

09 School of Architecture

AR821 Film and Architecture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Griffin Mr H

Contact Hours

30

Learning Outcomes

- 8.1 A comprehensive understanding of the relationship of the camera to architecture and the built environment
- 8.2 An ability to demonstrate through writing and oral presentation a systematic knowledge of the histories and theories of architecture in and of film
- 8.3 An ability to critically appraise and form considered judgements about the importance of the narrative, symbolism and aesthetic treatment of architecture in film and animation
- 9.1 An ability to deal with complex issues about the cultural context of film and architecture, making sound judgements and communicate conclusions to a specialist audience in both written and oral presentation.
- 9.2 An ability to continue to advance knowledge and understanding of the history and theory of film and architecture.

Method of Assessment

- Seminar presentation (50%)
- Essay (3,500 words) (50%)

Preliminary Reading

- Lamster, M. (2000). Architecture and Film. New York: Princeton Architectural Press.
- Penz, F & Thomas, M. (1997). Cinema & Architecture: Melies, Mallet-Stevens, Multimedia. London: British Film Institute.
- Shonfield, K. (2000). Walls Have Feelings: Architecture, Film & the City. London: Routledge.

Pre-requisites

None

Synopsis

This module reviews the representation of architecture in film through history, by looking at influential cinematic depictions of the built form. With light being such an important factor in both disciplines, the links between the two industries are explored, analysing films from early German expressionist cinema through to present-day utopian/dystopian films. Students will investigate how the cinematic depiction of architecture can alter the character of the built environment and the way in which it is portrayed. This module aims to explore the relationship of architecture to lens, and screen to audience.

2018-19 Postgraduate Module Handbook

AR822		Virtual Cities				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	M	30 (15)	100% Coursework	Griffin Mr H

Contact Hours

60 hours

Learning Outcomes

- 8.1 An understanding of the principles of 3D modelling in a digital environment and its application to the architectural, games and film industries
- 8.2 A comprehensive understanding of the techniques associated with the creation of complex digital architectural and urban models, their environmental conditions and the format of output appropriate to its market
- 8.3 An ability to create complex 3D digital models of an architectural or urban nature, evaluating the realism and graphic format appropriate to its target market
- 8.4 An ability to evaluate working methodologies and current industrial practice, developing skills and techniques
- 9.1 An ability to demonstrate self-direction and act autonomously in planning and creating 3D digital modelling at a professional level
- 9.2 An ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- 9.3 An ability to independently advance their knowledge and understanding of 3D digital modelling and develop skills to a professional level

Method of Assessment

Presentation and critique of Digital Projects (100%)

Preliminary Reading

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

Pre-requisites

None

Synopsis *

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

2018-19 Postgraduate Module Handbook

AR823		Digital Architecture					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework		

Contact Hours

30

Learning Outcomes

- A. A systematic understanding and knowledge of the wide range of skills and procedures employed in the modelling and animation production cycle, including digital object generation, texturing, lighting and dynamics (A1, A2, B1)
- B. A comprehensive understanding of the role of digital animation in an architectural context (A2, B2)
- C. A critical awareness of the issues/problems raised by the application of the range of software programmes available, with advanced ability of 3D Studio Max in particular (B1, C1, C2)
- D. Students will demonstrate ability in generating, analysing, presenting and interpreting data, will learn to use ICT, and will develop core skills, such as learning effectively, critical thinking and time management, contributing to the Transferable/Key Skills in the generic learning outcomes for the MA programme (C1, D1, D7)
- E. An ability to use 3D modelling software, making sound judgements in the absence of complete data, to communicate form and space to specialist and non-specialist audiences. (C1, C2, D4)
- F. A comprehensive ability to use to use 3D modelling software to explore digital form and space (D2)

Method of Assessment

Presentation and Critique of Animation Project (100%)

Preliminary Reading

- Ablan, D Digital Cinematography and Directing (Indianapolis, New Riders, 2002)
Cusson, R & Cardoso, J Realistic Architectural Vizualisation with 3DS MAX and Mental Ray: Second edition (Amsterdam, London, Focal Press, 2009)
Daniele, T Poly-Modelling with 3DS Max: Thinking Outside of the Box (Burlington, Focal Press, 2008)
Murdock, K 3DS MAX 2010 Bible (Indianapolis, Wiley Publishing, 2009)

Synopsis *

This module will intensively guide students through the procedures of modelling and animation needed for architectural visualisation. The programme of study will compare the available software packages used in industry and will provide students with hands-on ability to model, animate and render architectural visualisations. Through a series of exercises advancing in complexity, by the end of this module students will be able to create realistic digital architectural models appropriate for the target industry and application.

2018-19 Postgraduate Module Handbook

AR827 Principles of Environmental Design						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	Watkins Dr R
2	Canterbury	Autumn	M	30 (15)	60% Coursework, 40% Exam	Watkins Dr R

Contact Hours

36 hours

Learning Outcomes

8.1 A comprehensive understanding of the driving forces for internal and external conditions and how they can be modified including: ventilation, lighting, heating, cooling, sound attenuation, indoor air quality, comfort.

8.2 A critical awareness of the design approaches used, and their success or otherwise, in a range of good and bad exemplar buildings.

8.3 A thorough ability to analyse and assess buildings and possible design solutions on a life cycle basis so that decisions can be made based on long term sustainability.

8.4 A detailed understanding of the practical constraints on sustainable design in terms of context, and refurbishment and legislation.

8.5 A comprehensive knowledge and understanding of the techniques, tools and advanced materials available for sustainable design.

8.6 A detailed understanding of the need and approaches required to design for future weather and climate.

9.1 A comprehensive ability to design a building that fulfils its function with minimal resource requirements and for those to be met through sustainable means as far as possible.

9.2 An ability to assess environmental claims for products/designs critically.

Method of Assessment

Case Study (3,000 words) (80%)

In-Class Test (1.5 hours) (20%)

Preliminary Reading

Baker, N.V., Fanchiotti, A., Steemers, K. A. (1993). Daylighting in Architecture. James & James

Givoni, B. (1998). Climate considerations in building and urban design. Van Nostrand Reinhold

Goedkoop, M., Spriensma, R. (2001). The Eco-indicator 99: A damage oriented method for life cycle impact assessment: Methodology report. PRé,

Liddament, M.W. (1996). A guide to energy efficient ventilation. Air Infiltration and Ventilation Centre,

Santamouris, M. (2003). Solar thermal technologies for buildings. James & James.

