1. **Title of the module**

ARCH8390 (AR839) – Design 5b

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)**

Spring

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

None

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

MArch (Master in Architecture)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to demonstrate:**
   1. An ability to 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.
   2. An ability to 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.
   3. Knowledge of the creative application of appropriate theoretical concepts to studio design projects, in terms of their conceptualisation and representation.
   4. Knowledge of the creative application of the fine arts and their relevance and impact on architecture.
   5. Knowledge of the creative application of fine arts to studio design projects, in terms of conceptualisation and representation.
   6. Understanding of the role of the architect within the design team and the construction industry, recognising the importance of current methods and trends on the construction of the built environment.
   7. An ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals.
   8. An ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to demonstrate:**
   1. An ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations
   2. An ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals
   3. An ability to apply project related in-depth research and analysis to the ideas, development and quality of the design project.
   4. An ability to communicate effectively and well, using a range of communication skills
3. **A synopsis of the curriculum**

This module involves the design of a singular or multiple architectural propositions, and is taught through a Unit system with individual Unit briefs interpreting this specification. Each Unit brief will offer the opportunity to develop a conceptual and critical approach to complex architectural design proposals that is developed into a comprehensive and integrated design project. Unit briefs for this module may develop themes in parallel with Design 4b, with which it is co-taught in Units, and may continue themes from the preceding term’s design module(s).

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

Bourquin, Nicolas (ed.). (2008). *Data Flow: Visualising Information in Graphic Design*. Gestalten

Crawford, Matthew. (2010). *The Case for Working with Your Hands: or Why Office Work is Bad for Us and Fixing Things Feels Good*. Viking

Hale, Jonathan. (2000). *Building Ideas: an Introduction to Architectural Theory*. Wiley

Jencks, Charles (ed.). (2005). *Theories and Manifestoes of Contemporary Architecture*. John Wiley & Sons

Lim, C.J. (2006). *Devices: A Manual of Architectural and Spatial Machines*. Architectural Press

Marcus, George. (2005). *Masters of Modernism: A Critical Assessment*. Monaccelli

Sennett, Richard. (2009). *The Craftsman*. Penguin

Sheil, Bob (ed.). (2005). *Design through Making*. John Wiley & Sons

1. **Learning and teaching methods**

Total contact hours: 45 hours

Private study hours: 255 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* | *8.5* | *8.6* | *8.7* | *8.8* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Site visits |  |  |  | **X** |  | **X** |  | **X** |  |  |  |  |
| Tutorials | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Feedback crits | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Design Project | **X** | **X** | **X** | **X** | **X** | **X** | **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.

**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