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: https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
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.
	Norwich University of the Arts BA (Hons) Architecture is currently prescribed by the Architects Registration Board (ARB), subject to periodic review, for the purposes of entry onto the United Kingdom Register of Architects. The prescription of this qualification will be due for renewal by 27 November 2025 as part of the 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 (2020)** 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 the Subject Benchmark statement
Tuition Fees:	For details of tuition fees see: http://www.norwichuni.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 £285 in their first year rising to £425 in their second year and £680 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://norwichuni.ac.uk/wp-content/uploads/2023/11/Architecture-Course-Costs-23.pdf

ADMISSION REQUIREMENTS

Entry Requirements / Interview/ Portfolio:

When you apply to BA (Hons) Architecture, we will ask you to send in your portfolio digitally and a written submission. These methods are used to assess your suitability to the course. These 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

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 in a range of professional contexts.

COURSE DIAGRAM

ARCH1a: Creation and Imagination	ARCH1b: Building, Dwelling, Thinking
40 Credits	80 Credits
10 Weeks	20 Weeks

ARCH2a: Architecture and Strategy	ARCH2b: Architecture and Ideology
40 Credits	80 Credits
10 Weeks	20 Weeks

ARCH3a: Architecture and Public Realm	ARCH3b: Integrated Architectural Project
40 Credits	80 Credits
10 Weeks	20 Weeks

COURSE OVERVIEW

The BA (Hons) Architecture is the first phase of the architectural education and offers the first part of the architectural qualification prescribed by the UK Architectural Registration Board (ARB Part I).

The programme is organised in 4 streams:

- Design Studio
- Technology and Environment
- Cultural Context
- Professional Studies

The University's curriculum offers teaching and assessment in 'Units'. A Unit is an inclusive term-long "bubble" module in which the four streams are delivered, at different level of competence and complexity, through the three years of the programme.

A Unit comprises all the teaching, learning and assessment for an academic term. In a Unit students may undertake several design projects, with briefs of increasing complexity. These are accompanied and supported by lectures, seminars and projects in technology and environment, cultural context and professional studies.

Students are offered formative assessment throughout the Unit, and summative assessment is offered at the end of the Unit (term).

Each of the Units has a 'theme', and these are sequenced to provide an incrementally complex learning experience.
The first year focuses on 'Creation and Imagination' (Arch1a), followed by 'Building, Dwelling, Thinking' (Arch 1b).
The second year focuses on 'Architecture and Strategy' (Arch 2a), which is then critically and intellectually developed in 'Architecture and Ideology' (Arch2b).
The third year widens it scope to 'Architecture and The Public Realm' (Arch 3a), for the production of the 'Integrated Architectural Project' (Arch3b) in the second part of the year.

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 inprocuring 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.

Year 1 Unit: ARCH1a

Unit Title:	Creation and Imagination
Reference:	ARCH1a
Year:	1
Credit Points:	40
Duration:	10 Weeks
Study Time:	320 Hours

Description

This unit aims to develop your ability to perceive, conceive, and make architecture as you begin architectural design studies. A series of carefully designed and sequenced projects/studies will introduce you to a range of architectural skills, ideas and creative challenges. These invite you to discover how the tangible and intangible aspects of architecture are visually and verbally studied, recognised, communicated, appreciated and critically appraised. The most important outcome of this process is an architectural 'outlook', a way of understanding the value of design, which is unique to the discipline of architecture. You will respond more critically, creatively, and confidently to the design issues posed by each assignment.

The basic aim of this unit is the establish our benchmarks of academic and professional expectations, and for you to be able to explore creativity freely whilst acquiring the skillsets, aiming to reach the necessary basic skill levels to function as an independent architectural designer.

Aims
- To initiate enquiry into the study of architecture, and aspects of the discipline and profession,
- To undertake various sequential creative design challenges to build and foster an understanding of architectural space and its ordering
- To establish the basic skill benchmarks required for architectural engagement, in designing, making, and representing
- To develop knowledge and understanding of foundational technological and environmental science

Learning Outcomes

The Learning Outcomes for the Unit are based on the ARB/RIBA General Criteria (GC).* These are the points in the GC relevant to this Unit:

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

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

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.

The General Criteria describe the subject material that must be covered by students gaining qualifications that are prescribed by ARB/RIBA at Part 1 & 2. There are 11 points in the GC, each with a maximum of 3 sub-clauses.

