1. **Title of the module**

ARCH3230 (AR323) – Folio

1. **School or partner institution which will be responsible for management of the module**

Kent School of Architecture

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

30 (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn, Spring and Summer

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA (Hons) Architecture

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to demonstrate:**
   1. A. A basic ability to 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
   2. A basic knowledge of the creative application of the fine arts to studio design projects, in terms of their conceptualisation and representation
   3. An ability to produce and collate an appropriate set of drawings to communicate a design proposal
   4. An ability to produce 2D visualisations and 3D models using a variety of media
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to demonstrate:**
   1. A basic ability to apply a range of communication methods and media to present design proposals clearly and effectively
   2. An ability to integrate information between software packages
3. **A synopsis of the curriculum**

This module teaches the principles and skills of orthographic and metric projections, perspective drawing and rendering of drawings to communicate design aspirations. The acquisition of skills to make 3D models, from conceptual to finished scaled presentations is started in this module. The module will develop various skills in recording the observed environment through appropriate drawing, modelling and a whole range of graphic systems. Emphasis will be placed on the use of the sketch book and the development of freehand drawing, but the module will also develop students’ skills in visual communication and presentation dealing with 3D computer modelling. Students enhance their modelling skills to develop high quality rendering skills.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Ching, Francis. (2002). *Architectural graphics:* London: Wiley.  
Daniele,T. (2008). *Poly-Modelling with 3DS Max.* Burlington: Focal press.  
Dayley,L. D. & B. (2010). *Photoshop CS5 Bible.* Indianapolis: Wiley Publishing.  
Delaney, Miriam, Gorman, Anne. (2011). *Studio Craft & Technique:* Dublin: UCD.  
Finkelstein,E. (2009). *Auto CAD 2010 and Auto CAD LT 2010 Bible. .* Indianapolis: Wiley Publishing.  
Porter,T. & Goodman, S. (1992). *Manual of Graphic Techniques for Architects.* Burlington: Architectural Press.

1. **Learning and teaching methods**

Total Contact Hours: 140  
Private Study Hours: 160  
Total Hours: 300

1. **Assessment methods**
   1. Main assessment methods

Manual Portfolio (60%)  
Digital Portfolio (40%)

Both of the above assessed components must be passed

13.2 Reassessment methods

Like for like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 |
| **Learning/ teaching method** |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** |
| Workshops, classes and supervised studio | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |
| Manual Portfolio | **X** | **X** | **X** |  | **X** |  |
| Digital Portfolio | **X** | **X** |  | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Lectures and seminar teaching and tutorials draw on international source material for indigenous, historical, regional and contemporary precedents, theories and exemplar case studies.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
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Revised FSO Jan 2018