1. **Title of the module**

ARCH8220 (AR822) – Virtual Cities

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 and Spring

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

None

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

MA Architectural Visualisation

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to demonstrate:**
	1. An understanding of the principles of 3D modelling in a digital environment and its application to the architectural, games and film industries
	2. A comprehensive understanding of the techniques associated with the creation of complex digital architectural and urban models, their environmental conditions and the format of output appropriate to its market
	3. An ability to create complex 3D digital models of an architectural or urban nature, evaluating the realism and graphic format appropriate to its target market
	4. An ability to evaluate working methodologies and current industrial practice, developing skills and techniques
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to demonstrate:**
	1. An ability to demonstrate self-direction and act autonomously in planning and creating 3D digital modelling at a professional level
	2. An ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
	3. An ability to independently advance their knowledge and understanding of 3D digital modelling and develop skills to a professional level
3. **A synopsis of the curriculum**

This module will explore the digital representation of and in the urban environment. Students will use 2D and 3D software to develop the relationship between actual and virtual cities, navigating the past, present and future. Drawing from professional practice in a number of industries, such as architectural visualisation, projection-mapping, heritage, film and games, this work highlights the differing approaches that each profession takes in the digital creative process.

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

Byrnes, D. (2009). *AutoCAD 2010 for Dummies*. Hoboken: Wiley Publishing.
Cusson, R & Cardoso, J. (2009). *Realistic Architectural Vizualisation with 3DS MAX and Mental Ray* (Second Edition). Oxford: Taylor & Francis Ltd
Murdock, K. (2009). *3DS MAX 2010 Bible*. Indianapolis: Wiley Publishing.
Sondermann, H. (2009). *Photoshop in Architectural Graphics*. New York: Springer Wien

1. **Learning and teaching methods**

Total contact hours: 60 hours

Private study hours: 240 hours

Total study hours: 300 hours

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

Presentation and critique of Digital Projects (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 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** |  |  |  | **X** |
| Supervised workshops | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |
| Presentation and critique of 3D modelling project | **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**

By the nature of the architectural visualisation industry, lectures, seminar teaching and tutorials will continue to draw on international source materials, particularly learning from best examples of contemporary practice. This module will continue engage with national and international industrial partners to ensure to cutting-edge nature of the course and to maximise employability.

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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