Thomas, R. (2002). Sustainable urban design: an environmental approach. Taylor & Francis

Pre-requisites

None

Synopsis *

The module consists of lectures that describe the important energy and material flows in a building and how these are driven and can be regulated. This includes methods for calculating the flow, storage and release of heat in a range of media including phase change materials, determining daylight provision, and calculations for providing sufficient passive ventilation.

Built exemplar buildings are explored and their success assessed. Building fabric and services are explained and how resource requirements for maintenance can be reduced, whilst maintaining the function of the building. Advanced materials and techniques are introduced. Life Cycle Analysis is used to provide a decision tool to assess the sustainability of design.

Climate change presents a new challenge to design buildings to be sustainable in the context of projected, but uncertain weather conditions. Future scenarios are investigated to reveal the implications for changing design parameters.

2018-19 Postgraduate Module Handbook

AR828 Rediscovery - Understanding Historic Buildings and Past Environmental T						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	Schoenefeldt Dr H

Contact Hours

45 hours

Learning Outcomes

8.1 A comprehensive understanding of the history of environmental design in architecture, including the role of the natural sciences and technology in its development.

8.2 A critical understanding of the specific cultural and historical context of environmentally driven innovation today and in the past.

8.3 An in-depth knowledge of the environmental design strategies and technologies used in historic building, including the post-war building stock.

8.4 An ability to use of historical research methods in the study of historic buildings from an environmental perspective.

8.5 An ability to analyse the environmental behaviour of historic structures and the efficiency of past environmental technologies, using modern scientific methods.

8.6 An in-depth knowledge of building science and its application to the analysis of historic structures and environmental technologies.

8.7 A comprehensive understanding of cross-disciplinary and collaborative approaches to the study of historic buildings.

9.1 A comprehensive understanding of the methods used in historical research, such as the gathering and interpretation of historic material, the reconstruction of events or evolution of a design.

9.2 The ability to analyse scientific and technical data.

9.3 A comprehensive understanding of cross-disciplinary and collaborative ways of working.

9.4 The ability to produce research papers at a publishable standard, reflecting an awareness of the implication of writing for specialist and non-specialist readers.

9.5 The ability to communicate their research through oral and visual (e.g. posters, diagrams, animations) presentations to specialist and non-specialist audiences.

9.6 The ability to conduct project work independently or within a team of research collaborators.

Method of Assessment

Research Paper 1 (2,500 words) (30%)

Research Paper 2 (5,000 words) (70%)

Preliminary Reading

Banham, Reyner (1969). *The Architecture of the Well-Tempered Environment*. Chicago: University of Chicago Press.

Brucemann, Robert. Prowler, Donald. (1977). '19th Century Mechanical System Designs', *JAE*, Vol. 30, No. 3 (Feb., 1977), pp. 11-15.

Bruegmann, Robert. (1978). 'Central Heating and Forced Ventilation: Origins and Effects on Architectural Design', *Journal of the Society of Architectural Historians*, Vol. 37, No. 3 (Oct., 1978), pp. 143-160.

Hawkes, Dean. (1996). *The Environmental Tradition: studies in the architecture of environment*. London: Taylor & Francis.

Popper, Carl (1959). *The Logic of Scientific Discovery*. London: Hutchinson.

Porteous, Colin. (2002). *The new eco-architecture: alternatives from the modern movement*. London: Spon Press.

Synopsis *

In this module students will explore the environmental dimension of historic buildings and evaluate past environmental technologies and strategies, through a combination of historical research and technical analysis.

Students research into the historical and cultural context of environmentally driven innovation in architecture, and will explore the specific motivations and historical circumstances that have been driving the development of environmental technologies and scientific principles today and in the past.

Students will conduct a detailed environmental design case study of a historic building or environmental technology, combining historical research and technical analysis. Students have the choice to select from a number of case studies chosen by the module convenor or to study a building of their own choice. Students will conduct a piece of historical research with the aim of gaining a detailed understanding of the original environmental design intentions behind a particular historic building and the environmental technologies and control regimes deployed to achieve these objectives. Although each student will be assessed on individual pieces of work, the students are encouraged to work in cross-disciplinary teams.

2018-19 Postgraduate Module Handbook

AR829 Monitoring and Modelling of Environmental Performance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	Nikolopoulou Prof M

Contact Hours

40 hours

Learning Outcomes

8.1 An awareness of the range of techniques appropriate for analysing the environmental performance of the built environment (internal and external environment) and energy performance of buildings.

8.2 A systematic understanding of the capabilities of both physical and digital experimental techniques (monitoring & modelling) for assessing the environmental and energy performance of buildings.

8.3 The ability to independently assess the environmental and comfort conditions in the built environment through both physical and digital experimental techniques (monitoring & modelling), along with the energy consumption of buildings (thermal simulation modelling).

8.4 A critical understanding of the output of the above techniques and the way they can be used for comprehensive analysis of the environmental end energy performance of buildings and subsequent mitigating strategies.

9.1 An understanding of basic research principles and the ability to critically analyse material to form independent conclusions.

9.2 A systematic understanding of the effect of the built environment (microclimate, morphology, materials) on the environmental performance and energy consumption of buildings.

Method of Assessment

Case Study Analysis (100%)

Preliminary Reading

Baker, N., and Steemers, K. (2000). Daylighting Design: A Handbook for Architects and Engineers. James + James.

BUS Ltd Occupancy Survey: Usable Buildings (free resource) <http://www.usablebuildings.co.uk/>

CIBSE TM22: Energy Assessment and Reporting Methodology

de Dear, R. J. (1998) 'A global database of thermal comfort experiments', ASHRAE Technical Data Bulletin, vol 14, no 1, pp15–26

Guildford J P (1954). Psychometric Methods. McGraw Hill, New York.

Humphreys, M.A. and Nicol, J.F. (2000). The effects of measurement and formulation error on thermal comfort indices in the ASHRAE database of field studies ASHRAE Transactions 106(2) pp 493-502

Humphreys, M.A., Nicol, J.F. and Raja, I A. (2007). Field studies of indoor thermal comfort and the progress of the adaptive approach. Journal of Advances on Building Energy Research 1, 55-88.

Mardaljevic, J. (2000). Simulation of annual daylighting profiles for internal illuminance. Lighting Research & Technology, 32(3):111–118.

Stevens, S. (1975). Psychophysics: Introduction to its perceptual, neural and social prospects. New York: John Wiley.

