



## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| <b>AR538 Cultural Context</b> |            |         |       |               |                                                  |          |
|-------------------------------|------------|---------|-------|---------------|--------------------------------------------------|----------|
| Version                       | Campus     | Term(s) | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 2                             | Canterbury | Spring  | H     | 15 (7.5)      | 100% Coursework with Compulsory Numeric Elements |          |
| 2                             | Canterbury | Autumn  | H     | 15 (7.5)      | 100% Coursework with Compulsory Numeric Elements |          |

### Contact Hours

Total contact hours: 24 hours  
Private study hours: 126 hours  
Total study hours: 150 hours

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 A knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- 2 A knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- 3 A knowledge of how theories, practices and technologies of the arts influence architectural design
- 4 A critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 Problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances
- 2 Independent thought about the subject and ability to rationalise the principal directions taken
- 3 An ability to communicate effectively and well, using a range of communication skills
- 4 An ability to formulate a research proposal with its appropriate methodology
- 5 An ability to communicate and discuss cultural context topics effectively
- 6 An ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
- 7 An ability to argue rationally and to draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration and argument.
- 8 An ability to evaluate research and a variety of types of information and evidence critically

### Method of Assessment

Main assessment methods

Essay (3,000 words) (100%)

Reassessment methods

Like for like.

### Preliminary Reading

Indicative Reading List

- Borden, I., Ruedi, K. (2006). *The Dissertation: An architectural student's handbook*. (Second ed.) Amsterdam: Architectural Press.
- Colquhoun, A. (2002). *Modern Architecture*. Oxford: Oxford University Press.
- Curtis, William J. R. (1987). *Modern Architecture since 1900*. London: Phaidon.
- Forty, A. (2000). *Words and Buildings*. London: Thames & Hudson.
- Koolhaas, R. (1994). *Delirious New York: A retroactive manifesto for Manhattan* (New ed.). New York: Monacelli Press.
- Frampton, K. (2007). *Modern Architecture: a critical history*. London: Thames & Hudson.
- Mallgrave, H., Goodman, D. (2011). *An Introduction to Architectural Theory: 1968 to the Present*. Chichester: Wiley-Blackwell.
- Rowe, C., & Koetter, F. (1983). *Collage City*. Cambridge, Mass.; London: MIT Press.
- Venturi, R., Scott Brown, D. (2007). *Learning from Las Vegas* (New ed.). Abingdon: Routledge.

### Pre-requisites

None

### Restrictions

MArch students only (Masters in Architecture)

Not available as an elective (wild) module

### Synopsis <span style = "color: red; ">\*</span>

The module's objective is to promote independent and critical thinking as well as advancing research skills. The module focuses on methodologies of research in the context of the cultural discourse and architectural theory from the mid-twentieth century onwards. This module will constitute an introduction to research methodologies leading to an understanding of how different constituencies of society view contemporary culture. A series of lectures will introduce different research approaches and methods. The assignment will comprise an investigation into a particular methodology or approach as assigned.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| AR541   |            | Collective Dwelling |       |               |                                                  |          |
|---------|------------|---------------------|-------|---------------|--------------------------------------------------|----------|
| Version | Campus     | Term(s)             | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 1       | Canterbury | Spring              | I     | 30 (15)       | 100% Coursework with Compulsory Numeric Elements |          |

### Contact Hours

Total contact hours: 51 hours  
Private study hours: 249 hours  
Total study hours: 300 hours

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user
- 2 A knowledge of the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach
- 3 An awareness of the theories of urban design, the planning of communities and the influence of the design and development of cities, past and present on the contemporary built environment
- 4 An understanding of the impact of buildings on the environment, and the precepts of sustainable design
- 5 An understanding of the way in which buildings fit into their local context and the ability to plan a group of buildings to create a series of appropriately scaled external spaces
- 6 An understanding of the potential impact of building projects on existing and proposed communities
- 7 An understanding of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design
- 8 A knowledge of principles associated with designing optimum visual, thermal and acoustic environments
- 9 A knowledge of systems for environmental comfort realised within relevant precepts of sustainable design

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to apply a range of communication methods and media to present proposals clearly and effectively.
- 2 An ability to work as part of a team

### Method of Assessment

Main assessment methods

Design Project (100%)

Reassessment methods

Like for like.

### Preliminary Reading

Indicative Reading List

Alexander, C. (1978). A pattern language. Oxford: Oxford University Press.  
Cullen, G. (1961, 1996). A concise townscape. London: Architectural Press.  
Davies, C. (2005). The Prefabricated Home. London: Reaktion.  
Hertzberger, H., 2001. Lessons for students in architecture. Rotterdam: 010 Publishers.  
Larice, M., and Macdonald, E. (2nd ed, 2013) The urban design reader. Abingdon: Routledge.  
Sherwood, Roger. (1981) Modern Housing Prototypes. Cambridge MA: Harvard University Press

### Pre-requisites

None

### Restrictions

BA (Hons) Architecture students only

Not available as an elective (wild) module

### Synopsis \*

This module introduces students to urban design, focussing on housing as a building type. It takes place in two stages, the first being to plan a group of buildings, possibly in an urban context, and the second to develop the design of one of the individual housing blocks comprising multiple units. Students will examine the various typologies of collective dwellings and investigate alternative ways in which these can be combined to form urban blocks. In preparation for this module students will explore some of the principles and theories of urban design and apply some of these in their projects. The principles of sustainability will be examined in the context of energy and environmental assessment methods, and the use of appropriate construction techniques will be explored. Students will develop both digital and hand-drawn presentation and communication techniques.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| AR542   | Climate    |         |       |               |                                                  |          |
|---------|------------|---------|-------|---------------|--------------------------------------------------|----------|
| Version | Campus     | Term(s) | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 1       | Canterbury | Autumn  | I     | 15 (7.5)      | 100% Coursework with Compulsory Numeric Elements |          |

### Contact Hours

Total contact hours: 21 hours  
Private study hours: 129 hours  
Total study hours: 150 hours

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 A reasonable knowledge of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- 2 A reasonable knowledge of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design
- 3 A reasonable knowledge of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques
- 4 A critical knowledge of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices
- 5 A reasonable knowledge of the principals associated with designing optimum visual, thermal and acoustic environments
- 6 A reasonable knowledge of the systems for environmental comfort realised within relevant precepts of sustainable design
- 7 A reasonable knowledge of the strategies for building services, and ability to integrate these in a design project
- 8 The necessary skills to prepare analytical and detailed technical drawings accurately illustrating environmental design solutions
- 9 An ability to apply the principles of evidence-based design to the evaluation of environmental design strategies

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture
- 2 An ability to understand the alternative materials, processes and techniques that apply to architectural design and construction
- 3 Research and analytical skills
- 4 Ability to produce reports which are clear, analytical and logical covering a range of technical issues and include appropriate illustrations
- 5 An ability to critically evaluate your own ideas in the context of learning
- 6 An awareness of the role of research in overcoming knowledge gaps

### Method of Assessment

Main assessment methods

Technology and Environment Report (Environmental Strategies) (100%)

Reassessment methods

Like for like.

### Preliminary Reading

Indicative Reading List

Givoni, B. (1981). *Man, climate and architecture*. Hoboken NJ: John Wiley.  
Littlefair, P. (2011). *Site layout planning for daylight and sunlight: a guide to good practice*. Watford: BRE.  
Oke, T. R. (1987). *Boundary Layer Climates*. London; New York: Routledge.  
Szokolay, S. V. (2004, 2005). *Introduction to architectural science: the basis of sustainable design*. Oxford: Architectural Press.  
Thomas, R. (3rd Ed, 2006). *Environmental design: an introduction for architects and engineers*. London: Taylor and Francis.

### Pre-requisites

Co-requisite: ARCH5520: Architecture and Landscape

### Restrictions

BA (Hons) Architecture students only

Not available as an elective (wild) module

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

### Synopsis >\*

Students will explore passive means of environmental control to achieve comfort in different climates. Vernacular precedents of passive design will be examined and distinguished from the cultural influences on design in different cultures. The concept of exterior and interior climates will be critically investigated and students will develop a good understanding of the microclimate created by cities, landscapes, groups of building and individual structures. The influence of materials, form and construction on environmental performance will be examined with reference to precedents and benchmarks. Specific techniques and methodologies for climate analysis and environmental design will be learned and applied.

