ARCHITECTURE

Canterbury and Paris
As a student at Kent School of Architecture (KSA), you become part of a creative community that offers innovative programmes, studio-based teaching, contemporary vision, professional links and excellent facilities, all within a highly-rated university.

Kent School of Architecture offers a two-year full-time MArch for those wishing to enter the architectural profession. The School offers four other taught Master’s programmes: Architecture and Urban Design, which gives you the opportunity to spend a term studying at our Paris centre; Architectural Visualisation, taught jointly with Kent’s School of Engineering and Digital Arts; Architecture and Sustainable Environment; and Architectural Conservation. We also offer a full or part-time research programme leading to a PhD research degree, including research through design practice.

Research excellence
KSA has an international reputation for the quality of its research. In the Research Excellence Framework (REF) 2014, architecture at Kent was ranked 8th in the UK for research intensity and research quality. An impressive 100% of our research-active staff submitted to the REF.

The School has two research centres: the Centre for Research in European Architecture (CREAte) and the Centre for Architecture and Sustainable Environment (CASE).

Centre for Research in European Architecture (CREAte)
CREAte provides a focus for research in architecture in the European context, exploring the role and contribution of the humanities to architecture and urban design in the context of urban and regional regeneration. The Centre builds upon its staff specialisms, interests and skills in the following areas: contemporary architectural and urban theory and design; regional studies; conservation and architectural history and theory (ranging from antiquity to contemporary European cities); sustainability; and European topographies (landscape, urban, suburban and metropolitan).

Centre for Architecture and Sustainable Environment (CASE)
CASE’s research focus is on sustainable design and encompasses different aspects and scales of the sustainable built environment, from the individual building to the urban block. It promotes the wider environmental agenda and keeps the School at the forefront of research and development in the field. The Centre also has a strong interest in understanding the environmental behaviour of historic buildings and the strategies that were originally deployed to manage the internal environment.

Professional recognition
Our MArch programme is validated by the Royal Institute of British Architects (RIBA) and the award is prescribed by the Architects Registration Board (ARB), allowing you to work towards full accreditation as a professional architect.

Inspirational teaching
KSA has an enthusiastic team of academic staff with many years of teaching experience at degree level and particular strengths in historical, environmental, technical and digital aspects of the subject. Many of our lecturers are highly active within contemporary debates and also draw on their experience as practitioners in the field. Academic study is complemented by a mentoring scheme organised in collaboration with RIBA and involving students in events with local practices.

Professional links
We have excellent contacts with businesses and other organisations in the local area, including the Royal Institute of British Architects (RIBA), Kent County Council and Kent Design. The Sustainable Communities Plan is particularly strong in south-east England, making the region the ideal place to debate innovative solutions to architectural issues.
Postgraduate resources

The School is in a self-contained building at the heart of the Canterbury campus. The studios include a dedicated computing suite and the main top-lit studios provide a range of environmental and construction software. The School has a Digital Crit Space, an advanced learning environment with 70-inch touch-screens with HD resolution, enabling you to develop your designs digitally.

We also offer an architectural model workshop for constructing models and large-scale prototypes. Facilities include a comprehensive 3D design suite, which enhances traditional model-making approaches. The workshop is managed by a team of professional model-makers.

KSA has a team of experienced technicians, who provide support for a wide range of equipment and software. The computer teaching laboratory features 24-inch interactive touch screens and the latest digital technologies. Each station has the industry-standard Adobe and Autodesk software, including Building Information Modelling (BIM). The large format printing/scanning facilities support a variety of media suitable for all types of presentations.

Conferences and events

Our academics contribute to and organise conferences, evening lectures, and other events including digital projections in public spaces, most recently for the anniversary of Dreamland, the restored vintage fairground in Margate.

CREAte (see left) established a bi-annual conference series in 2010. The conference in June 2014 explored the relationship between architecture and rivers; the next conference in 2016 will examine critical intersections between architectural journalism and academic discourse.

In 2015, the first annual CREAte symposium considered the effect of the Second World War on architecture and planning in the UK, France and Germany. Throughout the year, seminars and other events are held for CREAte staff and PhD students, as a means of sharing research ideas.

A global outlook

We continue to develop our links with other schools of architecture across Europe, including Istanbul Technical University (ITU) and the Istituto Universitario di Architettura di Venezia (IUAV). In terms of joint design projects and student Erasmus exchanges, we have a strong history of engagement with the École nationale supérieure d’architecture et de paysage de Lille and the University of Rome Tor Vergata.

We also arrange field study trips to major European cities each year. MArch students often travel further afield, and Washington DC and San Francisco have been recent destinations. MArch students can also apply to study abroad during Stage 5 at Virginia Tech in the US.
Jasmine Davey is in the final year of her MArch at Kent.

Did you do your BA (Hons) in Architecture at Kent?
Yes, I did. I love the University and I found the School to be a very close community. So, coming back for the MArch was a no-brainer really.

How was working life?
I worked in two practices – one in London and one in Brighton. Both of them were small so I had the chance to go to all the meetings and cover the entire scope of things. I really enjoyed that. One of them specialised in conservation work so I also had the chance to work on some historic buildings.

How did you find the process of returning to your studies?
My confidence has changed. I don’t know everything, but I understand how the professional world works now. I have some experience and have found the areas that I want to learn more about. I’ve come back with more drive, because I know where I want to be heading.

How would you describe your studies at Kent?
We work in units and this year my unit is based on a regeneration project in Stoke-on-Trent. You investigate the area yourself, so we went there and met a lot of people. There are six towns in Stoke-on-Trent, but if you ask locals they’ll probably say there are five. One of them – Fenton – has been forgotten and my ambition was to reinvent this town – to put it back on the map. All your modules interrelate with each other; for instance, for the Employability module last year, I learnt how to do a project report – how it would work in a real practice. This is helpful because you’re very focused on doing your design project – and it’s nice that your other work relates to that.

What are the main differences in studying at undergraduate and postgraduate level?
It’s far more self-directed at postgraduate level. You’re choosing what your own projects will be and it’s tricky because there are all these things you are interested in. You need to choose something with a strong narrative, that can hold your interest for a year and fulfill the RIBA requirements.

What have been your favourite areas of study?
Obviously, the Design module is one of my favourites: it’s what I love doing and why I chose architecture as a career. I’ve also been teaching first-year undergraduates in my Pedagogy module and I’ve really enjoyed that. There’s a lot of satisfaction in seeing a student doing well and enjoying their degree.

