1. **Title of the module**

ARCH8360 (AR836) – Design 4a

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**

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 prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief.
   2. Knowledge of theories of urban design and the planning of communities.
   3. Knowledge of the influence of the design and development of cities, past and present on the contemporary built environment.
   4. Knowledge of current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.
   5. Understanding of the needs and aspirations of building users.
   6. Understanding of the impact of buildings on the environment, and the precepts of sustainable design.
   7. Understanding of the way in which buildings fit into their local context
   8. Understanding of the potential impact of buildings on existing and proposed communities
   9. 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. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to demonstrate:**
   1. An ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals.
   2. Problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.
   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 a consideration of design at an urban scale and is taught through a Unit system with individual Unit briefs interpreting this specification. Each Unit brief will offer the opportunity to analyse and critically appraise new hypotheses through the speculation of complex design proposals, and consider context in terms of history, policy, legislation, environment, economics and community. Unit briefs for this module may develop themes in parallel with Design 5a, with which it is co-taught in Units, and may continue these themes into the following 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 | 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** |
| Site visits and field trips |  | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  |  |  |  |
| Tutorials | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Feedback crits | **X** | **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** | **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