The assignment concerns the development of environmental design strategies that are to be integrated appropriately into the design work of the concurrent module Architecture and Landscape. Students will demonstrate how they have provided for fresh air to move through the main building of Architecture and Landscape, as well as how they have exploited passive resources for cooling, temperature control, solar gain and the control of solar gain, both in the summer and winter and for the daytime and night-time. The integration of these into the main building of Architecture and Landscape will take heed of the functions of the spaces and their disposition and be arranged for good efficacy. Students will concisely describe the rationale of the environmental strategies and explain the operation of any technology used in realizing these strategies and illustrate this with appropriate plans and cross-sections.

| AR543   |            | Urban   |       |               |                                               |          |
|---------|------------|---------|-------|---------------|-----------------------------------------------|----------|
| Version | Campus     | Term(s) | Level | Credit (ECTS) | Assessment                                    | Convenor |
| 1       | Canterbury | Spring  | H     | 45 (22.5)     | 100% Project with Compulsory Numeric Elements |          |

### Contact Hours

76 contact hours

### Learning Outcomes

- 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
- An ability to understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project
- An ability to develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user
- Adequate knowledge of the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach
- Knowledge of how the theories, practices and technologies of the arts influence architectural design
- Knowledge of the creative application of such work to studio design projects, in terms of their conceptualization and representation
- Knowledge of theories of urban design and the planning of communities
- Knowledge of the influence of the design and development of cities, past and present on the contemporary built environment
- Knowledge of current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development
- Understanding of the impact of buildings on the environment, and the precepts of sustainable design
- Understanding of the way in which buildings fit into their local context
- Understanding of the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society
- An understanding of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design
- An understanding of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques
- An understanding of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices
- Knowledge of the principles associated with designing optimum visual, thermal and acoustic environments
- Knowledge of systems for environmental comfort realised within relevant precepts of sustainable design
- Knowledge of strategies for building services, and ability to integrate these in a design project
- The skills to critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design
- The skills to understand the cost control mechanisms which operate during the development of a project
- The skills to prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements
- Knowledge of the fundamental legal, professional and statutory responsibilities of the architect, and the organizations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation
- Knowledge of the professional inter-relationships of individuals and organizations involved in procuring and delivering architectural projects, and how these are defined through contractual and organizational structures
- Knowledge of the basic management theories and business principles related to running both an architect's practice and architectural projects, recognizing current and emerging trends in the construction industry
- The ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture
- The ability to apply a range of communication methods and media to present design proposals clearly and effectively
- An understanding of the alternative materials, processes and techniques that apply to architectural design and building construction
- Knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances
- The ability to identify individual learning needs and understand the personal responsibility required for further professional education

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

### Method of Assessment

Design 70% (Report & Project)  
Environment & Technology 15% (Report & Project)

Professional Practice 15% (Report)

### Preliminary Reading

#### Design

Adria, Miquel, et al. 2005 *10x10 2: 100 Architects, 010 Critics*. London: Phaidon.  
Bloomer, Kent C., Moore, Charles Willard, Yudell, Robert J. 1978. *Body, Memory and Architecture*. New Haven and London: Yale University Press.  
Hall, Peter. 1998. *Cities in Civilisation*. London: Weidenfeld and Nicholson.  
Ibelings, Hans. (2002). *Supermodernism*. Rotterdam: Nai.  
Rowe, Colin and Koetter, Fred. (1978). *Collage City*. Cambridge, Mass: MIT.  
Sennett, Richard. (2003). *Flesh and Stone: The Body and the City in Western Civilization*. Harmondsworth: Penguin.  
Weston, Richard. (2003). *Materials Form and Architecture*. London: Laurence King.  
Zumthor, Peter. (1998). *Architektur Denken*. Baden, CH: Lars Müller.

#### Technology and Environment

Bentley, Ian, Alcock, Alan and Murrain, Paul and McGlynn, Sue and Smith, Graham. (1985). *Responsive environments: a manual for designers*. Architectural Press.  
Bizley, Graham. (2007). *Architecture in detail*. Architectural Press.  
Borer, Pat and Harris, Cindy. (1998, 2008). *The whole house book* (3rd edition). Machynlleth: The Centre for Alternative Technology (CAT).  
BRECSU *Building a sustainable future: homes for an autonomous community*. (1998). General Information Report 53. BRECSU (GIR53)  
Broome, Jon. (2007). *The green self-build book: how to design and build your own eco-home*. Green Books  
Brown, Lance J and Dixon, David and Oliver, Gillham. (2009). *Urban design for an urban century: placemaking for people*. John Wiley.  
Chambers, Nicky and Simmons, Craig and Wackernagel, Mathis. (2000). *Sharing nature's interest: ecological footprints as an indicator of sustainability*. London: Earthscan.  
Department for Communities and Local Government. (2006). *Code for sustainable homes: a step-change in sustainable home building practice*. London: Department for Communities and Local Government.  
Department for Communities and Local Government. 2007. *Code for sustainable homes: technical guide*. London: Department for Communities and Local Government. Available only as an on-line document at:  
[http://www.planningportal.gov.uk/uploads/code\\_for\\_sustainable\\_homes\\_techguide.pdf](http://www.planningportal.gov.uk/uploads/code_for_sustainable_homes_techguide.pdf)  
Hawkes, Dean. (2007). *The environmental imagination*. Routledge/Taylor and Francis.  
Horden, Richard. (2008). *Microarchitecture*. London. Thames and Hudson.  
Hyde, Richard. (2007). *Bioclimatic housing*. Earthscan.  
Lechner, Norbert. (2008). *Heating, Cooling & Lighting – Sustainable Design Methods for Architects* (3rd ed). Wiley.  
McLeod, Virginia. (2007). *Detail in contemporary residential architecture*. London: Laurence King  
**Practice**  
Chapell, D. (2003). *Understanding JCT standard building Contracts*. Spon: London.  
Green, R. (2001). *The Architect's Guide to Running a Job*. Architectural Press: London.  
Harper, R. (1997) *A Student's Guide to the First Year in an Architect's Office*. RIBA: London.  
Soulsby. (1989). *Business Law*. McGraw.  
Speaight, A. (2004). *The Architect's Legal Handbook*. Architectural Press: London.

### Pre-requisites

None

### Restrictions

BA Architecture students only

### Synopsis \*

This module, the final one of the programme, engages students in the design of a building in an urban centre. In lectures and seminars, it deals with distinctive urban plans in the contemporary world, as well as a consideration of their historical provenance. The design exercise seeks to locate a complex building type, of mixed social use, within a developed urban fabric. The module assesses a student's capabilities, skills, knowledge and understanding that are brought to bear on such a design. The key design skill to be demonstrated is the integration of the conflicting demands surrounding a proposal that successfully balances the requirements of client, user and the public with the cultural, technical and environmental pressures encountered. As the final statement of student competence, the design will be expected to successfully demonstrate critical and reflective awareness of process across a wide range of indicators, including awareness of fine art theories and methods of production as applied to building. The outputs required will comprise a fully designed building proposal, with an accompanying report. The report component will comprise design studies and a technical analysis of the building and its systems, responding to a targeted lecture series. They will also produce a building assessment from the perspective of a professional practice, management & law lecture series, and generate appraisals of the building as though it were a live project, in terms of appointment, procurement, planning permission, statutory permissions and cost.

| AR544 Renaissance to Neoclassicism |            |         |       |               |                                                  |          |
|------------------------------------|------------|---------|-------|---------------|--------------------------------------------------|----------|
| Version                            | Campus     | Term(s) | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 1                                  | Canterbury | Autumn  | I     | 15 (7.5)      | 100% Coursework with Compulsory Numeric Elements |          |

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

### Contact Hours

Total contact hours: 20 hours  
Private study hours: 130 hours  
Total study hours: 150 hours