Synopsis *

Students will explore a range of experimental and modelling techniques to evaluate the environmental and energy performance of buildings. This will include field surveys of appropriate case study buildings, where the students will experiment with monitoring the environmental conditions. They will select a range of techniques for the thermal and visual environment.

Subsequent modelling of the building will enable them to further assess the environmental conditions and energy performance of buildings, identifying problem areas with appropriate mitigation techniques.

2018-19 Postgraduate Module Handbook

AR830 Sustainable Design Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	80% Project, 20% Coursework	Renganathan G Dr

Contact Hours

33 hours.

Learning Outcomes

- 8.1 An ability to analyse the macro and microclimate of a site and produce an appropriate response.
- 8.2 A systematic understanding of the impact of building orientation, form and massing on the internal environment and energy use.
- 8.3 A good understanding of the differing environmental control requirements for buildings depending on building type and the climate and region in which they are located.
- 8.4 An ability to use theoretical knowledge and prediction methodologies to create appropriate design strategies.
- 8.5 An ability to understand, analyse and reflect upon their design with respect to the internal environmental conditions created in a particular climate and location.
- 8.6 An ability to work in design teams which take into account the approaches and the needs of different professional disciplines.
- 9.1 Students shall demonstrate an understanding of advanced research principles, the ability to analyse source materials, and form original hypotheses.
- 9.2 Students shall demonstrate the ability to produce sophisticated and imaginative solutions to demanding problems.
- 9.3 Students shall demonstrate the ability to conduct project work independently or within a team of research collaborators.

Method of Assessment

Design Strategies (20%).
Design Proposal (80%)

Preliminary Reading

Clegg, Peter et al. (2007) Feilden Clegg Bradley: the environmental handbook. The Right Angle.
Hindrichs, Dirk U and Daniels, Klaus (eds). (2007) Plus minus 20°/40° latitude: subtropical building design in tropical and sub tropical regions. Basel: Birkhauser.
Hyde, Richard. (2000). Climate responsive design: a study of buildings in moderate and hot humid climates. Taylor & Francis.
Kwok, Alison and Grondzik, PE. (2011) (2nd ed). The green studio handbook: environmental strategies for schematic design. Oxford: Architectural Press.
Lechner, Norbert. (2008) (3rd Ed). Heating cooling and lighting – sustainable design methods for architects. Wiley.
O’Cofaigh, Eoin. (1996) (Energy Research Group, University College Dublin.) The climatic dwelling: an introduction to climate responsive residential architecture. James and James.

Pre-requisites

None

Synopsis *

Students explore passive means of environmental control to achieve low energy and comfort under varying climatic conditions. Advanced techniques and methodologies for analysis of local climatic conditions, site, and building proposals lead to the development of environmental design strategies.

The influence of materials, form and construction on environmental performance is examined with reference to precedents and benchmarks.

Students prepare proposals, firstly in the form of design strategies, for creating comfort in a hostile external environment. Orientation, shading requirements, thermal mass etc will need to be considered. A clear and rigorous rationale for the design strategies will form part of this work

The main task for students is to prepare environmental design strategies and design proposals for a low-energy building to meet the highest sustainable design standards.

2018-19 Postgraduate Module Handbook

AR831		Urban Landscape				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	Adler Prof G

Contact Hours

32 hours

Learning Outcomes

- 8.1 An ability to work as part of a team (ARB DESIGN)
- 8.2 An understanding of the influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider global issues. (ARB C/C).
- 8.3 An understanding of the histories and theories of architecture and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies and its application in critical debate (ARB C/C).
- 8.4 An ability to critically appraise and form considered judgements about spatial, aesthetic, technical and the social qualities of a design within the scope and scale of a wider environment (ARB C/C).
- 9.1 An ability to apply project related research and analysis to the ideas, development and quality of the design project.
- 9.2 An ability to communicate effectively and well, using a range of communication skills.

Method of Assessment

Design Project 100%

Preliminary Reading

Breheny M. (1992). Sustainable Development and Urban Form, Pion.
Brown S.A. (2001). Communication in the Design Process, Spon Press.
Coupland, A. (Ed). (1997). Reclaiming the City: Mixed Use Development, E & FN Spon.
Harris S & Berke D (eds). (1997). Architecture of the Everyday, Princeton UP.
Herzog, T. (Ed). (1996). Solar Energy in Architecture and Urban Planning. Prestal Verlag.
Hughes, J & Sadler, S (eds). (2000). Non-Plan. Architectural Press Oxford.
Moughtin J.C. (1996) Urban Design: Green Dimensions. Butterworth Architecture.
MVRDV. (1999). Farmax 010.
New practice in urban design AD Profiles 105
Nijkamp & Perrels. (1990). Sustainable Cities in Europe, MIT.
Roberts P. & Sykes H. (ed.s). (2000). Urban Regeneration: a Handbook. Sage
Rogers R. (1997). Cities for a Small Planet, Faber & Faber.
Ward, C.& Hall P. (1999). Sociable cities. John Wiley & Sons.
Local District Plan of the area where the site is located. Publications by national strategic design bodies such as CABE, depending on project programme

Pre-requisites

None

Synopsis *

This Module project explores broad scale issues of site and context, planning and place making. Students become familiar with relevant planning documents and learn to work as part of a team in developing design strategies and making planning proposals. Precedent studies play an important role in shaping strategic and tactical development. Communication skills are enhanced through classes including computing, and project presentations.
Urban Landscape is adapted from year to year to engage with a range of issues concerning urban landscapes and architecture and may explore topical sites within the region.

2018-19 Postgraduate Module Handbook

AR832		Research Methods and Analysis				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	Brittain-Catlin Dr TJ

Contact Hours

36 hours

Learning Outcomes

8.1 An ability to prepare and manage well-supported and critical analyses (written and oral) based on theory and empirical evidence covering a range of issues in relation to culture, theory and urban design.

8.2 An ability to formulate viable, original and well-supported proposals and advice aimed at dealing with the complexity of urban design situations

8.3 Advanced negotiation skills and professional attitude in dealing with stakeholders

8.4 Research skills including the formulation of a conceptual framework and use of a range of information sources

8.5 Excellent graphic and presentation skills to be applied to the submission of written reports

9.1 An ability to prepare and manage well-supported and critical analyses (written, visual and oral) based on theory and empirical evidence

9.2 An ability to reflect critically on own ideas by becoming more open and acquainted with unfamiliar ideas and practices

9.3 An ability to work effectively in a multi-disciplinary, multi-cultural environment

9.4 An ability to negotiate and work as part of a team

9.5 An ability to systematically plan, carry through and manage a project programme in a given time

9.6 An ability to be self-critical about own work and constructive in how to address and progress it

Method of Assessment

4000 Word Illustrated Essay (100%)

Preliminary Reading

Swetnam, D. (2000). Writing Your Dissertation: A guide to Planning, Preparing and Presenting First Class Work. Oxford: How To Books.