Have you taken part in any extra-curricular activities?
Through the School, I was able to win a fellowship that allowed me to attend the Architecture Biennale in Venice. I had a scholarship to be there for a month with eight other students. I was working in the British Pavilion, talking people through the concept of the display. I felt very lucky to be involved in that.

What about the relationship between students and tutors?
A good relationship is very important, especially when you’re taking a creative degree. You put your heart into your work, so having a rapport makes it easier to respond to the ‘crits’. I found my tutors’ teaching style to be very good; they were quite tough on you but the crits were always constructive – you were given reasons for everything.

And your fellow students?
Kent is a very welcoming place. It’s an open studio so you can talk to everyone and, within the ‘units’, 4th and 5th-year students work together. That’s really nice. You walk round the School saying ‘hello’ to everyone. I really enjoy that.

What are the resources like?
The digital resources are very good – we have a crit space with touch-screens and so on. But to be honest, the best resource at KSA has to be the people. The tutors here are excellent.

What are your career plans?
I’d like to work in a practice in Brighton and in the long-term I’d like to do some teaching in an architectural school. My friends who graduated last year are all working in architectural practices now, so I’m feeling pretty confident.
**IMPRESSIVE CAREER PROSPECTS**

Kent has an excellent postgraduate employment record: over 96% of our postgraduate students who graduated in 2014 found a job or further study opportunity within six months.

Kent School of Architecture (KSA) has enjoyed a high employment rate for recent MArch graduates, with large percentages securing jobs in major London design practices, among them Farrells. Practices are attracted to our graduates due to the portfolio of diverse modules that consider a range of issues, from urban planning in the context of the Thames Gateway regeneration initiative, to wider, student-set thesis-type projects that encourage self-reliance and develop critical thinking. Other graduates have been offered international internships with firms such as Olson Kundig in Seattle, US; several graduates have secured employment with local and regional practices directly engaged with the local community.

**Transferable skills training**

Studying at KSA equips you for a successful career in architecture. In addition to your professional skills, you also develop a wide range of transferable skills in areas such as communication, team-working, problem-solving and computer literacy. The University’s Graduate School co-ordinates a Researcher Development Programme for research students, providing access to a wide range of lectures and workshops on training, personal development planning and career development skills. The Graduate School also delivers the Global Skills Award programme for students following taught programmes of study, which is specifically designed to consolidate your awareness of current global issues and improve your employment prospects.

**Careers advice**

Kent’s Careers and Employability Service can give you advice on how to choose your future career, how to apply for jobs, how to write a good CV and how to perform well in interviews and aptitude tests. It also provides up-to-date information on graduate opportunities before and after you graduate. For more details, see www.kent.ac.uk/employability
GRADUATE PROFILE

Basant Chopra completed his architecture training at Kent in 2011. He now runs his own architecture practice, BDesign7 and is a visiting lecturer at the University of Kent.

What attracted you to Kent?
Having completed my Architecture BA, I was attracted to the MArch programme at Kent because of the way the course leader Michael Richards ran the programme. He gave us a lot of creative freedom; we were challenged and encouraged to further develop our creative thought processes, which enhanced the work we produced.

How were your studies?
The studies were challenging to begin with, but as I progressed, I began to enjoy it more and more. I’d spent some time working in the industry before starting my MArch, but the experience of studying on the course was very different. I couldn’t rely on my work experience and was challenged to work out of my comfort zone. I found this really interesting and pushed myself to explore new ways of solving design-related issues.

What did you think of the teaching at Kent?
The teaching at Kent is good; the teaching staff are friendly and approachable. In fact, I currently teach at Kent as a visiting lecturer, which is something I enjoy. Also, the support staff here are very friendly and helpful. The computer technicians and the workshop staff are always willing to go out of their way to help students.

Was the course flexible enough to allow you to pursue your own passions?
The course is very flexible. We were allowed to choose and write our own brief for our design project and in another module we were able to explore an architecture-related field using any media.

How do you think the MArch programme changed you?
My course helped me immensely. As I’ve mentioned, it took me out of my comfort zone and, by being focused and not giving up, I was able to overcome all the challenges. All of this gave me a lot more confidence in my own abilities and it made me realise how important it is to face one’s weaknesses – when you do, it makes you even stronger.

How did you find your time at Kent in general?
I really enjoyed my time at Kent: the social life is great, the students were a friendly group. It is very important to find a balance between your studies and having a bit of fun.

In what ways did your degree help you to find work?
There are a lot of ways of succeeding at architecture. I have been fortunate and have always been able to find work easily. I’d gained experience of working and had been part of some very high-profile projects, but my degree was the final piece in the jigsaw puzzle. Doing so well in my degree gave me a lot of confidence to start on my own. I now have my own company and enjoy everything about my work. In the future, I plan to expand my business and am keen to continue to learn and improve as an architect.

What advice would you give to graduates thinking of coming to Kent?
In architecture, the most important thing is to demonstrate your abilities through the quality of your work, so having a good and well-designed portfolio is very important. I have come across students who are so focused about getting a particular class of degree that they forget that architecture is a lot more than that. You really need to learn about the subject and develop your understanding of architecture and architects but alongside that, your own personal development is also crucial. It is the combination of these things that makes you employable.

Would you recommend studying at Kent?
Studying at Kent is a wonderful experience and students should definitely make the most of it.
With a range of taught programmes on offer, you can choose a degree that reflects your interests.

**Master of Architecture (MArch) – ARB/RIBA Part 2**

The mode of formal professionally validated and prescribed architectural education in the UK usually takes the form of a five-year continuum of undergraduate education. This usually comprises a three-year, full-time, BA (Hons) degree, which gives exemption from Part 1 of the professional examinations, followed by a year of monitored professional experience, and finishing with a full-time, two-year Master of Architecture (MArch) programme, which gives exemption from Part 2 of the professional examinations. Both programmes are undergraduate in accordance with Kent’s credit framework for taught programmes.

The MArch programme is divided into two stages (Stages 4 and 5) with a prominent focus on design. Design teaching is delivered through a unit system and generally involves a hypothetical design project developed through an iterative process, facilitated by seminars, tutorials and ‘crits’. Each unit has a unique theoretical position, usually has two tutors, and comprises a mix of Stage 4 and 5 students who express their preference for their preferred unit in a ballot. Unit interests have included: the implications of a reflooded Wantsum Channel between Kent and the Isle of Thanet; urban contradictions and China Miéville’s *The City and the City*; designs for the cultural biennale in Kochi, India; the environment of the Thames Estuary; revived privileges of the cinque ports; Portland stone; an arts centre in Istanbul, Turkey; pilgrimage – modern inferences from Chaucer’s *Canterbury Tales* and the Pilgrims’ Way; the legacy of the ceramic industry in Stoke-on-Trent; recollecting Soane and Ruskin – from Venice to the Walworth Road; and circuses on the Greenwich Peninsula.