### Learning Outcomes

The intended subject specific learning outcomes.  
On successfully completing the module students will be able to demonstrate:

- 1 A knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- 2 A knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- 3 A knowledge of how theories, practices and technologies of the arts influence architectural design
- 4 A knowledge of the creative application of the fine arts and their relevance and impact on architecture
- 5 A understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- 6 An awareness of concepts of historical change
- 7 An awareness of the Western tradition of design
- 8 A knowledge of the historical development of European architecture, and of its relationship to the English mainstream
- 9 Knowledge of key buildings from Western architectural history

The intended generic learning outcomes.  
On successfully completing the module students will be able to demonstrate:

- 1 An ability to apply a modest range of communication methods and media to present design proposals clearly and effectively
- 2 An ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
- 3 Ability to assimilate material from a variety of sources and to contextualise information

### Method of Assessment

Main assessment methods

Illustrated Essay (2,500 words) (100%)

Reassessment methods

Like for like

### Preliminary Reading

Indicative Reading List

- Blunt, A. (1982) *Guide to Baroque Rome*, London: Harper and Row
- Bergdoll, B. (2000) *European Architecture 1750-1890*, Oxford: Oxford University Press.
- Boullée, Étienne-Louis, (1793) *Architecture, An Essay on Art*, Bibliothèque Nationale, Paris edited and annotated by Helen Rosenau, translated by Sheila de Vallée.
- Hale J.R., *Renaissance Europe 1480-1520*. (2000) Oxford and Malden, Mass.: Blackwell Publishers
- Kaufmann, E. (1955) *Architecture in the Age of Reason: Baroque and Post-Baroque in England, Italy, and France*. Cambridge MA: Harvard University Press.
- Kruft, H.W. (1994) *A History of Architectural Theory from Vitruvius to the Present*, New York: Zwemmer and Princeton Architectural Press, pp128-271.
- Laugier, M.A. (1977 / 1753) *An Essay on Architecture*, trans/ by W and A Herrmann, Los Angeles: Hennessey and Ingalls Inc.
- Lemerle F. & Pauwels, Y., (2008) *Baroque Architecture 1600-1750*, Paris: Flammarion
- Millon, H. (1999) *The Triumph of the Baroque: Architecture in Europe 1600-1750*, New York: Rizzoli
- Panofsky, E. (1960) *Renaissance and Renascences in Western Art*, New York: Harper and Row
- Rykwert, J. (1983) *The First Moderns: The Architects of the Eighteenth Century*, London and Cambridge MA: MIT Press.
- Summerson, J. (1977) *Architecture in Britain 1530–1830*, Pelican
- Vidler, A. (1989) *The Writing of the Walls: Architectural Theory in the Late Enlightenment*, Princeton" Princeton University Press.
- Watkin, D. (2005) *A History of Western Architecture*. London: Laurence King.
- Wittkower, R. ((3d ed. 1962, repr. 1965). *Architectural Principles in the Age of Humanism*. London: WW Norton & Company.

### Pre-requisites

None

### Restrictions

BA Architecture students only

Not available as an elective (wild) module

### Synopsis \*

This module addresses the developments in architecture from the early fifteenth century to the beginning of the nineteenth century. The cultural context of the time will be studied by outlining the socio-economic conditions, the new attitudes to knowledge, arts, history and architecture. Architectural treatises of the early Renaissance and the related developments in the practices of painting and sculpture will be brought into the consideration in order to highlight specific innovation and dynamics of architecture. The underlying conditions of the movements known as Renaissance, Mannerism, Baroque, Rococo and Neo-classicism will be addressed and relevant buildings, objects of art, architectural texts and dominant narratives will be studied. Landscape design will be discussed through the comparative analysis between the formal landscape design and the phenomenon of the picturesque. The architecture of symbolism and utopianism is also considered. The eighteenth-century organization of life and labour, the emerging spaces of production, as well as the establishment of the academies, museums, and other institutions will be addressed, in order to highlight the way in which these phenomena contributed to the rise of the architectural profession and the building guilds. Typical forms of historic building technologies will be discussed, together with their relevance to current technologies.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| <b>AR545 Adapt and Extend</b> |            |         |       |               |                                                  |          |
|-------------------------------|------------|---------|-------|---------------|--------------------------------------------------|----------|
| Version                       | Campus     | Term(s) | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 1                             | Canterbury | Autumn  | H     | 30 (15)       | 100% Coursework with Compulsory Numeric Elements |          |

| <b>AR546 Technology 4</b> |            |         |       |               |                                                  |          |
|---------------------------|------------|---------|-------|---------------|--------------------------------------------------|----------|
| Version                   | Campus     | Term(s) | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 1                         | Canterbury | Autumn  | H     | 30 (15)       | 100% Coursework with Compulsory Numeric Elements |          |
| 1                         | Canterbury | Spring  | H     | 30 (15)       | 100% Coursework with Compulsory Numeric Elements |          |
| 1                         | Canterbury | Autumn  | H     | 30 (15)       | 100% Coursework                                  |          |

### Contact Hours

Total contact hours: 30 hours  
 Private study hours: 270 hours  
 Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.  
 On successfully completing the module students will be able to demonstrate:

- 1 An understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- 2 An understanding of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design.
- 3 A knowledge of principles associated with designing optimum visual, thermal and acoustic environments.
- 4 A knowledge of systems for environmental comfort realised within relevant precepts of sustainable design.
- 5 Skills to critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design.
- 6 Skills to understand the cost control mechanisms which operate during the development of a project.
- 7 An ability to evaluate materials processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals.
- 8 A critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design.
- 9 An ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.
- 10 An ability to apply the principles of evidence based design to the evaluation of environmental design strategies.
- 11 Understanding the challenges of integrating building fabric (materials), services and control regimes into a unified environmental design strategy.

The intended generic learning outcomes.  
 On successfully completing the module students will be able to demonstrate:

- 1 Research skills and analytical skills in appraising technologies

### Method of Assessment

Main assessment methods

Case Study (5,000 Words) (100%).

Reassessment methods

Like for like.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

### Preliminary Reading

#### Indicative Reading List

Alexander, D., Jenkins, H., (1998). Design of naturally ventilated theatre spaces in Building a new century, 5th European Conference – Solar Energy in architecture and urban planning. Bonn: Eurosolar-Verlag.  
Cramer, J., & Breiting, S. (2007). Architecture in existing fabric: Planning, design, building. Basel: Birkhauser.  
Deplazes, A. (2005). Constructing architecture: Materials, processes, structures: a handbook. Basel: Birkhauser.  
Hall, F., & Greeno, R. (2011). Building services handbook: Incorporating current building & construction regulations (6th ed.). Oxford: Butterworth-Heinemann.  
Herzog, T., Krippner, R., & Lang, W. (2004). Facade construction manual. Basel: Birkhauser.  
Kind-Barkauskas, F. (2002). Concrete construction manual. Basel: Birkhauser.  
Porteous, C. (2002). The new eco-architecture: alternatives from the modern movement. London: Spon Press.  
Schulitz, H. C., Sobek, W., & Habermann, K. J. (2000). Steel construction manual. Basel: Birkhauser.  
Short, C.A., Goldrick, A., Sharratt, P., Jones, P., Whittle, G. and Owarish, M., (2006) 'Fire and Smoke control in naturally ventilated Buildings: Building Research & Information', 34 (1), pp. 21-54.

PLEA conference papers 2005-2011, including numerous environmental studies of buildings. Access via: <http://plea-arch.org>

The Science Direct data base, accessible via the Templeman library's e-resources, includes various building science and technologies journals. The articles in these journals cover the most recent studies in building technology.