Pre-requisites

None

Synopsis *

Students are introduced to the intellectual conditions under which the research in architecture and cities (urban design) is undertaken. They are given guidance that equips them with skills to formulate their dissertation and find the way around the increasingly diverse fields of knowledge. The module enhances the ability to formulate questions, communicate arguments and results. Students will be encouraged to exercise critical attitude and formulate new proposals. Students gain experience both by presenting their own research and in providing constructive criticism on the work of their peers. The sessions confer how to present arguments, use visual resources, think through and reflect, conduct interviews and improve presentation skills.

2018-19 Postgraduate Module Handbook

AR836		Design 4A				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Project with Compulsory Numeric Elements	Richards Mr M

Contact Hours

45 hours

Learning Outcomes

- 8.1 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.
- 8.2 Knowledge of theories of urban design and the planning of communities.
- 8.3 Knowledge of the influence of the design and development of cities, past and present on the contemporary built environment.
- 8.4 Knowledge of current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.
- 8.5 Understanding of the needs and aspirations of building users.
- 8.6 Understanding of the impact of buildings on the environment, and the precepts of sustainable design.
- 8.7 Understanding of the way in which buildings fit into their local context
- 8.8 Understanding of the potential impact of buildings on existing and proposed communities
- 8.9 An ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations.

Method of Assessment

Design Project (100%)

Preliminary Reading

- Bourquin, Nicolas (ed.). (2008). *Data Flow: Visualising Information in Graphic Design*. Gestalten
- Crawford, Matthew. (2010). *The Case for Working with Your Hands: or Why Office Work is Bad for Us and Fixing Things Feels Good*. Viking
- Hale, Jonathan. (2000). *Building Ideas: an Introduction to Architectural Theory*. Wiley
- Jencks, Charles (ed.). (2005). *Theories and Manifestoes of Contemporary Architecture*. John Wiley & Sons
- Lim, C.J. (2006). *Devices: A Manual of Architectural and Spatial Machines*. Architectural Press
- Marcus, George. (2005). *Masters of Modernism: A Critical Assessment*. Monacelli
- Sennett, Richard. (2009). *The Craftsman*. Penguin
- Sheil, Bob (ed.). (2005). *Design through Making*. John Wiley & Sons

Pre-requisites

None

Restrictions

Synopsis *

This module involves a consideration of design at an urban scale and is taught through a Unit system with individual Unit briefs interpreting this specification. Each Unit brief will offer the opportunity to analyse and critically appraise new hypotheses through the speculation of complex design proposals, and consider context in terms of history, policy, legislation, environment, economics and community. Unit briefs for this module may develop themes in parallel with Design 5a, with which it is co-taught in Units, and may continue these themes into the following term's design module(s).

2018-19 Postgraduate Module Handbook

AR837		Design 4B				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Project with Compulsory Numeric Elements	Richards Mr M

Contact Hours

45 hours

Learning Outcomes

- 8.1 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.
- 8.2 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.
- 8.3 Knowledge of the creative application of appropriate theoretical concepts to studio design projects, in terms of their conceptualisation and representation.
- 8.4 Knowledge of the creative application of the fine arts and their relevance and impact on architecture.
- 8.5 Knowledge of the creative application of fine arts to studio design projects, in terms of conceptualisation and representation.
- 8.6 Understanding of the role of the architect within the design team and the construction industry, recognising the importance of current methods and trends on the construction of the built environment.
- 8.7 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.
- 8.8 An ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.
- 9.1 An ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations
- 9.2 An ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals
- 9.3 An ability to apply project related in-depth research and analysis to the ideas, development and quality of the design project.
- 9.4 An ability to communicate effectively and well, using a range of communication skills

Method of Assessment

Design Project (100%)

Preliminary Reading

Bourquin, Nicolas (ed.). (2008). *Data Flow: Visualising Information in Graphic Design*. Gestalten
Crawford, Matthew. (2010). *The Case for Working with Your Hands: or Why Office Work is Bad for Us and Fixing Things Feels Good*. Viking
Hale, Jonathan. (2000). *Building Ideas: an Introduction to Architectural Theory*. Wiley
Jencks, Charles (ed.). (2005). *Theories and Manifestoes of Contemporary Architecture*. John Wiley & Sons
Lim, C.J. (2006). *Devices: A Manual of Architectural and Spatial Machines*. Architectural Press
Marcus, George. (2005). *Masters of Modernism: A Critical Assessment*. Monacelli
Sennett, Richard. (2009). *The Craftsman*. Penguin
Sheil, Bob (ed.). (2005). *Design through Making*. John Wiley & Sons

Pre-requisites

None

Restrictions

Synopsis *

This module involves the design of a singular or multiple architectural propositions, and is taught through a Unit system with individual Unit briefs interpreting this specification. Each Unit brief will offer the opportunity to develop a conceptual and critical approach to complex architectural design proposals that is developed into a comprehensive and integrated design project. Unit briefs for this module may develop themes in parallel with Design 5b, with which it is co-taught in Units, and may continue these themes from the preceding term's design module.