Students remain in their unit for the duration of the academic year, and then ballot to remain or move to another unit the following year. The initiative allows for unit leaders and their teaching partners to develop areas of specialism within a wider architectural discourse, and for students to enjoy a degree of choice in their educational experience. Vertical peer-to-peer learning is engendered by a mix of students from different stages, while an element of healthy competition develops within and between units.

Stage 4 and 5 students within a particular unit follow the same design project brief, while additional lecture and seminar modules support design through the teaching of technology, culture, dissertation and employability.

**Studying abroad**

You can apply to study abroad in the spring term of Stage 4 or the autumn term of Stage 5. Possible destinations include schools of architecture in France (Lille), Italy (Rome) and the USA (Virginia).

**Course content**

At Stage 4, students take the following modules:
- Design 4a
- Technology 4
- Design 4b
- Employability
- Cultural Context.

Those students taking a term abroad during Stage 4, take:
- Study Abroad*
- Design 4a
- Technology 4
- Employability (as an extra module at Stage 5).

At Stage 5, students take the following modules:
- Design 5a
- Design 5b
- Technology 5.

They also take one optional module:
- Dissertation
- Artefact
- Architectural Pedagogy.

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“The MArch programme has included a number of ‘live’ projects, which have subsequently been developed towards construction. One student took on an eco-house project, which resulted in a formal commission to take the project to completion.”

Michael Richards
MArch Programme Director
Those students taking a term abroad during Stage 5, take the following modules:
- Study Abroad*
- Design 5b
- Technology 5.

*The Study Abroad module enables you to take the relevant modules at your host institution. For a term abroad at Stage 4, these are graded on the basis of pass/fail. For a term abroad at Stage 5, your portfolio is marked at Kent on your return.

**Modules: Stage 4**

**Design 4a**
This module involves a consideration of design on an urban scale and is taught through the unit system with individual briefs that offer you the opportunity to critically appraise new hypotheses through complex design proposals, and to consider 'context' in terms of its history, legislation, environment, economics and community. Unit briefs for this module may develop themes in parallel with Design 5a.

**Technology 4**
You use case studies to investigate technology in the context of architecture. You are provided with two options: the first considers the architectural application of technology, while the second explores the cultural context of technology. In the first option, you investigate the application of particular technologies in actual buildings, or construction and environmental design strategies. In the second option, you study technology in its cultural, political or economic contexts.

**Design 4b**
This module involves the design of a single architectural proposition or multiple individual architectural propositions. It is taught through the unit system within which individual unit briefs offer you the opportunity to develop a conceptual and critical approach to complex architectural design proposals. These are then developed into a comprehensive and integrated design project. Unit briefs for this module may develop themes in parallel with Design 5b, with which it is co-taught, as well as continuing to explore the themes from the preceding term’s design module.

**Employability**
This module is taught by lectures, seminars and tutorials. Drawing on the ongoing work taking place within your design module, you produce a detailed report in which you assess your design in terms of appointment, procurement, statutory permissions, fee bidding, information scheduling, resourcing and cost, as though it were a live project. This module increases your awareness of what is expected of an architect in professional practice and enhances your graduate employability.

**Cultural Context**
This module promotes independent and critical thinking as well as advancing your research skills. You are introduced to research methodologies and gain an understanding of how different constituencies of society view contemporary culture. The focus is on methodologies of research in the context of cultural discourse and architectural theory from the mid-20th century onwards.

CONTINUED OVERLEAF
Modules: Stage 5

Design 5a
This module involves a consideration of design on an urban scale and is taught through the unit system with individual briefs, which may develop themes in parallel with Design 4a.

Design 5b
This module involves the design of a single architectural proposition or multiple propositions, and is taught through the unit system. Individual briefs may develop themes in parallel with Design 4b and may continue to explore themes from the preceding term’s design module.

Technology 5
This module further develops your understanding of how the proposals developed within your ongoing design modules could be realised in terms of the technological and environmental considerations. It demonstrates and integrates the building technologies and environmental control strategies underlying the project.

Optional modules

Dissertation
You produce an 8000-word dissertation over the autumn and spring terms, developing your communication and research skills to a high professional standard. The module involves tutorials with a supervisor who helps you to develop a research question related to architecture or another field of environmental or spatial design.

Artefact
You develop a research question related to architecture or another field of environmental or spatial design. This question is focused on making and assembling an artefact, (as a piece of research through practice) and writing an accompanying essay. This process hones your ability to gather and synthesise data, as well as analyse it in a coherent and convincing manner. In addition, you situate your own investigation in the broader context of architectural history, culture, and discourse.

Architectural Pedagogy
This optional module provides you with a thorough grounding in teaching architectural design and communication. You develop an understanding of architectural pedagogy through practical experience in studio teaching (of first-year undergraduate students) and through research into higher education and the theory of architectural education. The focus is on teaching and learning models specific to architecture, such as studio-based tutorials and design reviews. The module is taught through a combination of lectures, tutorials, group seminars and review sessions.

Exemptions from professional examinations
Traditionally, students entering the MArch with a first degree that gives exemption from ARB/RIBA Part 1, will graduate with the award of MArch with ARB/RIBA Part 2 exemption.

International entrants, without ARB/RIBA Part 1 exemption (or with RIBA but not ARB Part 1 exemption), will also qualify for the award of MArch with ARB and RIBA Part 2 exemption.

However, MArch graduates without ARB Part 1 (or a qualification giving exemption), will need to obtain both a recognised ARB Part 1 and Part 3 before they can apply to the ARB to be registered in the UK as an ‘architect’.

International applicants may apply directly to the ARB to take ARB Part 1 as an external candidate. This involves paying a fee to the ARB, submitting a portfolio, and attending an interview in London. Procedures are explained on the ARB website at www.arb.org.uk but please note that Kent School of Architecture does not arrange this application and cannot guarantee success. However, we do offer advice to students enrolled on the MArch in advance of their direct approach to ARB.
MA in Architecture and Urban Design

The MA in Architecture and Urban Design provides an understanding of contemporary urban design through investigating the dynamic conditions of cities today.