Key topics covered on this unit

Design Studio	Technology and Environment	Cultural Context	Professional Studies
Creative visual studies	Structural design and principles of environmental science	Philosophy of architectural design	Professional and industrial visual communication skills/convention
Creative ergonomic studies	Technical creativity	Academic writing / bibliographic skills	Presentation skills
Spatial, visual, graphic and 3D creativity			Studentship: making informed judgements; navigating diverse sources of information and taking responsibility for your own learning

Assessment Requirements

Design Studio Folio presented as a PDF file comprising:

- Presentation sheets
- Drawings / Models
- Creative exploration and supporting investigative studies

Cultural Context Folio presented as a PDF file comprising:

- 1000-word Essay
- Visual Studies
- Record of active tasks

Technology & Environment Folio presented as a PDF file comprising:

- Visual studies
- Record of active tasks

Professional Studies Folio presented as a PDF file comprising:

- 1000-word Essay
- Visual studies
- Record of active tasks

How you will be taught and receive feedback

The unit will be taught through projects which cover all the curriculum areas and key topics required to meet the Learning Outcomes. Taught sessions will usually be a mix of workshops and/or studio time, lectures, seminars and both group and individual tutorials to allow you to gain skills, knowledge and understanding in a variety of ways.

Architectural education is conversational, and in that nature, unique in the sense that feedback is constantly present. You will be getting feedback on developing work in tutorials, reviews and from conversations with your tutors, guest critics and peers. You will be getting feedback in general lectures and seminars, and workshops. Feedback can be given in general to groups and also to individual work. Feedback gained from tutors and peers provide opportunities for you to reflect on your learning and the direction of your studies. Feedback can be in the form of verbal advice, visual notes, written guidance, or any combination of all three. All feedback supporting the development of the work before assessment is referred to as formative feedback.

Summative written feedback is provided at the end of the unit on the Assessment Feedback Form.

Year 1 Unit: ARCH1b

Unit Title:	Building, Dwelling, Thinking
Reference:	ARCH1b
Year:	1
Credit Points:	80
Duration:	20 Weeks
Study Time:	720 Hours

Description

This unit will introduce you to the creative design process where building, dwelling and thinking are intertwined. You will design objects, settings and space, enabled by technical and environmental design and supported by consideration of factors and forces that have significance and impact. You will engage with notions of space and place, question the architectural object and explore architecture as ordered space through design projects.

The unit will culminate with an individual design project that aims to test your ability to apprise, analyse, create, represent, and critically defend an architectural proposal. The goal of this unit is to integrate the tangible with intangible design qualities and to demonstrate an ability to holistically integrate the various discrete skills.

Aims
- To initiate enquiry into the study of architecture, and aspects of the discipline and profession,
- To undertake various sequential creative design challenges to build and foster an understanding of architectural space and its ordering
- To develop knowledge and understanding of foundational technological and environmental science
- To gain understanding of the fundamentals of designing an architectural dwelling 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 and a quest for further study

Learning Outcomes

The Learning Outcomes for the Unit are based on the ARB/RIBA General Criteria (GC).* These are the points in the GC relevant to this Unit.

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

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

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.

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

* The General Criteria describe the subject material that must be covered by students gaining qualifications that are prescribed by ARB/RIBA at Part 1 & 2. There are 11 points in the GC, each with a maximum of 3 sub-clauses.

Key topics covered on this unit

Design Studio	Technology and Environment	Cultural Context	Professional Studies
Fabrication and design	Building envelope design	Philosophy of design/ architectural critique	Communication and representation skills: digital and manual
Object design	Building construction	Synoptic architectural history	Overview of the architectural profession
Spatial design / inhabitation	Interior/exterior environmental design		
Cumulative design project			

Assessment Requirements

Design Studio Folio presented as a PDF file comprising:

A PDF file comprising:
- Presentation sheets
- Drawings / Models
- Creative exploration and supporting investigative studies

Cultural Context Folio presented as a PDF file comprising:

- 2 x 1000-word Essays
- Visual studies
- Record of active tasks

Technology & Environment Folio presented as a PDF file comprising:

- Visual studies
- Record of active tasks

Professional Studies Folio presented as a PDF file comprising:

- 1000-word Essay
- Visual studies
- Record of active tasks

How you will be taught and receive feedback

The unit will be taught through projects which cover all the curriculum areas and key topics required to meet the Learning Outcomes. Taught sessions will usually be a mix of workshops and/or studio time, lectures, seminars and both group and individual tutorials to allow you to gain skills, knowledge and understanding in a variety of ways.

