1. **Title of the module**

ARCH8470 (AR847) – Urban Design Project

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**

Pre-requisite: ARCH8310 Urban Landscape (preceding term’s design module)

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

MA Architecture and Urban Design

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Acquire a conceptual understanding of urban planning in order to develop strategies and /or sound urban design proposals for new architecture and urban areas and the improvement of existing ones, in ways that are socially and culturally agreeable, economically viable and environmentally sustainable.
   2. Independently define and appraise ideas in architecture and urban design and form considered judgements about spatial, aesthetic, technical and social qualities of an urban context within the scope and scale of a wider environment.
   3. Question and evaluate critically past and current design methods and tools.
   4. Refer to and analyse case studies competently.
   5. Speculate and apply relevant research to the proposed design ideas, development and tasks.
   6. Develop strategic proposals / masterplans that deal with the built environment in a culturally sensitive, socially just, and environmentally and economically sustainable manner.
   7. Use visual, verbal and written communication and appropriate media (including sketching, digital and audiovisual) to present critical appraisal and analysis of design proposals to professional and general audiences.
   8. Formulate viable, original and well-supported design proposals and advice aimed at dealing with the complexity of urban context.
   9. Acquire advanced negotiation skills and professional attitude in dealing with stakeholders.
   10. Acquire research skills including formulation of a conceptual framework and use of a range of information sources.
   11. Develop excellent graphic and other visual presentation skills to be applied to the design projects of the submission of written reports.
   12. Develop skills of understanding how big cities work and develop.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Prepare and manage well-supported critical analyses (written, visual and oral) based on theory and empirical evidence.
   2. Challenge conventional wisdom and provide advice.
   3. Reflect critically on own ideas by becoming more open and acquainted with unfamiliar ideas and practices.
   4. Work effectively in a multi-disciplinary, multi-cultural environment.
   5. Negotiate and work as part of a team.
   6. Systematically plan, carry through and manage a project programme in a given time.
   7. Be self-critical about own work and constructive in how to address and progress it.
3. **A synopsis of the curriculum**

This module builds on the previous term’s design exercise by focussing on a city-centre urban design problem project, exploring larger-scale issues of site and context, planning and place making. Students become familiar with relevant urban design theories and concepts, and learn to work as part of a team in developing design strategies and making detailed planning proposals. Precedent studies play an important role in shaping strategic and tactical development. Communication skills are enhanced by a range of drawing and modelling exercises, and by project presentations. The urban thinking moves from the local (where a strategic project is based in an urban ensemble, perhaps in Kent) to the global, where a dense slice of for example London or Paris is identified as the locus of design thinking and activity.

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

Alexander, C. et al. (1987). *A New Theory of Urban Design*. Oxford: Oxford University Press.  
Bunschoten, R., Hoshino, T. and Binet, H. (2001). *Urban Flotsam: Stirring the City*. Rotterdam: 010.  
Cullen, G. (1986). *The Concise Townscape*. London: Architectural Press.  
Guazin-Muller, D. (2002). *Sustainable architecture and urbanism: concepts, technologies, examples.* Basel: Birkhäuser.  
Hertzberger, H. (1991 and 1999). *Lessons for students in architecture*. (2 vols) Rotterdam: 010.  
Lynch, K. (1960). *The Image of the City*. Cambridge, MA: MIT.

1. **Learning and teaching methods**

Total contact hours: 32 hours

Private study hours: 268 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 | 8.10 | 8.11 | 8.12 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Tutorials | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Crits | **X** | **X** | **X** | **X** | **X** | **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** | **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