The programme combines theoretical and practical knowledge of architecture with urban design and the study of contemporary urban conditions. The accelerating pace of urban life and growth demands creative solutions to urban design. The challenge is to make expanding cities resourceful, meaningful and environmentally sound. This MA programme enables you to build a coherent response to the issues that confront our cities.

Programme content

You develop your theoretical understanding of urban development as well as gaining an informed approach to its practice. The programme has an international perspective and draws on a range of imaginative professional experiences. It offers an introduction to contemporary urban design, based on academic rigour as well as an insight into the intricate processes of urban transformation.

Modules are taught during the first and second terms. The third term is dedicated to your research, analysis and writing. Your 10,000 to 15,000-word illustrated dissertation presents an original argument on a subject agreed with academic staff. It may contain mappings, visual analysis and related materials.

Modules offered are:
- Urban Landscape
- Research Methods and Analysis
- From the Idea of a City to Philosophies of Urban Design
- Cities in the 19th and 20th Centuries: 1840s-1960s
- Dissertation

Assessment

Assessment is by coursework and dissertation.

Study in Paris

As part of your MA, it is possible to spend a term studying at the University’s postgraduate centre in Paris. Our Paris site is based in the heart of historic Montparnasse and you are encouraged to make full use of the city’s cultural resources and to integrate these into your studies. All modules are taught in English.

If you choose this option, you spend the spring term in Paris and can also choose to attend a humanities module taught at the centre. For more details, see www.kent.ac.uk/paris/programmes

About the programme

The programme is designed to enhance your career opportunities in high-profile architectural practices, planning offices and architectural and planning consultancies. It offers a flexible and versatile qualification for architects, urban planners, architectural theorists, engineers, landscape architects, environmentally and ethically-concerned developers, and other related professionals involved in the urban design of contemporary cities. It is also suitable for graduates interested in pursuing further postgraduate study.
TAUGHT PROGRAMMES (CONT)

Modules

Urban Landscape
This urban design module explores the broad issues of an urban environment with special regard to space, sensory experience and history, as well as to site and context, planning and place-making. You become familiar with planning documents and learn to work as part of a team in developing design strategies and making urban design proposals. Working in teams, you analyse an existing urban space before proposing individual interventions, and apply research and analysis to the development of a design project. The module is adapted from year to year to engage with a range of issues concerning urban landscapes and architecture. In 2014, the project was led by John Letherland, partner at Farrells, a world-leading architecture and urban design practice.

Research Methods and Analysis
This module introduces you to professional methods of research, analysis and presentation. You are given guidance to help you formulate your dissertation and find your way around the diverse fields of knowledge. The module enhances your ability to formulate questions and communicate arguments and results. You are encouraged to exercise a critical attitude and formulate new proposals. You gain experience both by presenting your own research and in providing constructive criticism on the work of your peers. The sessions examine how to present arguments; find, analyse and use visual resources; conduct interviews and improve presentation skills.

From the Idea of a City to Philosophies of Urban Design
Architecture has generated a number of spontaneous and critical responses to the demands of the city in the past four decades. You explore arguments drawn from sources in architectural and urban theory, philosophy, art history, psychoanalysis, literary sources and the social sciences. Topics include: embedded utopia; public space and private lives; views, fields and cityscapes; smooth and striated spaces; flows and undercurrents; disclosures of urban life; climate change; datascapes; and global cities. You explore the idea of the city – and examine what determines the conditions of their emergence and the major concepts related to urban life.

“Learn more about urban design and architecture in a historically rich part of England with three great European capitals – London, Paris and Brussels – easily accessible. This is a life-enhancing opportunity that could shape your career.”

Professor Gordana Fontana-Giusti
Professor of Regional Regeneration
Cities in the 19th and 20th Centuries: 1840s-1960s
Cities have changed and grown throughout the 19th and 20th centuries. In this module, you examine the effects of industrial revolution, rapid increase in population and the size of cities, as well as the events and policies related to city growth and development. Through selected case studies, you look at various national and local strategies devised by states to meet the challenge of urban expansion during the 20th century. You also examine the housing and planning policies in a number of European cities, offering a position for critical issues such as density, regeneration and mixed use. Case studies include London, Berlin, Vienna and Tokyo.

Dissertation
You are asked to propose and formulate your own dissertation, which could include diverse methodological and epistemological approaches, as well as a critique of urban design. Depending on your subject, you undertake the study of archives; the interpretation of textual and visual materials; architectural and design analysis; the visualisation of parametric data; and the formulation of the results. The aim is to develop new approaches that challenge the boundaries of interdisciplinary research in architecture and urban design.

MA in Architectural Visualisation
The digital visualisation of architecture and urban environments has become embedded within the architecture and film industries, establishing itself as an industry in its own right. With the increase in demand for skilled modellers and animators, and knowledge of architectural as well as cinematic issues, this MA builds upon the connections between the two industries.

Programme content
While studying this course, you develop the skills to communicate architectural and urban landscapes for a variety of applications and audiences. Some modules are taught jointly with the School of Engineering and Digital Arts.

Modules offered are:
- Architectural Photography
- Digital Architecture Set-up
- Film and Architecture
- High-Definition Compositing
- Film and Video Production
- Major Project/Independent Research Project
- Professional Group Work
- Virtual Cities.

Assessment
Modules are taught over three terms, concluding with a major portfolio project which accounts for one third of the programme. The content of the portfolio is agreed with academic staff and allows you to build a show-reel to a professional standard.

Modules
Architectural Photography

The study of photography is often a complementary element to architectural education – understanding the processes of composition, framing and lighting is essential in both disciplines. You study these concepts, as well as the principles of photographic creation and processing, enabling you to apply these skills to the communication of architectural space and form.

Digital Architecture Set-up
This module guides you through the procedures of modelling and animation needed for architectural visualisation. You compare the software packages used in industry and through exercises that become increasingly complex, you gain the skills to create realistic digital architectural models appropriate for the target industry and application.

Film and Architecture
By looking at influential cinematic depictions of the built form, this module reviews the representation of architecture in film through history. With light being an important factor in both disciplines, the links between the two industries are explored, analysing films from early German expressionist cinema through to present-day utopian or dystopian films. You investigate how the cinematic depiction of architecture can alter the character of the built environment and the way in which it is portrayed. You also explore the relationship of architecture to lens, and screen to audience.
High-Definition Compositing
In this module, you learn the technical and artistic skills for compositing video and 3D elements at a high resolution. Compositing is the artistic blending of several disparate elements from a variety of sources into a single image, while making all the component elements appear to be in the same light space, and shot with the same camera. Working in high-definition, you learn how to: composite a moving digital-video element (from one or more clips) into another; seamlessly change lightings, camera moves and framings, colour balances and film textures on existing digital video clips; build and match camera movements of 3D environments from and to the 2D evidence in digital video clips; and model, texture, animate and light a 3D computer graphics object for compositing into a live-action digital video clip.