Architectural education is conversational, and in that nature, unique in the sense that feedback is constantly present. You will be getting feedback on developing work in tutorials, reviews and from conversations with your tutors, guest critics and peers. You will be getting feedback in general lectures and seminars, and workshops. Feedback can be given in general to groups and also to individual work. Feedback gained from tutors and peers provide opportunities for you to reflect on your learning and the direction of your studies. Feedback can be in the form of verbal advice, visual notes, written guidance, or any combination of all three. All feedback supporting the development of the work before assessment is referred to as formative feedback.

Summative written feedback is provided at the end of the unit on the Assessment Feedback Form

Year 2 Unit: ARCH2a

Unit Title:	Architecture and Strategy
Reference:	ARCH2a
Year:	2
Credit Points:	40
Duration:	10 Weeks
Study Time:	320 Hours

Description

In this intermediate unit, you will encounter architectural design in collective space beyond a simple situated habitat with considerations of the wider impact of technology, environment and purposeful spatial design. This will necessitate strategic consideration as they are many forces that impact on the architectural outcome; most of these will be intangible considerations involving sociology, anthropology, cultural histories, the economy, and the contemporary conditions of collective living. You are expected to propose your designs with formative positions to address the question of architecture connectivity in collective inhabitation.

At this stage you are introduced to wider technical concerns such as varied climates and topographies. Professionally, you are introduced to the constituency of the profession, related agencies, and work methodologies.

You will design collaboratively in the technical/environmental design project, to develop shared skills, learning and approaches to climatic technical design.

Aims
- to establish a range of spatial, contextual and technical design tools relevant to strategic design of collective space
- to develop shared learning and awareness of variations in climatic design associated appropriate materials & technologies
- to develop awareness of modern (post-Enlightenment) approaches to architectural thought, historical design strategies in relation to collective space (urban and landscape)
- to engage with the study of networks in the profession, and standardised professional processes
- to develop independent learning skills

Learning Outcomes

The Learning Outcomes for the Unit are based on the ARB/RIBA General Criteria (GC).* These are the points in the GC relevant to this Unit:

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.

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

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

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

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.

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

The General Criteria describe the subject material that must be covered by students gaining qualifications that are prescribed by ARB/RIBA at Part 1 & 2. There are 11 points in the GC, each with a maximum of 3 sub-clauses.

Key topics covered on this unit

Design Studio	Technology and Environment	Cultural Context	Professional Studies
Architecture & Strategy – explorative design studio concerning collective habitats	Technical/environmental visual study / report	18th century to recent architectural history	The profession, legacies, and contemporary infrastructure
	Technical study of materials	Architectural theories	RIBA Plan of Work
	Synthetic materials and modern construction	Urban histories and theories	Networks of Architecture

Assessment Requirements

Design Studio Folio presented as a PDF file comprising:

- Presentation sheets, including appropriate scaled drawings
- Scaled Models
- Supporting investigative and creative exploration studies

Cultural Context Folio presented as a PDF file comprising:

- 1500-word Essay
- Visual Studies
- Record of active tasks

Technology & Environment Folio presented as a PDF file comprising:

- Technical study, 2500 words (visual study) Scaled Models
- Supporting investigative studies
- Visual studies
- Record of active tasks

Professional Studies Folio presented as a PDF file comprising:

- Visual studies, including a written component
- Record of active tasks

Presentation:

- You are required to present your work individually or in a group, and/ or participate in an equivalent formal activity to be specified within the Project Briefs

How you will be taught and receive feedback

The unit will be taught through projects which cover all the curriculum areas and key topics required to meet the Learning Outcomes. Taught sessions will usually be a mix of workshops and/or studio time, lectures, seminars and both group and individual tutorials to allow you to gain skills, knowledge and understanding in a variety of ways.

Architectural education is conversational, and in that nature, unique in the sense that feedback is constantly present. You will be getting feedback on developing work in tutorials, reviews and from conversations with your tutors, guest critics and peers. You will be getting feedback in general lectures and seminars, and workshops. Feedback can be given in general to groups and also to individual work. Feedback gained from tutors and peers provide opportunities for you to reflect on your learning and the direction of your studies. Feedback can be in the form of verbal advice, visual notes, written guidance, or any combination of all three. All feedback supporting the development of the work before assessment is referred to as formative feedback.

