1. **Title of the module**

ARCH8310 (AR831) – Urban Landscape

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 7

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

30 credits (15 ECTS)

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

Autumn

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

None

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

MA Architecture and Urban Design

MA Architecture and Urban Design (with a Term Abroad)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to demonstrate:**
	1. An ability to work as part of a team (ARB DESIGN)
	2. An understanding of the influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider global issues. (ARB C/C).
	3. An understanding of the histories and theories of architecture and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies and its application in critical debate (ARB C/C).
	4. An ability to critically appraise and form considered judgements about spatial, aesthetic, technical and the social qualities of a design within the scope and scale of a wider environment (ARB C/C).
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to demonstrate:**
	1. An ability to apply project related research and analysis to the ideas, development and quality of the design project.
	2. An ability to communicate effectively and well, using a range of communication skills.
3. **A synopsis of the curriculum**

This Module project explores broad scale issues of site and context, planning and place making. Students become familiar with relevant planning documents and learn to work as part of a team in developing design strategies and making planning proposals. Precedent studies play an important role in shaping strategic and tactical development. Communication skills are enhanced through classes including computing, and project presentations.

Urban Landscape is adapted from year to year to engage with a range of issues concerning urban landscapes and architecture and may explore topical sites within the region.

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

Breheny M. (1992). *Sustainable Development and Urban Form*, Pion.
Brown S.A. (2001). *Communication in the Design Process*, Spon Press.
Coupland, A. (Ed). (1997). *Reclaiming the City: Mixed Use Development*, E & FN Spon.
Harris S & Berke D (eds). (1997). *Architecture of the Everyday*, Princeton UP.
Herzog, T. (Ed). (1996). *Solar Energy in Architecture and Urban Planning*. Prestal Verlag.
Hughes, J & Sadler, S (eds). (2000). *Non-Plan*. Architectural Press Oxford.
Moughtin J.C. (1996) *Urban Design: Green Dimensions*. Butterworth Architecture.
MVRDV. (1999). *Farmax* 010.
*New practice in urban design AD Profiles 105*Nijkamp & Perrels. (1990). *Sustainable Cities in Europe*, MIT.
Roberts P. & Sykes H. (ed.s). (2000). *Urban Regeneration: a Handbook*. Sage
Rogers R. (1997). *Cities for a Small Planet*, Faber & Faber.
Ward, C.& Hall P. (1999). *Sociable cities*. John Wiley & Sons.

Local District Plan of the area where the site is located. Publications by national strategic design bodies such as CABE, depending on project programme

1. **Learning and teaching methods**

Total contact hours: 32 hours

Private study hours: 268 hours

Total study hours: 300 hours

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

Design Project (100%)

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** |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** | **X** |  |
| Tutorials | **X** | **X** | **X** | **X** | **X** | **X** |
| Crits | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |
| Design Project | **X** | **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, seminar teaching and tutorials will continue to draw on international source materials for historical and contemporary examples and theories of architecture and design.

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**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