2018-19 Postgraduate Module Handbook

AR838		Design 5a				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Project with Compulsory Numeric Elements	Richards Mr M

Contact Hours

45 hours

Learning Outcomes

- 8.1 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.
- 8.2 Knowledge of theories of urban design and the planning of communities.
- 8.3 Knowledge of the influence of the design and development of cities, past and present on the contemporary built environment.
- 8.4 Knowledge of current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.
- 8.5 Understanding of the needs and aspirations of building users.
- 8.6 Understanding of the impact of buildings on the environment, and the precepts of sustainable design.
- 8.7 Understanding of the way in which buildings fit into their local context
- 8.8 Understanding of the potential impact of buildings on existing and proposed communities
- 8.9 An ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations.
- 9.1 An ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals.
- 9.2 Problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.
- 9.3 An ability to apply project related in-depth research and analysis to the ideas, development and quality of the design project.
- 9.4 An ability to communicate effectively and well, using a range of communication skills

Method of Assessment

Design Project (100%)

Preliminary Reading

- Bourquin, Nicolas (ed.). (2008). *Data Flow: Visualising Information in Graphic Design*. Gestalten
- Crawford, Matthew. (2010). *The Case for Working with Your Hands: or Why Office Work is Bad for Us and Fixing Things Feels Good*. Viking
- Hale, Jonathan. (2000). *Building Ideas: an Introduction to Architectural Theory*. Wiley
- Jencks, Charles (ed.). (2005). *Theories and Manifestoes of Contemporary Architecture*. John Wiley & Sons
- Lim, C.J. (2006). *Devices: A Manual of Architectural and Spatial Machines*. Architectural Press
- Marcus, George. (2005). *Masters of Modernism: A Critical Assessment*. Monacelli
- Sennett, Richard. (2009). *The Craftsman*. Penguin
- Sheil, Bob (ed.). (2005). *Design through Making*. John Wiley & Sons

Pre-requisites

None

Synopsis *

This module involves a consideration of design at an urban scale and is taught through a Unit system with individual Unit briefs interpreting this specification. Each Unit brief will offer the opportunity to analyse and critically appraise new hypotheses through the speculation of complex design proposals, and consider context in terms of history, policy, legislation, environment, economics and community. Unit briefs for this module may develop themes in parallel with Design 4a, with which it is co-taught in Units, and may continue themes into the following term's design module(s).

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AR839		Design 5B				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Project with Compulsory Numeric Elements	Richards Mr M

Contact Hours

45 hours

Learning Outcomes

- 8.1 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.
- 8.2 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.
- 8.3 Knowledge of the creative application of appropriate theoretical concepts to studio design projects, in terms of their conceptualisation and representation.
- 8.4 Knowledge of the creative application of the fine arts and their relevance and impact on architecture.
- 8.5 Knowledge of the creative application of fine arts to studio design projects, in terms of conceptualisation and representation.
- 8.6 Understanding of the role of the architect within the design team and the construction industry, recognising the importance of current methods and trends on the construction of the built environment.
- 8.7 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.
- 8.8 An ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.
- 9.1 An ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations
- 9.2 An ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals
- 9.3 An ability to apply project related in-depth research and analysis to the ideas, development and quality of the design project.
- 9.4 An ability to communicate effectively and well, using a range of communication skills

Method of Assessment

Design Project (100%)

Preliminary Reading

Bourquin, Nicolas (ed.), 2008
Data Flow: Visualising Information in Graphic Design, Gestalten
Crawford, Matthew, 2010
The Case for Working with Your Hands: or Why Office Work is Bad for Us and Fixing Things Feels Good, Viking
Hale, Jonathan, 2000
Building Ideas: an Introduction to Architectural Theory, Wiley
Jencks, Charles (ed.), 2005
Theories and Manifestoes of Contemporary Architecture, John Wiley & Sons
Lim, C.J., 2006
Devices: A Manual of Architectural and Spatial Machines, Architectural Press
Marcus, George, 2005
Masters of Modernism: A Critical Assessment, Monacelli
Sennett, Richard, 2009
The Craftsman, Penguin
Sheil, Bob (ed.), 2005
Design through Making, John Wiley & Sons

Pre-requisites

None

Synopsis *

This module involves the design of a singular or multiple architectural propositions, and is taught through a Unit system with individual Unit briefs interpreting this specification. Each Unit brief will offer the opportunity to develop a conceptual and critical approach to complex architectural design proposals that is developed into a comprehensive and integrated design project. Unit briefs for this module may develop themes in parallel with Design 4b, with which it is co-taught in Units, and may continue themes from the preceding term's design module(s).

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AR841		Structural Appraisal of Historic Buildings				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework with Compulsory Numeric Elements	Incelli Mr F

Contact Hours

36 hours

Learning Outcomes

- 8.1 A systematic understanding of construction components in historical buildings and their structural behaviour.
- 8.2 An understanding of the causes of decay, and repair of historic buildings.
- 8.3 An enhancing of the ability to assess and monitor the condition of buildings, and make proposals for their repair, maintenance, and enhancement.
- 8.4 Provision of graphic presentation skills employed in structural appraisal and the development of conservation strategies.
- 9.1 Ability to critically apply theories, research and analysis in order to understand the structural behaviour of a building.
- 9.2 Ability to investigate and identify the extent and the cause of construction materials' decay, by analysing a wide range of historical documentation and interpreting data from laboratories.
- 9.3 Ability to develop a structural intervention strategy using appropriate presentation and communication skills.

Method of Assessment

Structural Report (100%)

Preliminary Reading

- Ashurst, J. & N., Practical Building Conservation (Vols. 1-5), English Heritage Technical Handbooks, 1988
- Ayres, James, Building the Georgian City, Yale, 1998
- Beckmann, Paul, Structural Aspects of Building Conservation, McGraw Hill, 1995
- Carbonara, Giovanni, Atlante del restauro, UTET, 2005, ISBN: 9788802061207
- Croci, G., The Conservation and Structural Restoration of Architectural Heritage, Computational Mechanics, Southampton, 1998
- Forsyth, Michael, Structures and Construction in Historic Building Conservation: Structures and Construction, Wiley-Blackwell, 2007, ISBN-13: 978-1405111713
- Gorgon, J. E., Structures: or why things don't fall down, Penguin, 1991
- Heyman, Jacques, The Stone Skeleton: Structural Engineering of Masonry Architecture, Cambridge University Press, 1997, ISBN13: 9780521629638
- Mainstone, R., Developments in Structural Form, Allen Lane, 1975
- Robson, R, Structural Appraisal of Historic Buildings, Gower, 1991
- Theodossopoulos, Dimitris, Structural Design in Building Conservation, Taylor & Francis Ltd Routledge, 2012, ISBN-13: 978-0415479462

Pre-requisites

None

Synopsis >*

This module explores the structural behaviour of buildings, and examines their response to environmental phenomena. It helps the students to analyse the causes and patterns of damage in a wide range of structures and cultivates a critical understanding of the techniques employed in the repair and strengthening of historic buildings. A combination of lectures and laboratory analysis will help the students to develop an advanced understanding of the properties of building materials and their decay. The module will include lectures on materials such as stone, brick, mortar, timber, iron and concrete. Three of these lectures will be delivered by the conservators of Canterbury cathedral at the Cathedral's conservation workshop. This will constitute an opportunity to observe the methods employed in the conservation of Canterbury cathedral, examining the practical application of a wide range of preservation techniques. The course's assignment, a structural report on a historic structure in Kent will provide students with an opportunity to test the skills and knowledge gained in the lectures, articulating their findings using the relevant presentation skills.