Summative written feedback is provided at the end of the unit on the Assessment Feedback Form.

Year 2 Unit: ARCH2b

Unit Title:	Architecture and Ideology
Reference:	ARCH2b
Year:	2
Credit Points:	80
Duration:	20 Weeks
Study Time:	720 Hours

Description

Architecture and Ideology continues the sequence of your educational pathway. You will confront architectural design and thinking within the legacy of contrasting systems: rural/urban, political/private, and personal/cultural. Networks are explored in design, in the humanities, professional studies and technical/environmental studies and students consider the frameworks and paradigms that determine architectural output. Historical and theoretical studies cover contemporary issues and debates.

There will be collaborative study, but projects will increasingly be completed as individual studies, fostering the development of the individual thinker, operator and designer. You will be expected to achieve a heightened ability to design articulate spatial order and demonstrate ability to creatively mix material, environmental control and structure. The target at this intermediate stage is to demonstrate a working competency with skills, capabilities, and to offer a confident outlook theoretically and technically.

Aims

- to develop awareness and knowledge of ideological positions in architecture and urban design and to translate theoretical concepts to architectural propositions
- to undertake architectural design as a problem of cultural, social, political, technical /environmental, & global connectivity
- to engage with the impact of buildings on the environment and the precepts of sustainable design
- to develop strategies for building construction, structural principles and construction techniques
- to engage with the impact of professional requirements, constructional systems, and specification choices on architectural design
- to engage with architectural practice as enterprise, advocacy, and agency to apply relevant research methods and strategies to your own practice and research interests
- to develop an approach to research studies

Learning Outcomes

The Learning Outcomes for the Unit are based on the ARB/RIBA General Criteria (GC).* These are the points in the GC relevant to this Unit:

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.

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

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

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

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.

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

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

The General Criteria describe the subject material that must be covered by students gaining qualifications that are prescribed by ARB/RIBA at Part 1 & 2. There are 11 points in the GC, each with a maximum of 3 sub-clauses.

Key topics covered on this unit

Design Studio	Technology and Environment	Cultural Context	Professional Studies
Architecture and networked space project	Construction systems	Architectural theory	BIM
Architecture and ideology project	Building services: mechanical and electrical	Urban design ideas	Health & Safety
	Building performance evaluation systems, *Passivhaus* etc	Research methods and bibliographic studies which lead to a Research Report Outline	Practice Engagement
	Synthetic materials and modern construction		Regulatory bodies and law
	Smart technology		Architectural graphics/ GAD
	Köppen categories of climate, climatic design responses and architecture		
	Technical study of materials		

Assessment Requirements

Design Studio Folio presented as a PDF file comprising:

- Presentation sheets, including appropriate scaled drawings
- Scaled models
- Creative exploration and supporting investigative studies

Cultural Context Folio presented as a PDF file comprising:

- 2000-word Essay
- 1500-word outline proposal for final year Research Report
- Visual Studies
- Record of active tasks

Technology & Environment Folio presented as a PDF file comprising:

- Presentation sheets, including appropriate scaled drawings
- Scaled models
- Supporting investigative studies
- Visual Studies
- Record of active tasks

Professional Studies Folio presented as a PDF file comprising:

- 1500-word Essay
- Visual Studies
- Record of active tasks

Presentation:

- You are required to present your work individually or in a group, and/ or participate in an equivalent formal activity to be specified within the Project Briefs

How you will be taught and receive feedback

The unit will be taught through projects which cover all the curriculum areas and key topics required to meet the Learning Outcomes. Taught sessions will usually be a mix of workshops and/or studio time, lectures, seminars and both group and individual tutorials to allow you to gain skills, knowledge and understanding in a variety of ways.

Architectural education is conversational, and in that nature, unique in the sense that feedback is constantly present. You will be getting feedback on developing work in tutorials, reviews and from conversations with your tutors, guest critics and peers. You will be getting feedback in general lectures and seminars, and workshops. Feedback can be given in general to groups and also to individual work. Feedback gained from tutors and peers provide opportunities for you to reflect on your learning and the direction of your studies. Feedback can be in the form of verbal advice, visual notes, written guidance, or any combination of all three. All feedback supporting the development of the work before assessment is referred to as formative feedback.

Summative written feedback is provided at the end of the unit on the Assessment Feedback Form

Year 3 Unit: ARCH3a

Unit Title:	Architecture and the Public Realm
Reference:	ARCH3a
Year:	3
Credit Points:	40
Duration:	10 Weeks
Study Time:	320 Hours

Description

This first unit of your third year 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.