Film and Video Production
This module includes a sequence of practical workshops that introduce the filming techniques and editing tools used on the course. These are supported by a series of lectures concerned with high-definition video technology. You gain an understanding of the theory and standards of colour models, and how they are applied to motion imaging in video, HDTV and digital cinema. You also become familiar with the relevant broadcast and compression standards that are used for high-definition digital video. Finally, you work as part of a small team to produce a short digital film, in high definition.

Major Project/Independent Research Project
Using the experience gained on the MA programme, you choose to undertake either a Major Project or an Independent Research Project. The Major Project involves the production of a video-short, showreel of images in high definition, or a dissertation

“The MA in Architectural Visualisation allows students to develop transferable skills that are attractive in the workplace. Our students have gone on to work for highly regarded architectural visualisation companies.”

Howard Griffin
Programme Director
showcasing your professional visualisation skills; the Independent Research Project allows you to produce an advanced body of research. The topic is agreed with your academic tutor in advance. Students may also have the opportunity to work on ‘live’ projects via a placement in industry. This can provide valuable professional experience; past students have worked within organisations including Hayes Davidson, Millerhare, and Squint Opera.

Professional Group Work
In this module, a series of group projects allow you to apply the skills you have learnt. It replicates the experience of working in a professional studio environment where animation, architectural visualisation and digital effects are always produced as a team effort. You complete a series of one-day group projects which contribute to and lead into your major project, where students in animation, digital effects and architectural visualisation work together to produce effects shots and an animation. Working in a simulated professional environment to a four-week deadline, you become familiar with the production process, chains of approval and departmental divisions. Teamwork skills are indispensable within the industry and many of our graduates say that this module was the most useful part of the programme in terms of developing their professional practice.

Virtual Cities
This 30-credit module develops your skills in visual communication and representation using 3D digital modelling. You gain modelling skills, learning materiality, lighting and high-quality rendering skills. The module draws from professional practice in a number of industries, including architecture, film and games, highlighting the priorities each places on the modelling and rendering process. Much of your work will focus on virtual environments and cyberspace. The notion of real-time digital exploration of architectural form and space is the central theme throughout the work. The module also gives you the opportunity to experience the ‘real’ architectural world.

GRADUATE PROFILE

Hayden Brinkley completed his Master’s in Architectural Visualisation in 2013.

Why did you choose to study at Kent?
I spent six years working in the computer games industry, where my role was to create 3D models for game environments. However, I was keen to progress and create more realistic digital art-forms. Architecture has always held an interest for me and I wanted to move to a career where I could develop my ability as an artist, while using my earlier experience. The Master’s in Architectural Visualisation allowed me to take the next step towards my goal.

How did your programme affect your career prospects?
I enquired about an internship where I could complete the work for my final Master’s project. Hayes Davidson appealed, since it offered an environment where I could develop new skills. It encourages artists to be involved in studio projects from the beginning to completion and works with some of the most prominent names in architecture. They have an open and collaborative environment: during my internship, I worked on client projects and learnt their processes.

On completion of the internship, I was delighted to accept an offer of employment with them as a 3D artist. My Master’s played a vital role in helping me achieve my goal.
MSc in Architecture and Sustainable Environment

The MSc in Architecture and Sustainable Environment is a taught course aimed at professionals and academics worldwide with an interest in sustainability in the built environment, including architects, engineers, geographers, surveyors, historians and urban designers.

The MSc promotes a cross-disciplinary approach to research in the field of sustainability in the built environment, bridging the traditional boundaries between the arts and the sciences, research and practice. The course develops your design skills and gives you the technical and scientific understanding you need to develop sustainable solutions for new and existing buildings. You also analyse historic buildings and past environmental technologies, which leads to a critical exploration of the historical and cultural context of sustainability and environmental design.

Programme content
- Principles of Environmental Design
- Rediscovery – Understanding Historic Buildings and Past Environmental Technologies
- Monitoring and Modelling of Environmental Performance
- Sustainable Design Project
- Dissertation

Assessment
Assessment includes a range of methods and is mostly based on coursework, with presentations, case study analyses, design proposals, essays and a 15,000-word dissertation.

Modules

Principles of Environmental Design

This module examines the important energy and material flows in a building and looks at how these are driven and regulated. This includes assessing methods for: calculating the flow, storage and release of heat in a range of media; determining daylight provision; and making calculations for providing sufficient natural ventilation. Built exemplar buildings are studied and their success assessed. Building fabric and services are explained and you discover how resource requirements for maintenance can be reduced, while maintaining the function of the building. You also look at advanced materials and techniques and use life cycle analysis as a decision tool to assess the sustainability of a design. Finally, you look at the new challenges climate change presents for designing sustainable buildings in the context of projected but uncertain weather conditions and investigate future scenarios which reveal the implications for changing design parameters.

Rediscovery – Understanding Historic Buildings and Past Environmental Technologies

This module gives those with a more technical background, such as architects, engineers and building physicists, and those with a background in the history of architecture or science, the opportunity to collaborate in the study of historic buildings and past environmental technologies.
Through research, we uncover the original environmental intentions behind the design of historic buildings and discover the technologies and control regimes deployed to manage their internal environments. Using modern scientific methods, alongside this historical analysis, we can make a more objective evaluation of the actual environmental behaviour of historic buildings and investigate ways of improving them. As well as providing insights into building conservation, low energy design and the refurbishment of the existing building stock, this research contributes to a broader understanding of environmental concerns in architecture from a cultural and historical perspective.

Monitoring and Modelling of Environmental Performance

You explore a range of experimental and modelling techniques to evaluate the environmental and energy performance of new and existing buildings. This includes field surveys of case study buildings, where you experiment with monitoring the environmental conditions. Subsequent modelling of the building enables you to further assess the environmental conditions and energy performance of the building, identifying problem areas and appropriate mitigation techniques. You can also use modern modelling techniques to further analyse the efficiency of past environmental technologies or the behaviour of historic buildings studied in the previous module ‘Rediscovery’.