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AR842 The Legislative Framework						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework with Compulsory Numeric Elements	Brittain-Catlin Dr TJ

Contact Hours

30 hours

Learning Outcomes

- 8.1 A systematic understanding of historical approaches in Europe, and especially Britain, to the significance of the conservation of buildings.
- 8.2 An understanding of the national and international statutory frameworks for enacting, funding and maintaining building conservation.
- 8.3 An understanding of the concept of historic environments.
- 8.4 Practical experience in the reading and writing of Heritage Statements.
- 8.5 An understanding of the administration and procurement strategies for conservation projects.
- 8.6 An understanding of current funding mechanisms and the generation of investment in the historic environment through private sponsorship and grant scheme administration.
- 8.7 An understanding of the socio-economic impact of historic site regeneration.
- 9.1 An ability to critically apply theories, research and analysis to the ideas, development and quality of projects.
- 9.2 An ability to communicate effectively, using a range of communication skills.
- 9.3 An ability to comprehensively understand the nature of differing types of documentation used in planning and analysis.

Method of Assessment

Heritage statement exercise 4000 words (100%)

Preliminary Reading

- Crawford, Alan, C.R. Ashbee, London & New Haven: Yale UP, 2005
- Cullingworth B, and Nadin, V., Town and Country Planning in the UK, Abingdon: Routledge, 2006, ISBN 978-0415358101
- Forshaw, J.H., and Abercrombie, P., County of London Plan, London (LCC), 1943.
- Howard, Ebenezer (Hall, Peter, ed), To-Morrow: A Peaceful Path to Real Reform, Abingdon: Routledge, 2003
- McCarthy, Fiona, William Morris: A life for our time, London: Faber & Faber, 2010
- Mynors, C., Listed Buildings, Conservation Areas and Monuments, Sweet and Maxwell: London 1998
- Ruskin, John, The Seven Lamps of Architecture, London 1849
- Thurley, Simon, Men from the Ministry, London & New Haven: Yale UP, 2013,
- Walker, R., The Cambridgeshire Guide to Historic Building Law, Cambridge City Council, 1995

Pre-requisites

None

Synopsis *

This module explores the policies and legislation that guide the preservation of historic sites, and the modern administrative framework of conservation. Focusing on the UK heritage protection and planning systems, the module's lectures and seminars will examine various kinds of statutory designation. The aim is to provide a thorough examination of the notions of the listed building, the scheduled archaeological site, the conservation area and the registered landscape. Particular emphasis will be put on the role of conservation in the National Planning Policy Framework and on the mechanisms through which the development of historic sites is authorised. This will involve an investigation of the challenges associated with planning permissions, and listed building consent. The module will offer the opportunity to explore the systems through which conservation is financed and managed. Guest speakers will introduce the students to the available grants that assist building conservation and area regeneration. The module will also familiarise the students with procurement strategies, as well as with conservation contracts, methods of valuation, and cost planning.

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AR843 Intervention at Historic Buildings						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework with Compulsory Numeric Elements	Karydis Dr N

Contact Hours

30 hours

Learning Outcomes

- 8.1 Expertise in the design of conservation-oriented interventions to historic buildings.
- 8.2 An ability to use conservation statements and plans as a basis for conservation strategies.
- 8.3 Familiarity with the methods employed in the survey of historic buildings and sites.
- 8.4 An ability to manage a design proposal and to formulate design briefs.
- 8.5 An ability to work in many different scales and conditions, ranging from building interiors to building complexes and from urban areas to landscapes and gardens.
- 9.1 An ability to guide and manage change to historic buildings.
- 9.2 An understanding of the entire process of conservation projects, including survey, conservation statement, establishment of conservation strategy, formulation of briefs, design development, procurement and implementation.
- 9.3 An awareness of the impact of conservation principles on the way in which historic buildings are preserved, reconstructed, or adapted to new uses.
- 9.4 An inclusive, broad view of the urban environment and an understanding of historic buildings as integral parts of an urban setting.
- 9.5 An ability to integrate conservation attitudes with contemporary economic and social goals.

Method of Assessment

Conservation Plan (25%)
Conservation Project (75%)

Preliminary Reading

- Cantacuzino, S., *New Uses for Old Buildings*, London, 1975
- Charles, F.W.B., *Conservation of Timber Buildings*, Shaftesbury: Donhead, 1995
- Croci, G., *The Conservation and Structural Restoration of Architectural Heritage*, Southampton: Computational Mechanics Publications, 1998
- Feilden, B.M., *Conservation of Historic Buildings*, Butterworth, 2003
- ICOMOS, *Guide to Recording Historic Buildings*, Butterworth, 1990
- Krier, L., *Architecture, Choice or Fate*, London: Papadakis Publisher, 1998
- Larkham, P.J., *Conservation and the City*, London: Routledge, 1996
- Roberts, P. & Sykes, H., *Urban Regeneration*, Sage Publications, 1999
- Watt, D. & Swallow, P., *Surveying Historic Buildings*, Shaftesbury: Donhead, 1996

Pre-requisites

None.

Synopsis *

This module explores the various methods of promoting beneficial change to historic buildings. A conservation project that will be supervised on a weekly basis offers the opportunity to design an intervention to a historic site. The project will not only focus on one historic building but it will offer the opportunity to investigate the role of conservation in the broader urban environment. In parallel to this project, a series of lectures will investigate various stages in the delivery of conservation projects, examining the methods of survey, appraisal, repair, strengthening, adaptation, extension, and monitoring of historic buildings and surrounding urban spaces. One of these lectures will be delivered at Canterbury Cathedral, and will give students the opportunity to observe the ongoing conservation of the monument guided by one of its chief conservators. During the course, special emphasis will be put on issues related with the preservation and management of historic cities. Encouraging the students to experiment with all the phases of a conservation project, this module provides a synthesis of theory and practice, and promotes the development of a holistic approach to architectural conservation.

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AR844 Conservation Principles						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework with Compulsory Numeric Elements	Guerci Dr M

Contact Hours

30 hours

Learning Outcomes

8.1 An understanding of the knowledge required to analyse historic monuments in Europe, especially Britain, and of the significance of the conservation of buildings.