Group Designed City/Urban project involving a sector of a city, urban strategies and data analysis, creative vision, and future propositions. You are expected to learn about Urban Design in historical and contemporary veins and produce a collaborative project culminating in a creative proposition for an Urban sector or city with an accompanying set of parameters and design goals as defined by teaching staff.

Aims
- 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.
- To consider the cause and effect relationships between the various forces and understand how constructed environments are shaped
- to engage with Architectural Practice as enterprise, advocacy, and agency to apply relevant research methods and strategies to your own practice and research interests
- To conduct an in-depth academic study of 5000 words
- To engage with the profession through the study of business & commerce models, advocacy, enterprise and agency, architectural management & administration, law, policy and topical concerns

Learning Outcomes

The Learning Outcomes for the Unit are based on the ARB/RIBA General Criteria (GC).* These are the points in the GC relevant to this Unit:

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.

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

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

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

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.

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

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

The General Criteria describe the subject material that must be covered by students gaining qualifications that are prescribed by ARB/RIBA at Part 1 & 2. There are 11 points in the GC, each with a maximum of 3 sub-clauses.

Key topics covered on this unit

Design Studio	Technology and Environment	Cultural Context	Professional Studies
Collaborative urban studies	Construction industry practice	Research Report 5000 words	Architecture as business
Feasibility study (Individual) resulting in proposed architectural interventions	Building defects	Seminar presentation	Law and contracts
Creative design study			Basic architectural finance
			Risk
			Project management
			Advocacy and Entrepreneurship

Assessment Requirements

Design Studio Folio presented as a PDF file comprising:

- Presentation sheets, including appropriate scaled drawings
- Scaled models
- Creative exploration and supporting investigative studies

Cultural Context Folio presented as a PDF file comprising:

- 5000-word Research Report
- Visual Studies

Technology & Environment Folio presented as a PDF file comprising:

- Visual studies, including written component
- Record of active tasks

Professional Studies Folio presented as a PDF file comprising:

- Visual studies, including written component
- Record of active tasks

Presentation

- You are required to present your work individually or in a group, and/ or participate in an equivalent formal activity to be specified within the Project Briefs

How you will be taught and receive feedback

The unit will be taught through projects which cover all the curriculum areas and key topics required to meet the Learning Outcomes. Taught sessions will usually be a mix of workshops and/or studio time, lectures, seminars and both group and individual tutorials to allow you to gain skills, knowledge and understanding in a variety of ways.

Architectural education is conversational, and in that nature, unique in the sense that feedback is constantly present. You will be getting feedback on developing work in tutorials, reviews and from conversations with your tutors, guest critics and peers. You will be getting feedback in general lectures and seminars, and workshops. Feedback can be given in general to groups and also to individual work. Feedback gained from tutors and peers provide opportunities for you to reflect on your learning and the direction of your studies. Feedback can be in the form of verbal advice, visual notes, written guidance, or any combination of all three. All feedback supporting the development of the work before assessment is referred to as formative feedback.

Summative written feedback is provided at the end of the unit on the Assessment Feedback Form

Year 3 Unit: ARCH3b

Unit Title:	Integrated Architectural Project
Reference:	ARCH3b
Year:	3
Credit Points:	80
Duration:	20 Weeks
Study Time:	720 Hours

Description

This unit synthesises all the constituent, elemental and contributory streams of teaching and learning. You are tested with a holistic design project capable of addressing overlapping agendas and issues present in the contemporary metropolis and you are expected to work on an integrated design project to a high degree of resolution. Projects are expected to be considerate of culture, public life, technology, climate and environment, and be situated in contextual understanding

The final project showcases the outcomes of your undergraduate study. The expected accomplishment is to gain a set of transposable skills to meet or exceed the assessed benchmark for exemption from ARB Part I examinations, and achieve a readiness for professional, or other pathways.

Aims
- Demonstrate a controlled understanding of materiality, and spatial design
- Demonstrate an ability to integrate spatial and technical design with contextual understanding
- Demonstrate knowledge and understanding of spatial and cultural location of creativity in relation to technological production
- Demonstrate imaginative and creative ability in exploratory design
- Demonstrate an ability to understand and respond to the current state of affairs in architectural thought and professional expectations
- Integrate Skills acquired in Contextual Studies, Technical Studies, and Professional Studies
- Achieve competence meeting or exceeding standards for exemption from ARB Part I examinations
- Prepare for employment or other pathways

Learning Outcomes

The Learning Outcomes for the Unit are based on the ARB/RIBA General Criteria (GC).* These are the points in the GC relevant to this Unit:

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.

