Aims**

This unit aims to:

- Establish the parameters of conducting a comprehensive design project or an architectural thesis;
- Explore the options of pursuing your architectural design through either a comprehensive design project or more broadly through a design thesis;
- Support your attainment of the necessary levels of professional competence at Masters level;
- Help you to build a portfolio of design work to support employability at post-Part II level.

## Learning Outcomes

**Upon successful completion of this unit, you will be able to:**

- LO1:** Show ORIGINALITY and INITIATIVE in identifying, locating and creatively investigating design issues in relation to thematic studies in architecture;
- LO2:** Demonstrate SELF-DIRECTION in the PLANNING of the preparatory investigation of a design project, including conceptual and detailed design development and evaluation methods;
- LO3:** Produce complex and comprehensive design proposals using a SYSTEMATIC and CREATIVE approach to resolving relevant technological, environmental, and H&S concerns;
- LO4:** Demonstrate an INDIVIDUAL and SUSTAINED approach to creative design and/or highly specialised professional competence
- LO5:** Develop a framework for CONTINUING PROFESSIONAL DEVELOPMENT that identifies the NEW SKILLS and professional competencies required to further develop towards registration as an architect

*The ARB General Criteria will apply and are mapped to these outcomes.*

## Assessment Requirements

- Presentation with accompanying visuals in an appropriate format as agreed with the Unit Leader
- Illustrated 6,000 - 8000 word report including technical studies, environmental studies, project premise, scope and delimitations supported by scale drawings, models and images.
- Documentation of workshop tasks as required.

## Unit: MARCHDS4

<b>Unit Title:</b>	Design: Comprehensive Design / Design Thesis Project
<b>Reference:</b>	MARCHDS4
<b>Year:</b>	2 (full-time students) 3 (part-time students)
<b>Credit Points:</b>	60
<b>Duration:</b>	20 Weeks
<b>Study Time:</b>	420 study hours

### Description

This unit is the second of the final two units in the course and continues the research and development undertaken in MARCHRES3. For this unit you will either develop and submit a comprehensive design project or design thesis. The comprehensive design route requires design of a specific architectural project which demonstrates a high level of competence in aspects such as typology, technologies, established approaches, etc. The design thesis mode offers the opportunity to venture a more speculative outcome in unexplored architectural futures.

This unit is the completing phase to the previous unit where the design project is executed. In this unit, you will work on a largely self-managed study to demonstrate the culmination of all prior studies in a project that shows individual flair, and detailed design resolution.

### Aims

This unit aims to:

- Support comprehensive exploration of architectural design, either through a design project or a design thesis;
- To bring together skills, knowledge and awareness attained throughout the course;
- To allow you to demonstrate your individual flair in either a design approach or research thesis;
- To support you to gain the necessary levels of professional competence at Masters level;
- To support building a portfolio of design work to support employability at post-Part II level.

## Learning Outcomes

### Upon successful completion of this unit, you will be able to:

- LO1:** Show an ORIGINAL and CREATIVE approach to comprehensively explore an architectural design through either a design project or design thesis;
- LO2:** Articulate how relevant historical and theoretical discourse from the arts and humanities is UNDERSTOOD and INTERPRETED through your design project or thesis;
- LO3:** Develop and apply ADVANCED KNOWLEDGE of the structural, environmental, construction and material concepts and conventions necessary to the development of comprehensive architectural design project or thesis;
- LO4:** Produce detailed DESIGN SOLUTIONS which INTEGRATE aesthetic considerations with user-needs and technical constraints;
- LO5:** Use an iterative, evaluative and sustained approach to solving COMPLEX and UNFORSEEN PROBLEMS in the development and resolution of your project;
- LO6:** Show PERSONAL RESPONSIBILITY through the management of your time, planning, use of physical resources and adherence to safe working practices;
- LO7:** COMMUNICATE your findings professionally and appropriately, taking consideration of the specialist / non-specialist nature of the audience;
- LO8:** Demonstrate a high level of individual design flair in thinking and application, and/or highly specialised approach in professional competence in the completion of the project/thesis

*The ARB General Criteria will apply and are mapped to these outcomes.*

## Assessment Requirements

- Presentation with accompanying visuals in an appropriate format as agreed with the Unit Leader
- Portfolio of design work comprising scaled drawings, models, images, technical, construction, material and environmental studies of the design thesis or project
- Documentation of workshop tasks as required.