LE PETIT BAYLE
An award-winning house using sustainable strategies

Located in a remote region of France, the award-winning Le Petit Bayle was used as a case study in Kent School of Architecture’s submission to the Research Excellence Framework 2014. Kent’s Jef Smith and his London-based practice, Meld Architecture, worked with Victoria Thornton to design the house using low-tech sustainability strategies. The house is made using local materials, relies on solar energy to heat it in the winter and shading devices to cool it in the summer, and makes careful use of rain water. The sustainability was not merely about pragmatic choices but became an integral part of the design, generating the selection of form and materials.

Le Petit Bayle has featured in The Architectural Review, the Architects’ Journal, and the RIBA Journal, as well as popular publications, such as Grand Designs magazine. It attracts visits from professionals and public alike and accolades from many specialists in the field.
Sustainable Design Project
You explore passive means of environmental control to achieve low energy and comfort under varying climatic conditions. Advanced techniques and methodologies for analysis of local climatic conditions, future weather predictions, the site and its original buildings lead to the development of environmental design strategies. The influence of materials, form and construction on environmental performance is examined with reference to precedents and benchmarks. You produce a proposal, first in the form of strategies for the enhancement/retrofit of the environmental conditions and energy use of a building. Following approval of your design strategies, you produce design proposals for the physical changes required to the building, or design a replacement building based on environmental principles.

Dissertation
Working independently, you undertake in-depth research on a topic of your choice, in the field of sustainable architecture and the built environment, and produce a dissertation of 15,000 words. Your research includes a critical evaluation of the current literature and developing the appropriate methodology, such as monitoring, modelling, thermal simulation, and the use of archives.

MSc in Architectural Conservation
This programme provides you with a thorough understanding of the history of architectural heritage, and teaches the skills required for the active preservation and development of historic buildings. Based in the historic city of Canterbury, it combines the study of conservation theory and philosophy with the technical aspects of repair and reconstruction. The city’s stunning cathedral provides a unique educational resource, giving you the opportunity to learn from the conservation of a World Heritage Site.

About the programme
The programme examines different approaches to architectural heritage and can provide a gateway into a career in demanding professional fields such as conservation-oriented architectural practice, conservation consultancy and heritage management. As potential leaders in these fields, the programme’s graduates are expected to play a central role in disciplines that lie at the centre of current economic, environmental and social agendas.

Programme content
The programme’s varied curriculum reflects the multidisciplinary nature of conservation. You gain a critical understanding of historic buildings through an introduction to conservation philosophy and policies. This then prepares you for the study of practical survey and preservation techniques. Case studies and workshops, carried out in collaboration with Canterbury Cathedral, introduce you to the properties of historic building materials and the techniques used in the repair of historic buildings. You have access to cutting-edge survey equipment and the use of conservation laboratories.

The modules offered are:
- Structural Appraisal of Historic Buildings
- The Legislative Framework
- Intervention at Historic Buildings
- Conservation Principles
- Dissertation

Modules
Structural Appraisal of Historic Buildings
This module analyses the causes and patterns of damage in a wide range of structures and cultivates a critical understanding of the techniques employed in the repair and strengthening of historic buildings. A combination of lectures and laboratory analysis develops an advanced understanding of the properties of building materials and their decay. The module includes lectures on materials such as stone, brick, mortar, timber, iron and concrete. Three of these lectures are delivered in the conservation workshop of Canterbury Cathedral. This gives you the opportunity to observe the conservators’ methods, and the practical application of a wide range of preservation techniques.

CONTINUED OVERLEAF
TAUGHT PROGRAMMES (CONT)

The Legislative Framework
You explore the policies and legislation that guide the preservation of historic sites and the modern administrative framework of conservation. Focusing on the UK heritage protection and planning systems, you examine various kinds of statutory designation: the notions of the listed building, the scheduled archaeological site, the conservation area and the registered landscape. Particular emphasis is put on the National Planning Policy Framework and how the development of historic sites is authorised, such as the challenges of planning permissions, and listed building consent. You are also able to explore the systems through which conservation is financed and managed. Guest speakers introduce the grants to assist building conservation and area regeneration. You also become familiar with procurement strategies, conservation contracts, methods of valuation, and cost planning.

Intervention at Historic Buildings
Encouraging you to experiment with all the phases of a conservation project, this module covers theory and practice, and allows you to develop a holistic approach to architectural conservation. A conservation project offers the opportunity to design an intervention to a historic site. Although the project focuses on one historic building, it also allows you to investigate the role of conservation in the broader urban environment. Lectures explore various stages in the delivery of conservation projects; examining the methods of survey, appraisal, repair, strengthening, adaption, extension, and monitoring of historic buildings and surrounding urban spaces. One of these lectures is delivered at Canterbury Cathedral, allowing you to observe the conservation of the monument, guided by one of its chief conservators. Special emphasis is put on the preservation and management of historic cities.

Conservation Principles
By developing your understanding of architectural heritage and research methodologies, you gain the expertise to evaluate historic buildings and to decide what should and could be conserved and why. Lectures investigate the development of architectural form from antiquity to the 20th century, focusing on the European traditions and the various approaches when researching or documenting historic buildings. As well as an introduction to architectural history, you study the field of conservation philosophy, looking at the evolution of attitudes to architectural heritage from the 19th to the 21st century. By examining a range of case studies, you also investigate the adaptation of new buildings to the historic environment.

Dissertation
The dissertation is a conservation project based on an existing historic building visited during the summer term. Students work in groups, but you focus on one or more areas that reflect your background and interests such as historical research and documentation; graphic recording and structural survey; analysis and testing of building materials; conservation theory issues; repair and structural intervention; preparation of a conservation plan; or reflection on a bid for the funding of a conservation project. The project is intended to contribute to the preservation of the historic buildings chosen and is presented to the local community.
We offer both full-time and part-time research programmes leading to a PhD. Kent School of Architecture promotes innovative and interdisciplinary research in architecture, urbanism, environmental design and related fields.

Our main objective is to combine contemporary advanced research with an educational framework that prepares candidates for the global academic and professional world. A particular feature of our research degrees is the wide spectrum of investigations that are possible within the School and the chance to undertake research through design practice.

The PhD is a three-year full-time or five-year part-time programme. Candidates research and write a thesis of between 75,000 and 100,000 words under the supervision of at least two academic staff, or 30,000-40,000 words in the case of a doctoral project incorporating research through practice and/or design. The formal requirement to obtain the qualification is that the thesis must be an original contribution to knowledge within the field under investigation and should be of publishable standard.