#### Pre-requisites

None

#### Restrictions

MArch students only (Master in Architecture)

Not available as an elective (wild) module

#### Synopsis **<span style = "color:red;">\*/</span>**

The aim of the module is to promote a comprehensive understanding of sustainability in which cost factors and environmental impact are considered inextricably bound into its definition. The lecture course covers the following areas: architecture from a global perspective, research methodologies, sustainability criteria in construction and environmental design, benchmarking and legislation in technical design, integration of structure, services and passive environmental features, reviewing the performance of technical design solution, the passive house and its technical challenges, technology from socio-cultural and economic, financial and cost control perspectives.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| AR548   | Modernisms |         |       |               |                                                  |          |
|---------|------------|---------|-------|---------------|--------------------------------------------------|----------|
| Version | Campus     | Term(s) | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 1       | Canterbury | Spring  | H     | 15 (7.5)      | 100% Coursework with Compulsory Numeric Elements |          |
| 1       | Canterbury | Spring  | H     | 15 (7.5)      | 100% Project with Compulsory Numeric Elements    |          |
| 1       | Canterbury | Autumn  | H     | 15 (7.5)      | 100% Project with Compulsory Numeric Elements    |          |

### Contact Hours

18 contact hours

### Learning Outcomes

- A knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- A knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- The application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach
- A knowledge of how theories, practices and technologies of the arts influence architectural design
- knowledge of the creative application of the fine arts and their relevance and impact on architecture
- An awareness of cultural theories and their relevance to modern design
- A knowledge of the theoretical underpinnings of key modernist designers
- An ability to relate the concepts underlying one's own design to themes in contemporary theory
- An ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
- An ability to research historical and theoretical topics

### Method of Assessment

Cultural context and design essay 3,000 words (100%)

### Preliminary Reading

Borden, I. and Ruedi, K. (2006) *The Dissertation: An architectural student's handbook* (second edition) (Oxford and Burlington MA: )

Colquhoun, A. (2002) *Modern Architecture*. (Oxford: Oxford University Press)

Curtis, W. J. R. (1987) *Modern Architecture since 1900*. (London: Phaidon)

Forty, A. (2000) *Words and Buildings*. (London: Thames & Hudson)

Frampton, K. (2007) *Modern Architecture: a critical history* (London: Thames & Hudson)

Mallgrave, H. F. and Goodman, D. (2011) *An Introduction to Architectural Theory: 1968 to the present* (Chichester: Wiley-Blackwell)

### Pre-requisites

Concurrently or previously taught design module, on which the module/assessment is based (AR545 Adapt & Extend)

### Restrictions

BA Architecture students only

### Synopsis \*

This module examines cultural theory, and demonstrates its applicability to the disciplines of design. The unit's motto might be see critically. This reverses the design studio ethos where you are urged to think visually. The module focuses on histories and theories of modernism, and brings the discourse of modernity up to date with a survey of post-modernism and post-structuralism. The assessed component comprises a design essay which relates the student's concurrent design project to the main themes of the module.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| AR549 Forms and Structure |            |         |       |               |                                                  |          |
|---------------------------|------------|---------|-------|---------------|--------------------------------------------------|----------|
| Version                   | Campus     | Term(s) | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 1                         | Canterbury | Spring  | I     | 15 (7.5)      | 100% Coursework with Compulsory Numeric Elements |          |

### Contact Hours

Total Contact Hours: 23 hours  
Private Study Hours: 127 hours  
Total Hours: 150 hours

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 A reasonable understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- 2 A reasonably developed understanding of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design
- 3 A reasonably developed understanding of the strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques
- 4 A reasonably developed understanding of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices
- 5 An awareness of the aesthetic possibilities of natural light
- 6 A basic knowledge of iterative and evidence-based approaches to design

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to apply a reasonably developed range of communication methods and media to present design proposals clearly and effectively
- 2 An ability to evaluate evidence, arguments and assumptions at a reasonably developed level in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
- 3 A reasonably developed understanding of the alternative material processes and techniques that apply to architectural design and building construction.
- 4 An ability to work in teams
- 5 Research skills and analytical skills
- 6 An ability to produce reports which are clear, analytical and logical covering a range of technical issues and include appropriate illustrations
- 7 An awareness of the role of research in overcoming knowledge gaps

### Method of Assessment

Main assessment methods

Technology (Structural Case Study) (40%)  
Design (Structural Design Project Report) (60%)  
Both of the above assessed components must be passed

Reassessment methods

Like for like

### Preliminary Reading

Indicative Reading List

Gordon, J. E. 1. (1978). Structures, or Why things don't fall down. London: Penguin  
Gupta, R. S. (2010). Principles of Structural Design: Wood, Steel, and Concrete. London: Taylor & Francis.  
Silver, Pete and McLean, Will. (2008). Introduction to Architectural Technology. London: Laurence King.  
Williams, A. (2009). Structural Analysis - In Theory and Practice. Oxford: Butterworth-Heinemann.

### Pre-requisites

None

### Restrictions

BA Architecture students only

Not available as an elective (wild) module

### Synopsis \*

This design module integrates concerns for structure, construction and form in the process of architectural design. The objective is to help and to encourage students to design with each of these subject areas simultaneously informing the others.

A series of lectures and seminar group exercises will introduce students to the principles of structural design including structural typologies; loads and forces; simple beam bending theory; mechanics of materials; and structural geometry. Students will be presented with strategies and qualitative methods of structural analysis which will support the activities of the module. Basic structural theory and the study of form and construction will be consistently related to real buildings, structures and materials.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| <b>AR551 Nineteenth-Century Architecture</b> |            |         |       |               |            |          |
|----------------------------------------------|------------|---------|-------|---------------|------------|----------|
| Version                                      | Campus     | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1                                            | Canterbury | Spring  | I     | 15 (7.5)      | 100% Exam  |          |

### Contact Hours

Contact Hours: 13 hours  
Private Study Hours: 137 hours  
Total Study Hours: 150 hours

### Learning Outcomes

The intended subject specific learning outcomes.  
On successfully completing the module students will be able to demonstrate:

- 1 A developed knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- 2 A developed knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- 3 A knowledge of how theories, practices and technologies of the arts influence architectural design
- 4 A knowledge of the creative application of the fine arts and their relevance and impact on architecture
- 5 An understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- 6 A detailed understanding of some significant historical episodes in architectural history and an ability to draw from these episodes an understanding of abstract architectural principles
- 7 An understanding of the role of buildings and interiors outside architectural history, for example in social and economic history

The intended generic learning outcomes.  
On successfully completing the module students will be able to demonstrate:

- 1 An ability to apply a range of communication methods and media to present design proposals clearly and effectively
- 2 An ability to evaluate evidence, arguments and assumptions at a reasonably developed level in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
- 3 An ability to write clearly, using academic conventions and appropriate illustrations in a well-designed format

### Method of Assessment

Main assessment methods

Cultural Context Examination (3 hours) (100%)

Reassessment methods

Reassessment Instrument: 100% coursework

### Preliminary Reading

Indicative Reading List

Bergdoll, Barry. (2000). European architecture 1750-1890. Oxford: Oxford University Press.  
Davey, Peter. (1995). Arts and crafts architecture. London: Phaidon.  
Pevsner, Nikolaus. (1960). Pioneers of modern design. Harmondsworth: Penguin.

### Pre-requisites

None

### Restrictions

BA Architecture students only

Not available as an elective (wild) module

### Synopsis \*

This course will enable the student to learn through a series of detailed thematic and historical investigations how a number of specific important aspects and events in architectural history have changed the way in which we experience the built environment and, also, to appreciate the responsibility of all architects and designers towards the societies in which they live. Its focus is the nineteenth century. Students will be assessed in the form of an examination which will draw on material researched through guided casework study. Typical forms of historic building technologies will be discussed, together with their relevance to current technologies.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| AR552 Architecture and Landscape |            |         |       |               |                                                  |          |
|----------------------------------|------------|---------|-------|---------------|--------------------------------------------------|----------|
| Version                          | Campus     | Term(s) | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 1                                | Canterbury | Autumn  | I     | 30 (15)       | 100% Coursework with Compulsory Numeric Elements |          |

### Contact Hours

Total contact hours: 46 hours  
Private study hours: 254 hours  
Total study hours: 300 hours

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 The 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 The knowledge of the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach
- 3 The creative application of knowledge of the fine arts to studio design projects, in terms of their conceptualisation and representation
- 4 An understanding of the impact of buildings on the environment, and the precepts of sustainable design
- 5 An understanding of the way in which buildings fit into their local context
- 6 An understanding of the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context
- 7 An understanding of the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation
- 8 An understanding of the western and selected non-western traditions of landscape design
- 9 An ability to design buildings and landscapes which are plausible technically and environmentally
- 10 An ability to produce 2D and 3D computer drawings
- 11 An ability to produce high quality rendered images

