1. **Title of the module**

ARCH8990 (AR899) – Dissertation

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**

60 credits (30 ECTS)

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

Summer

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

Pre-requisite: all previous programme modules

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

MSc Architecture and the Sustainable Environment

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to demonstrate:**
	1. A systematic understanding of existing work along with critical evaluation of state-of-the-art literature in the chosen field to formulate research hypotheses in the field of sustainable architecture.
	2. The ability to develop appropriate methodologies for achieving one’s research objectives.
	3. The ability to independently develop well supported critical analysis with a coherent argument based on theory and subsequent collected empirical evidence, demonstrating holistic understanding of low energy buildings.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to demonstrate:**
	1. The ability to critically analyse material to form independent conclusions in relation to low energy buildings.
	2. Systematic data sourcing, acquisition and evaluation to formulate arguments.
	3. The ability to construct research hypotheses and arguments.
	4. The ability to independently develop the capacity to conduct research.
	5. The ability to develop extended reports enhancing their written communications skills.
3. **A synopsis of the curriculum**

Students will work independently to research in-depth a topic of their own choice in the field of sustainable architecture and built environment, to produce a 15,000 word document.

They will need to critically evaluate the state-of-the-art literature and develop the methodology for answering the formulated research questions. The subsequent methodology can vary depending on the selected topic (archives, monitoring, modelling, thermal simulation, etc.)

They will be supported by their tutor, developing their methodology and discussing the research results, but ultimately they will be responsible for the development of the final document.

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

Derek Swetnam. (2004). *Writing Your Dissertation: A guide to Planning, Preparing and Presenting First Class Work.* Oxford: How To Books

Subject related – bibliography to be developed by student with the assistance of relevant supervisors and module related bibliographies.

1. **Learning and teaching methods**

Total contact hours: 20 hours

Private study hours: 580 hours

Total study hours: 600 hours

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

Dissertation 15,000 words (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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Workshops | **X** | **X** |  | **X** | **X** | **X** |  |  |
| Tutorials | **X** | **X** | **X** | **X** | **X** |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Dissertation | **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**

Tutorials and research will continue to draw on international source materials for historical and contemporary examples and theories of sustainability 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) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018