



National Unit specification: general information

Unit title: Understanding Architecture (SCQF level 6)

Unit code: H2V4 12

Superclass: TD

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Summary

In this Unit, candidates will develop awareness and understanding of architectural design in both historical and contemporary contexts. Candidates will investigate examples of architecture and identify basic attributes, properties and considerations of architectural design before collating and presenting a summary of their investigations.

This Unit is suitable for candidates who want to develop their knowledge of architectural design and/or want to follow a career in architecture or related areas.

This is a mandatory Unit in the National Certificate (NC) in Architecture and Art at SCQF level 6 and a mandatory Unit in the NC in Architecture and Interior Design at SCQF level 6, but is also available as a freestanding Unit.

Outcomes

- 1 Investigate characteristics of architectural design.
- 2 Investigate properties of architectural design.
- 3 Investigate the influence of practical considerations on architectural design.
- 4 Collate and present a summary of the information gathered.

Recommended entry

While entry is at the discretion of the centre, candidates would benefit from having some basic knowledge of architecture.

General information (cont)

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Credit points and level

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit specification: statement of standards

Unit title: Understanding Architecture (SCQF level 6)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Investigate characteristics of architectural design.

Performance Criteria

- (a) Correctly identify characteristics of architectural design in selected visual examples.
- (b) Gather factual information on characteristics of architectural design.
- (c) Gather visual examples of characteristics of architectural design.

Outcome 2

Investigate properties of architectural design.

Performance Criteria

- (a) Correctly identify properties of architectural design in selected visual examples — materials and finishes, colour and ornamentation.
- (b) Gather factual information on features of architectural design.
- (c) Gather visual examples of features of architectural design.

Outcome 3

Investigate the influence of practical considerations on architectural design.

Performance Criteria

- (a) Correctly identify the influence of practical considerations on architectural design in selected visual examples.
- (b) Gather factual information on the influence of practical considerations on architectural design.
- (c) Gather visual examples of the influence of practical considerations on architectural design.

Outcome 4

Collate and present a summary of the information gathered.

- (a) Produce presentation sheets which summarise the information.
- (b) Produce an accurate summary of the visual and factual information gathered.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written and/or oral and product evidence produced under open-book conditions is required. Candidates will produce a folio of evidence that is collated and presented in a logical way.

For Outcomes 1, 2 and 3, the folio of work will include:

- ◆ a combination of visual and written and/or electronically generated material
- ◆ evidence of at least two methods of investigation in the collection of material. This may take the form of investigation using the internet, books, magazines and site visits.
- ◆ correctly identified characteristics of architectural design
- ◆ correctly identified visual examples of:
 - a minimum of three characteristics of architectural design that relate to symmetry and asymmetry, proportion and scale (comparative size of elements), form, and function
 - a minimum of two features of architectural design
 - a minimum of five influences of practical considerations of architectural design
- ◆ documented evidence of investigation in the form of visual and factual information relating to Outcomes 1, 2 and 3. This should include a total of between three and twelve visual examples selected to provide evidence in response to Performance Criteria. Some of the visual examples may be architectural details.
- ◆ Explanation of the visual examples. Explanation should correctly identify characteristics, properties and practical considerations of architectural design to include geographical location, climate, available materials, available building technologies, purpose and culture (historical context and artistic trends).
- ◆ examples from both historical and contemporary contexts
- ◆ a list of sources of research material

For Outcome 4, candidates must produce a minimum of three A3 (or equivalent) presentation sheets which correctly summarise the information gathered. This will include the correct use of relevant vocabulary. Each presentation sheet should include at least one visual example. Each visual example can be used to identify one or more of the Performance Criteria from Outcomes 1, 2 and 3.

The evidence may be presented for assessment in sketchbook, workbook, or in an electronically generated form.

The evidence will be produced under open-book conditions throughout delivery of the Unit.

National Unit specification: support notes

Unit title: Understanding Architecture (SCQF level 6)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This is a mandatory Unit in the National Certificate (NC) in Architecture and Art at SCQF level 6 and a mandatory Unit in the NC in Architecture and Interior Design at SCQF level 6, but is also available as a freestanding Unit. The specific content of this Unit should be negotiated with the tutor.

The intention in this Unit is to raise awareness of architectural design. Candidates should be introduced to why the built environment is the way it is. The range of areas to investigate is wide, however candidates should investigate, identify and explain architectural design. Candidates should not be assessed on evaluation or personal response.

Examples should be sourced from historical and contemporary architecture and could be sourced from any location or culture. For example, candidates could meet the Performance Criteria of Outcomes 1, 2 and 3 using two or more case studies or candidates could source a different visual example for each characteristic, feature and practical consideration.

Examples could be provided by the tutor or sourced by candidates individually, or working in groups. Examples could come from a wide variety of historical and contemporary built structures and/or specific buildings — the igloo, the pyramids, Taj Mahal, Seagram building, local architecture and candidates' own homes.

In Outcome 1, further investigation into theories of proportion could be included and the tutor could provide historical information on the balance of function of architectural design in relation to form.

Guidance on learning and teaching approaches for this Unit

Candidates should have the opportunity to engage in active investigation and first source investigation should always be considered. Wherever possible, candidates should be shown architecture in the context of the local environment or on field trips to areas/sites of special and relevant architectural interest. Tutor-led investigation on field trips should be supported by note taking and visual documentation, eg drawings, sketches, photography and/or digital recording. Follow up reviews and discussions could support field trips.

The tutor could demonstrate the use of different investigation methods. These could take the form of exploring the internet using a range of search terms or accessing websites, library indexes, books, publications, journals and any other source related to design practice.

As an alternative, the tutor could supply instructions that gradually guide candidates through specific sources in the form of task sheets or checklists. Candidates could compare and contrast different buildings.

National Unit specification: support notes (cont)

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The work produced should demonstrate that candidates have explored and gathered relevant information that is directly related to the chosen topic, using a variety of research methods.

Once the folio of investigative information and visuals is gathered candidates should be guided in collation of factual and visual material. Guidance should also be given to candidates on the correct terminology to be used in reference to architecture and design.

Guidance on approaches to assessment for this Unit

Candidates should be aware of all assessment requirements and arrangements.

Formative and diagnostic assessment in the form of candidate/tutor reviews may be used to assist candidates with the development of their work and to inform them of future learning opportunities.

A variety of approaches to assessment could be used, for example:

- ◆ candidate/tutor review of the use of various investigative methods
- ◆ ongoing viewing and discussion of evidence that shows development of the awareness and understanding of architectural design
- ◆ interim presentations of selected information
- ◆ summarising of key investigative findings

Although assessment may be ongoing tutors should assist candidates to prepare for final assessment by advising and guiding them in the selection of work and how to present it.

Evidence presented for Outcomes 1, 2 and 3 will be assessed holistically. Evidence presented for Outcome 4 should be formally assessed at the end of the Unit, ensuring that candidates have had the opportunity to summarise all their investigative information.

In Outcome 4, the tutor should be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as part of the learning and teaching approach, any work that contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

National Unit specification: support notes (cont)

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Opportunities for developing Core Skills

In this Unit candidates may have opportunities to develop aspects of the Core Skills of *Communication, Information and Communication Technology* and *Problem Solving*.

Communication may be developed through written and/or verbal reporting throughout.

Information and Communication Technology may be developed through the nature of the research and investigation.

Problem Solving may be developed through all Outcomes where candidates will be assigned specific tasks that will require a certain level of critical thinking, planning and evaluating.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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