## LEARNING AND TEACHING

Learning and teaching at NUA is a blend of on-campus practical sessions in our studios, workshops and labs, live-streamed digital sessions, and pre-recorded digital materials you can use on-demand.

NUA emphasises learning and discovery through studio and workshop practice, critical reflection and experimentation with ideas, processes and materials.

Our approach reflects the mix of in-person and digital interaction that has become the way that creative industries work—helping to prepare students for their future careers.

- **On-campus taught sessions**  
Teaching and learning sessions that are delivered on campus in a Covid-19 Secure environment such as group teaching sessions, technical and academic workshops and project activities. They appear on your timetable as scheduled sessions and enable you to meet the requirements and expectations of your course of study.
- **On-campus booked time**  
You can book time on campus to access a workshop, computer or studio space via NUA's Virtual Learning Environment (VLE). The course can also book a studio space or computer lab for group work in addition to taught sessions to allow you to use the space to continue your work on campus, if you choose to do so. This will appear on your timetable as 'flexible study time'.
- **Live-streamed digital sessions**  
These may be lectures, including visiting lecturer sessions, group teaching, seminars or tutorials and these live sessions enable us to deliver material that does not require you to be present on campus. These will appear on your timetable as scheduled sessions.
- **Pre-recorded, on-demand materials**  
These additional materials supplement live streamed teaching and on-campus learning and are available through the course VLE.

Your progress will be 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 often make use of group reviews in which where students present their work to their colleagues for discussion. Self-evaluation and peer evaluation are used to help students engage with their learning and understand their progress on the course. You will have access to 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.

To fully benefit from the course, students are expected to attend all of the taught sessions that are included on the timetable. Timetables are made available at the start of term. For undergraduate students, the balance between taught study and independent learning changes as students progress through the course. As an approximation, an undergraduate student can expect to attend taught sessions for 35% of their time in Year 0, 30% in Year 1, 26% in Year 2 and 24% in Year 3. Postgraduate taught students can expect to attend taught sessions for approximately 20% of their study time.

## **Independent Learning**

Independent learning complements the teaching you receive on your course and allows time for skills and knowledge to be developed. Key aspects of learning develop through the acquisition of research skills, the generation and development of ideas, and independent study.

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.

## **Collaboration**

One of the most exciting aspects of study at NUA is the opportunity for students to concentrate on their creative 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, or with external organisations. 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 whenever possible to undertake work-related learning in order to reinforce their professional development and awareness. This includes: guest lectures or workshops led by visiting artists, performers and designers; 'live' projects or commissions for external clients; mentoring by practising performers, artists and designers; work placements 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.

## **Creative Learning and Teaching Strategy**

All of these features of learning, teaching and assessment are underpinned by NUA's Creative Learning & Teaching Strategy 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 Vice-Chancellor's Teaching Excellence Award.

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 providing a future-focussed learning environment in which digital and physical learning and teaching sit side by side; supported and enhanced by the digital resources available through Workshops and the Library.

## 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.

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, which you can find in the Course Guide. Unit handbooks 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. Further information about assessment can be found in the Course Guide which is available on the relevant area of the VLE.

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

When you complete and hand in assessment requirements for a unit, we assess how well you have done against each of the **Learning Outcomes** for that unit. If you don't meet the standard needed for each Learning Outcome, you won't pass the unit.

Academic credit is gained when a unit is passed. If you fail a unit, you don't gain academic credit for that unit.

See the University's Student Regulations and Procedures <https://www.nua.ac.uk/study-at-nua/undergraduate-apply/>.

## REQUIREMENTS FOR THE AWARD OF A QUALIFICATION

To be awarded a Norwich University of the Arts MArch degree, you must have achieved at least 240 credits at FHEQ Level 7 (which is the level of all units on a taught postgraduate course at NUA).

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

- Norwich University of the Arts Postgraduate Certificate of Higher Education (a PGCert) (60 credits at Level 7 (FHEQ))
- Norwich University of the Arts Postgraduate Diploma of Higher Education (a PGDip) (120 credits at Level 7 (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 came 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.

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:** September 2022