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture
- 2 An ability to apply a reasonably developed range of communication methods and media to present design proposals clearly and effectively
- 3 An understanding of the alternative materials, processes and techniques that apply to architectural design and building construction
- 4 An ability to evaluate evidence, arguments and assumptions at a reasonably developed level in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
- 5 An ability to solve complex problems and to communicate their resolution clearly.
- 6 An ability to be self-critical and an understanding of one's strengths and weaknesses
- 7 Ability to use images as a communication tool

### Method of Assessment

Main assessment methods

Design Project (100%)

Reassessment methods

Like for like

### Preliminary Reading

Indicative Reading List

- Amoroso, Nadia. (2012). Representing landscapes: a visual collection of landscape architectural drawings. New York: Routledge.
- Dee, Catherine. (2001). Form and fabric in landscape architecture: a visual introduction. London: Spon.
- Haney, David H. (2010). When modern was green: life and work of landscape architect Leberecht Migge. New York: Routledge.
- McHarg, Ian L. (1992). Design with nature. New York: Wiley.
- Moore, Charles Willard, Mitchell, William J., Turnbull, William. (1993). The poetics of gardens. Cambridge MA: MIT Press.
- Turner, Tom. (2005). Garden history: philosophy and design, 2000 BC--2000 AD. London: Spon.

### Pre-requisites

Co-requisite: ARCH5420: Climate

### Restrictions

BA Architecture students only

Not available as an elective (wild) module

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

This course focuses upon the relationship of landscape and architectural, particularly through the siting of a building, site planning, and elementary planting design and landscape detailing. The design project is treated as a totality, with architecture and landscape fully integrated both spatially and conceptually. The building brief is of moderate complexity, following sustainable principles relating to the Climate module. The history and theory of landscape architecture is covered in a series of accompanying lectures. Lectures and workshops with landscape architects and others introduce students to the contemporary profession of landscape architecture, techniques of landscape representation, and to the dynamics of professional team work with related disciplines. Computer drawing, 2D and 3D, is also taught in this module, and students present aspects of their design scheme using these methods.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| <b>AR553 BA(Hons) Architecture Term Abroad</b> |            |         |       |               |                |          |
|------------------------------------------------|------------|---------|-------|---------------|----------------|----------|
| Version                                        | Campus     | Term(s) | Level | Credit (ECTS) | Assessment     | Convenor |
| 1                                              | Canterbury | Autumn  | I     | 60 (30)       | Pass/Fail Only |          |
| 1                                              | Canterbury | Spring  | I     | 60 (30)       | Pass/Fail Only |          |

### Learning Outcomes

The intended subject specific learning outcomes.

- 1 To acquire a broader, international and intercultural understanding of architecture
- 2 To experience different cultural approaches to learning, study of architecture and academic development
- 3 To acquire intercultural competence, cross-cultural literacy, and to practice foreign-language skills as applicable if non-English speaking/teaching partner institutes.

The intended generic learning outcomes.

- 1 Enhanced, intercultural sensitive communication and interpersonal skills
- 2 Enhanced ability for self-management, flexibility, focus and project management

### Method of Assessment

Main assessment methods

The 'BA (Hons) Architecture Study Abroad' module contributes and is assessed in line with UoK Conventions for Classifications of Awards Guidance for Examiners: Classification of Awards.  
<http://www.kent.ac.uk/teaching/qa/credit-framework/guide-examiners.html>

For students taking a term aboard in Stage 2 the placement will be graded on a pass/fail basis as documented by the transcript from the host institution and will therefore be zero-weighted with respect to classification. Modules totalling at least 60 credits (30ECTS or 600 hours) must be undertaken.

All students are required to submit a written report on their study abroad.

Reassessment methods

If a student is unsuccessful at the first attempt and no retrieval mechanism is available at the host institute for a second attempt in the same academic year, the student may be instructed to submit a portfolio of all the academic work undertaken abroad to be marked at Kent by Kent staff on a 'Pass/Fail' basis for consideration at the next KSA Examination Board. This is to ensure that students studying abroad have the same opportunities for retrieval and Stage progression as the rest of their academic cohort.

### Preliminary Reading

Indicative Reading List

Hejduk, John (Ed). (1988). Education of an Architect: Irwin S.Chanin School of Architecture of the Cooper Union. Rizzoli International Publications  
Lawson, Bryan. (2005). How Designers Think. Architectural Press  
Rasmussen, Steen Eiler. (1962). Experiencing Architecture. Cambridge, Mass: MIT  
Sheil, Bob (Ed). (2005). Design through Making. John Wiley & Sons  
Unwin, Simon. (2008). Analysing Architecture. Routledge

The International Study service in the University's International Development Office provides information about host countries and host universities. Students will receive course-specific information, incl. reading lists, on their enrolment at the host university.

### Pre-requisites

None

### Restrictions

BA (Hons) Architecture students only

Not available as an elective (wild) module

### Synopsis \*

An architecture study abroad committee will make selections and recommendations for study abroad based on the merit of the applicant following submission of an application supported by a portfolio and transcripts.

During the placement students will be enrolled on this dedicated BA Term Abroad module.

Spending a term as full-time student at an overseas university, students will follow teaching and tuition in architecture. The curriculum will vary according to the partner institutions. Additionally, students will usually be offered to take language classes and/or courses on the culture of the host country.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| <b>AR554</b> |            | <b>Urban</b> |       |               |                 |          |
|--------------|------------|--------------|-------|---------------|-----------------|----------|
| Version      | Campus     | Term(s)      | Level | Credit (ECTS) | Assessment      | Convenor |
| 1            | Canterbury | Spring       | H     | 30 (15)       | 100% Project    |          |
| 1            | Canterbury | Spring       | H     | 30 (15)       | 100% Coursework |          |

| <b>AR555</b> |            | <b>Architectural Practice</b> |       |               |                                                  |          |
|--------------|------------|-------------------------------|-------|---------------|--------------------------------------------------|----------|
| Version      | Campus     | Term(s)                       | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 1            | Canterbury | Spring                        | H     | 15 (7.5)      | 100% Project with Compulsory Numeric Elements    |          |
| 1            | Canterbury | Spring                        | H     | 15 (7.5)      | 100% Coursework with Compulsory Numeric Elements |          |

### Contact Hours

Total Contact Hours: 24 hours  
 Private Study Hours: 126 hours  
 Total Hours: 150 hours

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 Knowledge of current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.
- 2 Understanding of the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society.
- 3 The skills to critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design.
- 4 The skills to understand the cost control mechanisms which operate during the development of a project.
- 5 Knowledge of the fundamental legal, professional and statutory responsibilities of the architect, and the organizations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation.
- 6 Knowledge of the professional inter-relationships of individuals and organizations involved in procuring and delivering architectural projects, and how these are defined through contractual and organizational structures.
- 7 Knowledge of the basic management theories and business principles related to running both an architect's practice and architectural projects, recognizing current and emerging trends in the construction industry.
- 8 An understanding of the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment.
- 9 An understanding of the potential impact of building projects on existing and proposed communities.
- 10 Knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 The ability to identify individual learning needs and understand the personal responsibility required for further professional education.
- 2 The ability to generate and manage digital information and to present this information clearly and effectively.
- 3 An understanding of the context of the world of work, its contractual relationships and governing legislation.

### Method of Assessment

Main assessment methods

Professional Practice Report (100%)

Reassessment methods

Like for like

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

### Preliminary Reading

#### Indicative Reading List

Chappell, David. (2003), Understanding JCT standard building Contracts. London: Spon.  
Eastman, Chuck et al. (2011). BIM Handbook: a Guide to Building Information Modelling for Owners, Managers, Designers, Engineers and Contractors (2nd Edition). London: Wiley.  
Green, Ronald. (2001). The Architect's Guide to Running a Job. London: Architectural Press.  
Harper, Roger. (1997). A Student's Guide to the First Year in an Architect's Office. RIBA: London.  
Marsh, SB and Soulsby, J. (1989). Business Law, Wallingford: MacGraw.  
Speaight, Anthony. (2010). The Architect's Legal Handbook (9th edition). London: Architectural Press.