8.2 An understanding of attitudes towards architectural heritage and their historical development.

8.3 An understanding of the current overarching philosophical framework of conservation.

8.4 An understanding of the concept of historical environments.

8.5 An understanding of the various approaches to the documentation and monitoring of historic buildings.

8.6 An understanding of different research methodologies for the study of the development of architectural forms, with an emphasis on European architecture.

9.1 Ability to critically apply theories, research and analysis to the ideas, development and quality of projects.

9.2 Ability to communicate effectively, using a range of communication skills.

9.3 Ability to comprehensively understand the nature of differing types of documentation used in planning and analysis.

Method of Assessment

Essay 4,000 words (80%)

Site Documentation Study (20%)

Preliminary Reading

Brandi, C., Basile, G. (2005). *Theory of Restoration*, Rome: Istituto Centrale per il Restauro

Curtis, William J.R. (2006, 3rd ed.) *Modern Architecture since 1900*. London: Phaidon Press Ltd.

Earl, J., Saint, A. (2003) *Building Conservation Philosophy*, London: Taylor & Francis

Fazio, M., Moffett, M., Wodehouse, L. (1st ed. 2003; 2nd ed. 2008). *A World History of Architecture*. London: Laurence King

Jokiletho J. (2002). *A History of Architectural Conservation*. London: Routledge

Lowenthal, D. (1998). *The Heritage Crusade and the Spoils of History*. Cambridge: Cambridge University Press 1998

Tyler, N. (2000) *Historic Preservation: An Introduction to Its History, Principles, and Practice*. W. W. Norton.

Watkin, D. (2011, 5th ed. – earlier eds. will be fine). *A History of Western Architecture*. London: Laurence King

Pre-requisites

None

Synopsis

This module introduces the students to the research in architectural history and to the study of conservation philosophy that underpins past and present attitudes to architectural heritage.

The introductory lectures will provide an opportunity to investigate the development of architectural form from Antiquity to the 20th century, focusing on the European traditions. They will also introduce the students to the various approaches to the research and documentation of historic buildings. Cultivating a multifaceted understanding of architectural heritage while offering access to the relevant research methodologies, the module provides the expertise necessary to evaluate historic buildings and to decide what should and could be conserved and why. As well as an introduction to architectural history, lectures and seminars will investigate the field of conservation philosophy. This part of the module will examine the evolution of the attitudes to architectural heritage from the 19th to the 21st century. Special emphasis will be put on the theoretical problems of maintenance, restoration, and the way in which 20th-century international charters addressed these problems. Examining a wide range of case-studies, the module will also investigate various theoretical approaches to the adaptation of new buildings to the historic environment.

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AR845 Independent Research Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	Griffin Mr H

Contact Hours

20 hours

Learning Outcomes

8.1 An ability to demonstrate an advanced understanding of the field of architectural visualisation, and the ways in which theory informs current practice.

8.2 An ability to carry out bibliographical and archival research to establish the cultural and professional context of architectural visualisation.

8.3 The ability to experiment with the use of a wide range of creative methods and to demonstrate an advanced understanding of their application.

8.4 An understanding of the complete process of project creation, from the initial analysis and development of a brief to the actual design.

9.1 The ability to work as part of an interdisciplinary team, to share tasks equitably and to communicate with different specialists.

9.2 The ability to carry out independent research, establishing research objectives, constructing valid research hypotheses and expressing reasoned arguments, grounded by critical reference to carefully identified existing scholarship.

9.3 The ability to express research results in an efficient, legible way, through the development of advanced presentation skills.

Method of Assessment

Independent Research Project (100%)

Preliminary Reading

Subject related – bibliography to be developed by the student with the assistance of relevant supervisors and module related bibliographies. What follows is an indicative list of books on dissertation writing, management, and methodology.

Biggam, J. (2011) Succeeding with your master's dissertation: a step-by-step handbook. Maidenhead: Open University Press, 2011 (available as an e-book)

Borden, I. (2006). The dissertation an architecture student's handbook. Amsterdam: Architectural.

Swetnam, D. (2004). Writing your dissertation: how to plan, prepare and present successful work. Oxford: How To Books.

Pre-requisites

All previous programme modules

Synopsis *

Students develop their communication and research skills to a high professional standard in an academic or industrial setting. Students elect to produce a theoretical, interdisciplinary or practice-based response in a topic related to the field of study. Working with an assigned tutor; students develop a research proposal, incorporating a methodology and schedule for the work. Students are expected to develop their ability to gather and synthesize 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 architecture. Interdisciplinary investigations that further inform architectural thinking are encouraged.

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AR846	Architectural Photography					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Griffin Mr H
2	Canterbury	Autumn	M	15 (7.5)	75% Project, 25% Coursework	Griffin Mr H

Contact Hours

33 hours

Learning Outcomes

8.1 A comprehensive knowledge and understanding of light, exposure and colour, and their application in architectural lighting.

8.2 An advanced understanding of theories of photographic composition, balance and weight.

8.3 A knowledge of the history of architectural photography, with an awareness of the contextual boundaries within, and outside of, the genre.

8.4 An advanced ability to use film and digital cameras to capture and create outstanding photographs of architecture, form and space.

8.5 A comprehensive knowledge and understanding of digital photographic image manipulation and processing techniques using industry standard software programmes.

8.6 An understanding of analogue image processing techniques and their application in a digital industry.

9.1 An ability to present, edit and curate a collection of work.

9.2 An ability to work self-directed, meeting deadlines.

9.3 An ability to critically place their own work in the context of genre, style and precedent.

Method of Assessment

Exhibition / portfolio 75%

Report 25%

Preliminary Reading

Kerr, N (1979). Technique of photographic lighting. Garden City, N.Y: Amphoto.

Langford, M. (1981). The darkroom handbook. London: Ebury Press.

Lowe, J. (2006). Architectural photography: Inside and Out. Lewes. East Sussex: Photographers' Institute Press/PIP.

Schulz, A. (2012). Architectural photography. Santa Barbara, CA: Rocky Nook.

Pre-requisites

None

Synopsis *

The study of photography is often a complementary element of architectural education. Understanding of the processes of composition, framing and lighting is essential in both disciplines. Through a series of lectures and workshops students will comprehend these concepts, as well as fundamental principles of photographic creation and processing, enabling them to apply these skills and principles to the communication of architectural space and form through photography.

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AR847 Urban Design Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	Adler Prof G

Contact Hours

32 hours

Learning Outcomes

8.1 Acquire a conceptual understanding of urban planning in order to develop strategies and /or sound urban design proposals for new architecture and urban areas and the improvement of existing ones, in ways that are socially and culturally agreeable, economically viable and environmentally sustainable.

