1. **Title of the module**

ARCH3250 (AR325) – Light and Structure

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**

15 (7.5 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**

BA (Hons) Architecture

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to demonstrate:**
   1. A basic knowledge of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
   2. A basic knowledge of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design
   3. A basic knowledge of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques
   4. A basic knowledge of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices
   5. A basic knowledge of the principals associated with designing optimum visual, thermal and acoustic environments
   6. A basic knowledge of the systems for environmental comfort realised within relevant precepts of sustainable design
   7. A basic knowledge of the strategies for building services, and ability to integrate these in a design project
   8. An awareness of the aesthetic possibilities of natural light
   9. A basic knowledge of iterative and evidence-based approaches to design
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to demonstrate:**
   1. An ability to begin to understand the alternative materials processes and techniques that apply to architectural design and construction
   2. An ability to begin to understand the knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances
   3. An ability to critically evaluate your own ideas in the context of learning
   4. An awareness of the role of research in overcoming knowledge gaps
3. **A synopsis of the curriculum**

The key concepts of sustainable design are introduced. An awareness of the distinction between structural and non-structural elements in buildings is taught. Lectures and workshops on structures and basic constructional techniques are also introduced along with the study of the environmental factors of natural light, with reference to their impact upon building interiors. The palette of building materials is outlined, conveying both their sensory impact as well as their physical properties. An awareness of the prime means of placing and fixing different materials in addition to the aesthetic and technical aspects of joining materials.

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

Bell, James, Burt, William, and Rennie, David. (1995). *Designing buildings for daylight*. Watford: BRC/CRC.  
Chudley, Roy and Greeno, Roger. (2010). *Building Construction Handbook.* Oxford: Butterworth  
Gordon, J.E. (2004). *Structures, or why things don’t fall down.* Harmondsworth: Penguin.  
Silver, Pete and Mclean, Will. (2008). *Introduction to architectural technology.* London: Laurence King.

1. **Learning and teaching methods**

Total Contact Hours: 35  
Private Study Hours: 115  
Total Hours: 150

1. **Assessment methods**

13.1 Main assessment methods

Design (Structures Report) (40%)  
Technology and Environment (Report and Chiaroscuro) (60%)  
  
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 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 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** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Structures testing workshop |  | **X** |  |  |  |  |  | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Design (Structures Report) | **X** | **X** | **X** | **X** |  |  |  |  | **X** | **X** | **X** | **X** | **X** |
| Technology and Environment: (Report and Chiaroscuro) |  |  | **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 and seminar teaching and tutorials draws 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) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018