#### Pre-requisites

Co-requisite: no specific co-requisite, but a previous or current design project

#### Restrictions

Available to BA Architecture students only

Not available as an elective (wild) module

#### Synopsis \*

This module engages students with the professional practice of architecture. Assignments will review and analyse a design project from the perspective of professional practice. A series of lecture and seminars introduce students to the subjects of professional ethics, planning and building law, practice management, and building information modelling (BIM).

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| <b>AR556 Twentieth Century Architecture</b> |            |         |       |               |                 |          |
|---------------------------------------------|------------|---------|-------|---------------|-----------------|----------|
| Version                                     | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 1                                           | Canterbury | Autumn  | H     | 15 (7.5)      | 100% Exam       |          |
| 1                                           | Canterbury | Spring  | H     | 15 (7.5)      | 100% Coursework |          |
| 1                                           | Canterbury | Autumn  | H     | 15 (7.5)      | 100% Coursework |          |

### Contact Hours

Total contact time: 15  
 Total Private Study: 135  
 Total Study Hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 A knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- 2 A knowledge of how theories, practices and technologies of the arts influence architectural design
- 3 An awareness of cultural theories and their relevance to twentieth century design
- 4 A knowledge of the theoretical underpinnings of key twentieth century designers

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 An ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
- 2 An ability to research historical and theoretical topics

### Method of Assessment

Main assessment methods

Essay (approx. 3,000 words) (100%)

Reassessment methods

Like for like

### Preliminary Reading

Required Primary Text

Curtis, W. J. R. (1996) *Modern Architecture since 1900*. London: Phaidon.

Indicative Reading List

Borden, I. and Ruedi, K. (2006). *The Dissertation: An architectural student's handbook*. Architectural

Students Handbooks: Oxford and Burlington MA

Colquhoun, A. (2002). *Modern Architecture*. Oxford: Oxford University Press.

Forty, A. (2000) *Words and Buildings*. London: Thames & Hudson

Frampton, K. (2007). *Modern Architecture: a critical history*. London: Thames & Hudson

Mallgrave, H. F. and Goodman, D. (2011). *An Introduction to Architectural Theory: 1968 to the present*. Chichester: Wiley-Blackwell.

### Pre-requisites

None

### Synopsis \*

This module focusses upon key buildings, sites, and urban designs beginning chronologically in the 1890s, and concluding at the end of the twentieth century. Students will be introduced to these key projects, their designers, and the relevant cultural and theoretical contexts through lectures and readings, primarily following a chronological order. The geographic scope will be international. There is one required textbook for the course, which will be used to structure the lectures and the final exam. Discussion sessions with students will aim to prepare them for the final exam, which will consist of short essay answers.

| <b>AR557 Urban Intervention</b> |            |         |       |               |                                                  |          |
|---------------------------------|------------|---------|-------|---------------|--------------------------------------------------|----------|
| Version                         | Campus     | Term(s) | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 1                               | Canterbury | Autumn  | H     | 30 (15)       | 100% Coursework with Compulsory Numeric Elements |          |

### Contact Hours

Total contact time: 65 hours  
Total private study: 235 hours  
Total study hours: 300 hours

### Learning Outcomes

The intended subject specific learning outcomes.  
On successfully completing the module students will be able to demonstrate:

- 1 Adequate knowledge of the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach. [GC2.3]
- 2 Knowledge of the creative application of such work (the fine arts) to studio design projects, in terms of their conceptualization and representation. [GC3.3]
- 3 Knowledge of theories of urban design and the planning of communities. [GC4.1]
- 4 Knowledge of the influence of the design and development of cities, past and present on the contemporary built environment. [GC4.2]
- 5 An understanding of the impact of buildings on the environment, and the precepts of sustainable design. [GC5.2]
- 6 An understanding of the way in which buildings fit into their local context. [GC5.3]
- 7 An understanding of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices. [GC8.3]

The intended generic learning outcomes.  
On successfully completing the module students will be able to:

- 1 Apply a range of communication methods and media to present design proposals clearly and effectively. [GA2]
- 2 Be self-critical and understand one's strengths and weaknesses. [D15]
- 3 Use images as a communication tool. [D16]

### Method of Assessment

Main assessment methods

Design Proposal Submission (100%)

Reassessment methods

Like for like

### Preliminary Reading

Indicative Reading List

Gehl, J., (2001). *Life Between Buildings*. Arkitektens Forlag: Skive.  
Hall, Peter. (1998). *Cities in Civilisation*. London: Weidenfeld and Nicholson.  
Jacobs, J., (1961). *The Death and Life of Great American Cities*. Penguin Books: London.  
Llewelyn Davies (2007) *Urban Design Compendium*. Urban Design Alliance  
Lynch, Kevin (1964). *The image of a city*. MIT Press  
Ritchie, Adam & Thomas Randall. (2013). *Sustainable Urban Design*. Taylor & Francis. Abington.  
Roberts, M., Greed, C. (ed.), (2001). *Approaching Urban Design*. Longman: Harlow.  
Rowe, Colin and Koetter, Fred. (1978). *Collage City*. Cambridge, Mass: MIT.  
Sennett, Richard. (2003). *Flesh and Stone: The Body and the City in Western Civilization*. Harmondsworth: Penguin.  
Tarbatt, J. (2012). *The Plot - Designing diversity in the built environment: a manual for urban designers, architects and planners*. London: RIBA Publishing.

### Pre-requisites

None

### Restrictions

Not available as an elective (wild) module

### Synopsis <span style =

This module engages students in the re-design of an existing urban centre or locality, orientated around issues of social, economic and environmental sustainability as they are interpreted in urban and architectural design. Starting with urban analysis, the project develops through a series of scaled responses and strategies, developing an overall programmatic vision for the locality. The project culminates in a detailed urban design presentation that responds to the specific character of the site, making detailed proposals for public realm, demolitions and infill proposals, which also relate to broader sustainable concerns. This practical design project is supported by lectures seminars and tutorials which will provide an overview of the development of competing theories of urban design and masterplanning, introducing distinctive contemporary urban plans, as well as a consideration of their historical provenance, regulatory, historical, theoretical, ergonomic, and aesthetic principles. Workshops and tutorials will also cover the technical and environmental specification of sustainable urban design at various scales, including microclimate, artificial and natural light in public spaces, landscape and water strategies, planting and greenery, material specifications, vehicular and traffic management and public space and pedestrian use.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| AR558 Architectural Design |            |         |       |               |                                               |          |
|----------------------------|------------|---------|-------|---------------|-----------------------------------------------|----------|
| Version                    | Campus     | Term(s) | Level | Credit (ECTS) | Assessment                                    | Convenor |
| 1                          | Canterbury | Spring  | H     | 30 (15)       | 100% Project with Compulsory Numeric Elements |          |

### Contact Hours

Total contact time: 65 hours  
 Total private study: 235 hours  
 Total study hours: 300 hours

### Learning Outcomes

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. [GC1.1]
- 2 The ability to understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project. [GC1.2]
- 3 An ability to develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user. [GC1.3]
- 4 A knowledge of the creative application of such work (the fine arts) to studio design projects, in terms of their conceptualisation and representation. [GC3.3]
- 5 An understanding of the needs and aspirations of building users. [GC5.1]
- 6 An understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals. [GC7.1]
- 7 An understanding of the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context. [GC7.2]
- 8 An understanding of the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation. [GC7.3]
- 9 An understanding of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design. [GC8.1]
- 10 An understanding of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques. [GC8.2]
- 11 An understanding of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices. [GC8.3]
- 12 A knowledge of principles associated with designing optimum visual, thermal and acoustic environments. [GC9.1]
- 13 Knowledge of systems for environmental comfort realised within relevant precepts of sustainable design. [GC9.2]
- 14 Knowledge of strategies for building services, and ability to integrate these in a design project. [GC9.3]
- 15 Skills to prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements. [GC10.3]
- 16 An ability to relate the concepts underlying one's own design to themes in contemporary theory. [B5]
- 17 An understanding of the alternative materials, processes and techniques that apply to architectural design and building construction. [GA3]