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

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

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

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.

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

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

The General Criteria describe the subject material that must be covered by students gaining qualifications that are prescribed by ARB/RIBA at Part 1 & 2. There are 11 points in the GC, each with a maximum of 3 sub-clauses.

Key topics covered on this unit

Design Studio	Technology and Environment	Cultural Context	Professional Studies
Integrated architectural project	Technical detailing of integrated architectural project	Analysis of the cultural context of integrated architectural project	Mock interviews, preparation for employment
Demonstration of operative professional competency			Topical study
			Basic architectural finance
			Awareness of required professional competencies

Assessment Requirements

Design Studio Folio presented as a PDF file comprising:

- Presentation sheets
- Drawings / Models
- Creative exploration and supporting investigative studies

Cultural Context Folio presented as a PDF file comprising:

- 1000-word Essay
- Visual Studies
- Record of active tasks

Technology & Environment Folio presented as a PDF file comprising:

- Presentation sheets, including appropriate scaled drawings
- Scaled Models
- Creative exploration and supporting investigative studies
- Visual Studies
- Record of active tasks

Professional Studies Folio presented as a PDF file comprising:

- 1000-word Essay
- Visual studies
- Record of active tasks

Presentation

- You are required to present your work individually or in a group, and/ or participate in an equivalent formal activity to be specified within the Project Briefs

How you will be taught and receive feedback

The unit will be taught through projects which cover all the curriculum areas and key topics required to meet the Learning Outcomes. Taught sessions will usually be a mix of workshops and/or studio time, lectures, seminars and both group and individual tutorials to allow you to gain skills, knowledge and understanding in a variety of ways.

Architectural education is conversational, and in that nature, unique in the sense that feedback is constantly present. You will be getting feedback on developing work in tutorials, reviews and from conversations with your tutors, guest critics and peers. You will be getting feedback in general lectures and seminars, and workshops. Feedback can be given in general to groups and also to individual work. Feedback gained from tutors and peers provide opportunities for you to reflect on your learning and the direction of your studies. Feedback can be in the form of verbal advice, visual notes, written guidance, or any combination of all three. All feedback supporting the development of the work before assessment is referred to as formative feedback.

Summative written feedback is provided at the end of the unit on the Assessment Feedback Form

LEARNING AND TEACHING

Learning and teaching at Norwich 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. Norwich University of the Arts 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 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 the University'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 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 Norwich 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 Norwich University of the Arts 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. 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 Strategy

All of these features of learning, teaching and assessment are underpinned by Norwich's Creative Learning Strategy which sets out the principles and aims for enhancing learning and teaching at Norwich. It is a supporting strategy which forms the vehicle for our community to debate, define, enhance, embed and celebrate Norwich's creative pedagogy. The Creative Learning Strategy draws from the University Strategy and works alongside the Research and Knowledge Exchange Strategy. The strategy is a guide for our academic community, who will be closely engaged with all aspects of it. It is also a reference point for our whole community, who are integral to the debate and enhancement of learning and teaching at Norwich.

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. 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 Handbooks. 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. 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 Student Regulations and Procedures 2023-24 (norwichuni.ac.uk).

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))
- Partial completion of Year 3 – BA Degree (Unclassified) (280 credits with 60 credits at Level 6 (FHEQ))

CIRCUMSTANCES THAT MAY RESULT IN COURSE TERMINATION

There are a number of circumstances which may lead us to review your place at the University, including the following:

- because you haven't registered for your course when we asked you to;
- because your engagement with the University is not satisfactory;
- for academic reasons – in other words, because you haven't successfully completed and passed one or more units on your course;
- for disciplinary reasons, including where we have received information which may have led us to make a different decision about your place at the University, or because you have been convicted of a criminal offence involving a court hearing;
- because we believe your health or behaviour is presenting an exceptional level of concern to us, or is disrupting the day-to-day work of the University community;
- because you have taken a formal break from your studies, which we call intermission, but you don't meet the conditions we have set for your return or you don't reply to us when we ask you if you want to return; or
- because you haven't paid your tuition fees or rent for a place in our accommodation.

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 the 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: November 2023