Supervision
Every research student is allocated a supervisory team. Supervisors are experienced members of staff with a good record of research in the relevant area. They support you as you advance in your academic research, giving you guidance on the nature of research, the standard of work expected and relevant literature and resources. They can also advise students who need to develop further skills for their research and make arrangements for formal training if necessary. You are required to meet your supervisor regularly to agree your timetable and to produce written work for comment and review.

Research facilities
All PhD students join one of our research centres (CREAte or CASE, see p2) and are encouraged to participate in the centre’s events. They also have access to all relevant University facilities and seminars. Seminar programmes offered provide a mixture of research guidance, student presentations and guest lectures.

Further information
For more details, please contact the Director of Graduate Studies, Dr Timothy Brittain-Catlin RIBA.
T: +44 (0)1227 824502
E: t.j.brittain-catlin@kent.ac.uk

Those without internet access may write to the Director of Graduate Studies at the address given on p25.

“Kent School of Architecture has become an exciting place for postgraduate students looking to build careers in areas such as architectural history, conservation, environmental or urban design. Our School community has grown to encompass a wide range of expertise and professional connections.”

Dr Timothy Brittain-Catlin RIBA,
Director of Graduate Studies
The School’s academics have extensive experience of working in higher education and developing and teaching degree-level programmes in architecture, interiors and related subjects.

Our members of staff not only have design expertise and specialist knowledge, they are also at the forefront of current architectural issues, including sustainability, technology, professional practice and research.

Professor Gerald Adler  
BA, DipArch, PhD, RIBA  
Professor of Architecture  
Programme Director: MA in Architecture and Urban Design

Research interests  
Twentieth-century architectural history and theory, in particular Germany in the early decades; Heinrich Tessenow; British modernism from the 1950s; the place of the ruin in the modern architectural imagination.

Keith Bothwell  
BSc, DipArch, MSc, RIBA  
Senior Lecturer  
Programme Director: BA (Hons) in Architecture

Research interests  
Sustainable environmental design of buildings, in particular that resulting from passive design strategies; the actual environmental performance of completed buildings, compared to predictions; the obstacles to sustainable design within the construction industry and design professions.

Dr Timothy Brittain-Catlin  
DipArch, MA, PhD, RIBA  
Reader in Architecture  
Director of Graduate Studies

Research interests  
The reputation of architects in times of change: early 19th-century English architecture, in particular, the work of AW N Pugin; early mid-20th-century English architecture.

Main publications  
Bleak Houses; The English Parsonage in the Early Nineteenth Century; numerous articles in national periodicals including The World of Interiors, The Architectural Review and AA Files.

Dr Luciano Cardellicchio  
MEng (Rome Tor Vergata), PhD Lecturer

Research interests  
Dr Cardellicchio’s research focuses on the relation between form and construction and the connection among technical details, urban shape and construction tradition in contemporary architecture in Europe and in modern architecture in Italy. Pursuing his interests in urban strategy for depressed areas, he was the main co-ordinator for several international workshops about planning regeneration of small town and suburban areas in Italy.

Professor Gordana Fontana-Giusti  
MArch, PhD (AA and London)  
Professor of Architecture and Urban Regeneration  
Associate Dean (Graduate Studies) for the Faculty of Humanities

Research interests  
The role of the arts in architecture and urban design; philosophy of urbanism; the role of film in urban design; the origins of perspective; architectural drawings; urban psycho-geography; cities and water.

Main publications  

Howard Griffin  
BA (Hons) (LSBU), MA (LonMet), PGCTLHE (Open)  
Lecturer  
Programme Director: MA in Architectural Visualisation

Research interests  
The links between the industries of film, visualisation and architectural design; the increasing role the games industry has to offer architectural visualisation; the wider context of virtual architecture. Howard also maintains an interest in photography, both silver-based and digital, and regularly exhibits his work across the UK and Europe.
Dr Manolo Guerci
DipArch (Roma Tre), MPhil (Cantab), PhD (Cantab)
Senior Lecturer

Research interests
Secular architecture, particularly domestic, ranging from early modern European palaces with an emphasis on connections between Italy, France and Britain in the 17th, 18th and 19th centuries, to post-war social housing estates; relations between European modernism and traditional Japanese architecture; conservation of historic buildings, particularly 17th-century construction techniques in Rome.

Dr David Haney
BArch (UAark), MED (Yale), PhD (UPenn)
Senior Lecturer
Director of CREAte

Research interests
Relationship between landscape and architecture considered from professional and cultural perspectives; history of modern architecture and landscape; history of ‘green’ or ecological design; ecological concepts in German modernism; representation of memory in public space.

Dr Nikolaos Karydis
MArch, MSc, PhD
Lecturer
Programme Director: MSc in Architectural Conservation

Research interests
Dr Karydis is a practising architect as well as an academic. His research focuses on: the development of construction technology and the design aspect of city-making, focusing on the European traditions. His current work looks at urban development in early modern Rome and investigates the ways specific building projects of the 16th and 17th centuries conditioned urban renewal.

Professor Marialena Nikolopoulou
BEng, MPhil, PhD
Professor of Sustainable Architecture
Director of CASE
Director of Research Programme Director: MSc in Architecture and Sustainable Environment

Research interests
Sustainable design, outdoor thermal comfort and comfort in complex environments; occupant perception and use of space.

Michael Richards RIBA
BA (Hons), DipArch (Kingston), Senior Lecturer
Programme Director: MArch in Architecture

Research interests
Design and studio pedagogy in the area of critical regionalism and cultural landscapes; variances between physical and fictional relative locations of ‘place’ in cinema.

Dr Henrik Schoenefeldt
DipArch (Port/TU Vienna), MPhil (Cantab), PhD (Cantab)
Lecturer

Research interests
History of environmental design; the technical development of the horticultural glasshouse in 19th-century Europe; history of science in the context of architecture; cross-disciplinarity in 19th and 20th-century architecture; architectural education; PassivHaus in the UK.

Dr Richard Watkins
BA (Hons), PhD, CEng, MCIBSE Lecturer

Research interests
Exploiting the urban heat island to our advantage – it’s not all negative; microclimate prediction for building design; enhancing the performance of the cold chain (commercial refrigeration); daylighting for sports halls; future weather data for building performance simulation; façades as modifiers of urban comfort.
Entry requirements

M Arch
A good undergraduate degree in architecture (a UK 2.1 classification or higher, or international equivalent) from any school of architecture. Applicants will also need a minimum of six months of experience in architectural practice when they begin their studies. For students who took Part 1 at Kent School of Architecture, there is no need to submit an academic or practical-experience portfolio, or academic transcript, to support your application. This is a requirement for all other applicants.