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 An ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture. [GA1]
- 2 An ability to apply a range of communication methods and media to present design proposals clearly and effectively. [GA2]

### Method of Assessment

Main assessment methods

Design (70%)  
 Technology & Environment (30%)  
 Both of the above assessed components must be passed

Reassessment methods

Like for like

### Preliminary Reading

Indicative Reading List

- Bizley, Graham. (2007). *Architecture in detail*. Architectural  
 Deplazes, A. (2002). *Constructing architecture: Materials, processes, structures: a handbook*.  
 Lechner, Norbert. (2008). *Heating, Cooling & Lighting – Sustainable Design Methods for Architects* (3rd ed). Wiley.  
 Pelsmakers, Sofie (2014). *The Environmental Design Pocketbook*. London: RIBA Publishing.  
 Roaf, Sue. (2004) *Adapting buildings and cities to climate change*. London: Architectural Press  
 Sassi, Paola. (2006). *Strategies for Sustainable Architecture*. London: Taylor and Francis.  
 Schittich Christian (2004). *Solar Architecture : Strategies, Visions, Concepts*. Basel: Birkhauser.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

### Pre-requisites

None

### Synopsis \*

This module, the final design project of the BA programme, focuses on the detailed design of a significant new piece of architecture that responds to sustainable urban development objectives and the environmental, social and built context. The module develops and assesses a student's capabilities, skills, knowledge and understanding of the relationships and intersections between new building work, existing urban fabric and the principles of architectural sustainability within the broader cultural context and theoretical discourse. Central to this is the development of a responsive design brief that supports, develops and enhances the existing use of a site towards improved and new uses and enhanced environmental, social and economic sustainability, integrated into the urban context. Two key design skills will be demonstrated: the integration of the conflicting demands surrounding a proposal that successfully balances the requirements of client, user and the public with the cultural, technical, urban and environmental pressures encountered; and the thoughtful engagement with and application of the principles of sustainability to architectural design in the built environment. The design and integrated technical proposals must therefore be contextual and developed with reference to historical and social aspects of the existing built environment, as well as broader environmental concerns. This practical design project is supported by both lectures, seminars and workshops on the technical and environmental specification of sustainable architectural design, including illumination, acoustics, heating and cooling strategies and material specifications. Additionally, lectures, seminars and tutorials addressing regulatory, historical, theoretical, ergonomic, spatial, formal and aesthetic principles of architectural design are provided.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| <b>AR597</b> |            | <b>Dissertation</b> |       |               |                                                  |          |
|--------------|------------|---------------------|-------|---------------|--------------------------------------------------|----------|
| Version      | Campus     | Term(s)             | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 1            | Canterbury | Autumn              | H     | 30 (15)       | 100% Coursework with Compulsory Numeric Elements |          |
| 1            | Canterbury | Autumn              | H     | 30 (15)       | 100% Coursework                                  |          |

### Contact Hours

Total contact hours: 11 hours  
 Private study hours: 289 hours  
 Total study hours: 300 hours

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 Knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- 2 Knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- 3 An ability to undertake investigation, speculation and exploration of complex design issues and critical awareness and debate
- 4 An ability to undertake intellectual enquiry into an aspect of design

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
- 2 An ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
- 3 An ability to argue rationally and to draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration and argument

### Method of Assessment

Main assessment methods

Dissertation/Artefact (100%)

Reassessment methods

Like for like

### Preliminary Reading

Indicative Reading List

Borden, I., Ruedi, K. (2000). *The Dissertation: An architectural student's handbook*. London: Architectural Press.  
 "The Nature of Inquiry", pp. 1-43. in Cohen, L. and Manion L. (1994). *Research Methods in Education*. London: Routledge

Subject related bibliography to be developed by student with the assistance of relevant supervisors and module related bibliographies

### Pre-requisites

None

### Synopsis \*

This module offers students the opportunity to deepen their knowledge and understanding of a particular aspect of architecture. The topic to be studied is agreed with the Module Convenor and an appropriate supervisor is nominated from the teaching staff. Moreover the dissertation will provide students with the opportunity to develop more advanced academic research and writing skills. It forms part of the research strand within the architectural curriculum, which complements the design strand of the studio.

| <b>AR600</b> |            | <b>Architectural Pedagogy</b> |       |               |                                                  |          |
|--------------|------------|-------------------------------|-------|---------------|--------------------------------------------------|----------|
| Version      | Campus     | Term(s)                       | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 1            | Canterbury | Whole Year                    | H     | 30 (15)       | 100% Coursework with Compulsory Numeric Elements |          |

### Contact Hours

Total Contact Hours: 150 hours (this includes both tutorial time with the convenor/tutors and time spent by the student in the role of Teaching Assistant)  
 Private Study Hours: 150 hours  
 Total Hours: 300 hours

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 A knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- 2 A knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- 3 A knowledge of how theories, practices and technologies of the arts influence architectural design
- 4 A critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 Problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances
- 2 Independent thought about the subject and ability to rationalise the principal directions taken
- 3 An ability to communicate effectively and well, using a range of communication skills.
- 4 An ability to formulate a research proposal with its appropriate methodology.
- 5 An ability to communicate and discuss cultural context topics effectively.
- 6 An ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
- 7 An ability to argue rationally and to draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration and argument.
- 8 An ability to evaluate research and a variety of types of information and evidence critically.

### Method of Assessment

Main assessment methods

Essay (Theory) (50%)

Diary and Written Reflection (Practice) (50%)

Both of the above assessed components must be passed

Reassessment methods

Like for like

### Preliminary Reading

Indicative Reading List

- Cohen, L. M., L. (1994). *Research Methods in Education*. London: Routledge.
- Gelernter (1988) "Reconciling Lectures and Studios." *Journal of Architectural Education* 41(2): 46-52.
- Groat & Wang. (2002). *Architectural Research Methods (Second ed.)* (Chichester: Wiley)
- Hejduk, J. (1988) *Education of an Architect*. New York City: Irwin S. Chanin School of Architecture of the Cooper Union, Rizzoli.
- Jones, C. (1981). *Design Methods – Seeds of Human Futures*. Chichester: John Wiley & Sons.
- Kock, A. (2002). *The Redesign of Studio Culture. A Report of the AIAS Studio Culture Force*. Washington D.C: American Institute of Architecture Students
- Lawson, B. (2006). *How Designers think: The design process demystified*. Oxford: Architectural Press
- Perry, E. (1995) "Design Thinking: the studio as a laboratory of architectural design research." *Architectural Research Quarterly* 1(4): 16 - 21.
- Schön, D. A., (2003). *The reflective practitioner: How professionals think in action*. London: Ashgate
- Sheil, B. (2005). *Design through Making*. Chichester: Wiley.

### Pre-requisites

None

### Restrictions

Not available as an elective (wild) module

### Synopsis \*

One of the Stage 5 optional modules, this module aims to provide students with a formal programme in teaching architectural design and communication. Students will develop a good understanding of architectural pedagogy, first through practical experience in first year undergraduate studio teaching and second through research in higher 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/seminars, tutorials, and review sessions. Teaching and assessment of this module is divided into two components: 1) theory of architectural education 2) teaching practice. For the theory component students produce an academic essay based on a topic in architectural education. Through these essays students will explore a particular area of architectural education in greater depth. Students will choose a topic in consultation with the module convenor and will develop their research over the course of the term. Feedback is provided during seminars/tutorials and formative review sessions. During the reviews students will present their research and receive feedback from a panel of critics. The lectures/seminars will introduce students to (a) educational theories and models of architectural education (b) research methodologies in education and (c) practical pedagogical methods used in studio teaching. For the practical component, stage 5 students take on the role of Teaching Assistants in autumn and spring terms under the supervision of a dedicated studio tutor and the module convenor.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| <b>AR601</b> |            | <b>Artefact</b> |       |               |                                                  |          |
|--------------|------------|-----------------|-------|---------------|--------------------------------------------------|----------|
| Version      | Campus     | Term(s)         | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 1            | Canterbury | Whole Year      | H     | 30 (15)       | 100% Coursework with Compulsory Numeric Elements |          |

### Contact Hours

Total contact hours: 10 hours  
Private study hours: 290 hours  
Total study hours: 300 hours

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 Knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings.
- 2 Knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture.
- 3 Knowledge of how theories, practices and technologies of the arts influence architectural design
- 4 A critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 Problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances
- 2 Independent thought about the subject and ability to rationalise the principal directions taken.
- 3 An ability to communicate effectively and well, using a range of communication skills
- 4 An ability to formulate a research proposal with its appropriate methodology
- 5 An ability to communicate and discuss cultural context topics effectively
- 6 An ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
- 7 An ability to argue rationally and to draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration and argument.
- 8 An ability to evaluate research and a variety of types of information and evidence critically.

### Method of Assessment

Main assessment methods

Artefact and Supporting Dissertation (100%)

Reassessment methods

Like for like

### Preliminary Reading

Indicative Reading List

Borden, I. & K. Ruedi (2006). *The Dissertation: An Architecture Student's Handbook*. Amsterdam: Architectural Press.  
Mounsey, C. (2002). *Essays and Dissertations*. Oxford: Oxford University Press.

### Pre-requisites

None

### Restrictions

Not available as an elective (wild) module

### Synopsis **<span style = "color:red;">\*/</span>**

Students following this module focus their research question around making and assembling an artefact, as a piece of research-through-practice, together with a 3500 word written essay in combination with the submission of the artefact., which it will frame and discuss theoretically. The module comprises 10 half-hour bi-weekly tutorials to develop an individual, integrated written and artefactual investigation with an assigned tutor; students develop a research question related to architecture or another field of environmental/spatial design. Students are expected to develop their ability to gather and synthesise data, as well as to analyse it in a coherent and convincing manner. In addition, they are expected to situate their own investigation in the broader context of architectural history, culture, and discourse.

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

| <b>AR602</b> |            | <b>Dissertation</b> |       |               |                                                  |          |
|--------------|------------|---------------------|-------|---------------|--------------------------------------------------|----------|
| Version      | Campus     | Term(s)             | Level | Credit (ECTS) | Assessment                                       | Convenor |
| 1            | Canterbury | Whole Year          | H     | 30 (15)       | 100% Coursework with Compulsory Numeric Elements |          |

### Contact Hours

Total contact hours: 10 hours  
 Private study hours: 290 hours  
 Total study hours: 300 hours

### Learning Outcomes

The intended subject specific learning outcomes.  
 On successfully completing the module students will be able to demonstrate:

- 1 Knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings.
- 2 Knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture.
- 3 Knowledge of how theories, practices and technologies of the arts influence architectural design
- 4 A critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design

The intended generic learning outcomes.  
 On successfully completing the module students will be able to demonstrate:

- 1 Problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances
- 2 Independent thought about the subject and ability to rationalise the principal directions taken.
- 3 An ability to communicate effectively and well, using a range of communication skills
- 4 An ability to formulate a research proposal with its appropriate methodology
- 5 An ability to communicate and discuss cultural context topics effectively
- 6 An ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
- 7 An ability to argue rationally and to draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration and argument.
- 8 An ability to evaluate research and a variety of types of information and evidence critically.

### Method of Assessment

Main assessment methods  
 Dissertation (8,000 words) (100%)

Reassessment methods  
 Like for like

### Preliminary Reading

Indicative Reading List

Borden, I., K. Ruedi (2006). *The Dissertation: An Architecture Student's Handbook*. Amsterdam: Architectural Press.  
 Mounsey, C. (2002). *Essays and Dissertations*. Oxford: Oxford University Press

### Pre-requisites

None

### Restrictions

Not available as an elective (wild) module

### Synopsis \*

Students produce their dissertation over Autumn and Spring terms. Students are required to develop their communication and research skills to a high professional standard. The module comprises tutorials with an assigned tutor, directing students to develop a research question related to architecture or a related field of environmental/spatial design. Students are expected to develop their ability to gather and synthesise data, as well as to construct a coherent and convincing overall analysis. In addition, they are expected to situate their own investigation within the broader context of architectural history, culture, and discourse. Interdisciplinary investigations that further inform architectural thinking are encouraged.

| <b>AR647</b> |            | <b>Technology 5</b> |       |               |                                               |          |
|--------------|------------|---------------------|-------|---------------|-----------------------------------------------|----------|
| Version      | Campus     | Term(s)             | Level | Credit (ECTS) | Assessment                                    | Convenor |
| 1            | Canterbury | Spring              | H     | 30 (15)       | 100% Project with Compulsory Numeric Elements |          |

### Contact Hours

Total contact hours: 38 hours  
 Private study hours: 262 hours  
 Total study hours: 300 hours

## 2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Developed understanding of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques.
- 2 Developed understanding of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices.
- 3 Developed knowledge of strategies for building services, and ability to integrate these in a design project.
- 4 The necessary skills to prepare designs that will meet building user's requirements and comply with UK legislation, appropriate performance standards and health and safety requirements.
- 5 Developed knowledge of iterative and evidence-based approaches to design.
- 6 The necessary skills to prepare analytical and detailed technical drawings illustrating accurately the structural and environmental solutions adopted in the student's own design project.
- 7 Ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Developed problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.
- 2 An ability to produce reports which are clear, analytical and logical covering a range of technical issues and include appropriate illustrations.
- 3 The ability to use visual, verbal and written communication methods and appropriate media to represent testing, analysis, and critical appraisal of complex proposals to professional and lay audiences
- 4 An ability to reflect on project progress and develop enhancement strategies

### Method of Assessment

Main assessment methods  
Technical Portfolio (100%)

Reassessment methods  
Like for like.

### Preliminary Reading

Indicative Reading List

Allen, E., Iano, J. (2007). *The Architect's Studio companion: Rules of Thumb for Preliminary Design*. Hoboken NJ: Wiley.  
Bachman, L. R. (2004). *Integrated Buildings: The Systems Basis of Architecture*. Hoboken NJ: Wiley.  
Clegg, P. et al. (2007). *Feilden Clegg Bradley: The Environmental Handbook*. London: Right Angle Publishing.  
Daniels, K. (2003). *Advanced building systems: A Technical Guide for Architects and Engineers*. Basel: Birkhauser.  
Kwok, A, W. Grondzik. (2007). *The Green Studio Handbook: Environmental Strategies for Design*. Oxford: Architectural Press.  
McLeod, V. (2007). *Detail in Contemporary Residential Architecture*. London: Laurence King Publishing.  
McLeod, V. (2009). *Detail in Contemporary Timber Architecture*. London: Laurence King Publishing.  
McLeod, V. (2010). *Encyclopaedia of Detail in Contemporary Residential Architecture*. Laurence King Publishing.

### Pre-requisites

Pre-requisite: ARCH5460 Technology 4

### Restrictions

Not available as an elective (wild) module

### Synopsis \*

This technology portfolio further develops how the concurrent and parallel design module (or exceptionally a design project already completed in a previous MArch design module) would be realised in terms of the technology and environmental considerations of the building programme. It further develops, demonstrates and integrates the building technologies and environmental control strategies underlying the design project. Each student is to produce a series of technical detail drawings from Scales 1:20 – 1: 5, together with a physical model of a key part of their building, for instance a section through the envelope at a corner, at a scale of 1:20 or as directed by the module convener. Students have to demonstrate a developed ability to critically evaluate and refine technical propositions through an iterative process. Additionally design drawings and models will be expected to demonstrate an advanced consideration for and provision of technology addressing the environmental exposure, temperature control, waterproofing, ventilation, circulation, structural support and integration, and sensibilities and sensitivities to appropriate building construction technologies. This will include an articulated attitude to the use of Material Tectonics. Students will need to summarise the iterative process and the final solution through clearly annotated drawings, sketches and models (both presentation and working models) appropriately.