MA
A minimum 2.1 honours degree in architecture or similar arts/design discipline. Applicants may be required to attend an interview and provide a portfolio showing aptitude for the subject and appropriate creative ability.

M Sc
A minimum 2.1 honours degree (or equivalent) in architecture or related discipline in the built environment. Those without the degree or who come from other disciplinary backgrounds will be considered for entry on an individual basis but must be able to show a considerable period of experience at an appropriate level.

PhD
A minimum 2.1 honours degree, plus an MA or M Arch in architecture or an appropriate subject, or equivalent track record and professional experience in architecture. UK students should normally have RIBA Parts 1 and 2 exemptions.

English language
The University requires all non-native speakers of English to reach a minimum standard of proficiency in written and spoken English before beginning a postgraduate degree.

You should provide us with one of the following: an IELTS certificate with a minimum score of 6.5, including 6.0 in reading and writing, and 5.5 in listening and speaking; or a Pearson Test of English Academic (PTE Academic) with a score of 62, including 60 in all four subtests.

If you do not reach the required standard, you can apply for one of our pre-sessional courses. For further information, please see www.kent.ac.uk/ip

Making an application
You can apply electronically via our website at www.kent.ac.uk/courses/postgrad/apply

If you do not have access to the web, please contact the Recruitment and Admissions Office for advice, see details on p27.

If you are applying for a research degree, it is strongly recommended that you contact Kent School of Architecture in the first instance, so that you have an opportunity to discuss your study plans with the Director of Graduate Studies.

Application deadline
There is no fixed deadline for applications. We strongly recommend that you apply as soon as possible and no later than three months before the start of term. If you wish to apply for on-campus accommodation, an application must be made online by the end of July.

Further information
For specific enquiries about your chosen programme, please contact: Director of Graduate Studies, Kent School of Architecture, Marlowe Building, University of Kent, Canterbury, Kent CT2 7NR, UK
T: +44 (0)1227 824502
E: t.j.brittain-catlin@kent.ac.uk
European connections
Kent is known as the UK’s European university. Our two main UK campuses, Canterbury and Medway, are located in the south-east of England, close to London, and we also have study locations in Paris, Rome, Athens and Brussels.

We have a diverse, cosmopolitan population with 149 nationalities represented. We also have strong links with universities in Europe. From Kent, you are around two hours away from Paris and Brussels by train.

World-leading research
As a student at Kent, you are taught by leading academics, who produce research of international standing. Based on our excellent results in the 2014 Research Excellence Framework (REF), Kent was ranked 17th* in the UK for research intensity by the Times Higher Education, confirming our position as one of the UK’s leading research-intensive universities.

Strong academic community
Kent’s postgraduate students are part of a thriving intellectual community. In addition to lectures, seminars and supervision, you benefit from a rich and stimulating research culture. We have also invested in Woolf College, a modern facility on the Canterbury campus dedicated to postgraduates, which combines accommodation with academic and social space.

A global outlook
Kent has a great international reputation, attracting academic staff and students from around the world. Thirty-eight per cent of our academic staff are from overseas and our schools are engaged in collaborative research with universities worldwide. We also offer a range of opportunities to study abroad and an approach that is truly global.

The Graduate School
As a postgraduate student, you also have the support of the Graduate School, which promotes your academic interests, co-ordinates the Researcher Development Programme and the Global Skills Award, and facilitates cross-disciplinary interaction and social networking.

Tuition fees
For the most up-to-date information on tuition fees, visit www.kent.ac.uk/finance-student/fees

Funding
Kent provides a variety of financial support opportunities for postgraduate students. These range from research studentships, location-specific funding, sport and music scholarships, and funding specifically for overseas fee-paying students. For further information, see www.kent.ac.uk/pgfunding

Enhanced career prospects
At Kent, we want you to be in a good position to face the demands of a challenging economic environment. During your studies, you acquire a high level of academic knowledge and specialist practical skills. We also help you to develop key transferable skills that are essential within the competitive world of work.

Superb locations
Our Canterbury campus is a friendly and vibrant environment with an excellent location that is less than an hour’s train journey from London. It is also close to continental Europe. Set in 300 acres of parkland and overlooking Canterbury Cathedral, part of a World Heritage Site, it is within walking distance of the city. The campus offers green and tranquil open spaces, first-class resources, lively cafés and bars, and a cosmopolitan atmosphere.

Our location in Paris allows students to capitalise on the history and heritage of the cultural centre of Europe. It provides modern study and support facilities within 18th-century buildings in a historic corner of Montparnasse, with easy access to all the cultural resources on offer.

*of 122 universities, not including specialist institutions
Further information

For information about applying to Kent, or to order a copy of the Graduate Prospectus, please contact:
Recruitment and Admissions Office, The Registry, University of Kent, Canterbury, Kent CT2 7NZ, UK
T: +44 (0)1227 827272
F: +44 (0)1227 827077
www.kent.ac.uk/pg

The University also holds Open Days and postgraduate recruitment events throughout the year. Please see www.kent.ac.uk/visit

Images: Simon Vipand, Oliver Treves, Joseph Ling.

Terms and conditions: this brochure was produced in August 2015. The University of Kent makes every effort to ensure that the information contained in its publicity materials is fair and accurate and to provide educational services as described. However, the courses, services and other matters may be subject to change. For the most up-to-date information, see: www.kent.ac.uk/pg. Full details of our terms and conditions can be found at: www.kent.ac.uk/term sandconditions

For the University to operate efficiently, it needs to process information about you for administrative, academic and health and safety reasons. Any offer we make to you is subject to your consent to process such information and is a requirement in order for you to be registered as a student. All students must agree to abide by the University rules and regulations at: www.kent.ac.uk/regulations

Locations
Canterbury and Paris

Faculty
Faculty of Humanities

School
Kent School of Architecture

Research centres
Centre for Research in European Architecture (CREAte)
Centre for Architecture and Sustainable Environment (CASE)

Contact
Dr Timothy Brittain-Catlin
Director of Graduate Studies, Kent School of Architecture, Marlowe Building, University of Kent, Canterbury, Kent CT2 7NR, UK
T: +44 (0)1227 824502
E: t.j.brittain-catlin@kent.ac.uk

Applications
Online at www.kent.ac.uk/courses/postgrad/apply
COME AND VISIT US

To find out more about visiting the University, see our website:
www.kent.ac.uk/visit