8.2 Independently define and appraise ideas in architecture and urban design and form considered judgements about spatial, aesthetic, technical and social qualities of an urban context within the scope and scale of a wider environment.

8.3 Question and evaluate critically past and current design methods and tools.

8.4 Refer to and analyse case studies competently.

8.5 Speculate and apply relevant research to the proposed design ideas, development and tasks.

8.6 Develop strategic proposals / masterplans that deal with the built environment in a culturally sensitive, socially just, and environmentally and economically sustainable manner.

8.7 Use visual, verbal and written communication and appropriate media (including sketching, digital and audiovisual) to present critical appraisal and analysis of design proposals to professional and general audiences.

8.8 Formulate viable, original and well-supported design proposals and advice aimed at dealing with the complexity of urban context.

8.9 Acquire advanced negotiation skills and professional attitude in dealing with stakeholders.

8.10 Acquire research skills including formulation of a conceptual framework and use of a range of information sources.

8.11 Develop excellent graphic and other visual presentation skills to be applied to the design projects of the submission of written reports.

8.12 Develop skills of understanding how big cities work and develop.

9.1 Prepare and manage well-supported critical analyses (written, visual and oral) based on theory and empirical evidence.

9.2 Challenge conventional wisdom and provide advice.

9.3 Reflect critically on own ideas by becoming more open and acquainted with unfamiliar ideas and practices.

9.4 Work effectively in a multi-disciplinary, multi-cultural environment.

9.5 Negotiate and work as part of a team.

9.6 Systematically plan, carry through and manage a project programme in a given time.

9.7 Be self-critical about own work and constructive in how to address and progress it.

Method of Assessment

Design Project (100%)

Preliminary Reading

Alexander, C. et al. (1987). *A New Theory of Urban Design*. Oxford: Oxford University Press.

Bunschoten, R., Hoshino, T. and Binet, H. (2001). *Urban Flotsam: Stirring the City*. Rotterdam: 010.

Cullen, G. (1986). *The Concise Townscape*. London: Architectural Press.

Guazin-Muller, D. (2002). *Sustainable architecture and urbanism: concepts, technologies, examples*. Basel: Birkhäuser.

Hertzberger, H. (1991 and 1999). *Lessons for students in architecture*. (2 vols) Rotterdam: 010.

Lynch, K. (1960). *The Image of the City*. Cambridge, MA: MIT.

Pre-requisites

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

Synopsis *

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

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AR848		Theory and History of Urban Design				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	Adler Prof G

Contact Hours

30

Learning Outcomes

8.1 Demonstrate a systematic understanding, knowledge and critical awareness of current philosophies of urban design, architecture, the history of ideas, and the related disciplines of cultural studies, art and landscape studies, and their original application in contemporary debate.

8.2 Critically appraise and form considered judgements about spatial, aesthetic, technical and the social qualities of an urban design proposal within the scope and scale of wider advanced environmental studies.

8.3 Comprehensively understand the complexity of influences on the contemporary built environment of individual buildings, the design of cities, transport infrastructure, past and present societies and wider global issues including climate change.

8.4 Systematically understand the development of major nineteenth and twentieth century cities, including new and theoretical cities.

8.5 Critically appraise and form considered judgements about the nature of the physical development of these cities in the light of their historical, social, political and technological context.

8.6 Understand critically the influences on the development of these cities on conceptual and political approaches to urban planning in the mid-twentieth century and beyond, until present. Develop skills of understanding how big cities work and develop.

9.1 Creatively apply theories, research and analysis to the ideas, development and quality of a project.

9.2 Communicate effectively using a range of communication skills

9.3 Comprehensively understand the nature of differing types of documentation used in planning and analysis.

Method of Assessment

4000 word essay (100%)

Preliminary Reading

Fishman, R. (1982). *Urban Utopias of the Twentieth Century*. Cambridge (MA) and London: MIT.

Hall, P. (1998). *Cities in Civilisation*, London: Phoenix Orion.

Kostof, S. (1991). *The City Assembled*, London and New York: Thames & Hudson.

LeGates, R. & Stout, F. (eds) (2011). *The City Reader*. London and New York: Routledge.

Sassen, S. (2001) *The Global City: New York, London, Tokyo*. Princeton, NJ: Princeton University Press.

Soja, E. (2000). *Postmetropolis: Critical Studies of Cities and Regions*. Oxford: Blackwell.

Pre-requisites

None

Synopsis *

This module explores the idea of the city, and the major concepts related to urban life. It analyses and determines the conditions of their emergence within a broader cultural context. It traces how these concepts have changed through time, with the aim of enhancing our present understanding of cities and their regeneration. It follows the development of city planning and the establishment of planned, ideal cities as a political goal up to the foundation of new towns. In its dealing with historically modern cities, the module centres on case studies of cities representative of urbanism from the eighteenth to the twenty-first centuries, drawing lessons from the methods and types of documentation used in its development. The course also introduces the manner in which architecture has generated a number of spontaneous and critical responses to the demands of the city in the past four decades. The arguments are drawn from sources in architectural and urban theory, philosophy, art history, anthropology, literary sources and social sciences.

AR849 Digital Architecture Portfolio						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	M	30 (15)	100% Coursework with Compulsory Numeric Elements	Griffin Mr H

Contact Hours

60 hours

Learning Outcomes

- 8.1 A systematic understanding and knowledge of the wide range of skills and procedures required in digital modelling, texturing, lighting and rendering within a professional architectural context
- 8.2 A comprehensive understanding the role of digital visualisation in an architectural context
- 8.3 The ability to critically appraise the quality of rendered architectural imagery required within a professional context, and understand how their work fits within this
- 8.4 A critical awareness of the issues/problems raised by the application of the range of software programmes available, with advanced ability of 3D Studio Max in particular
- 8.5 The ability to create and develop a portfolio of architectural visualisation imagery to a professional standard
- 9.1 An ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- 9.2 An ability to continue to advance their knowledge and understanding, and to develop new skills to a professional level using industry-standard software
- 9.3 A comprehensive ability to use 3D modelling software to explore digital form and space

Method of Assessment

Portfolio of architectural visualisation images (100%)

Preliminary Reading

Ablan, D. (2002). Digital Cinematography and Directing (Indianapolis, New Riders)
 Cusson, R & Cardoso, J. (2009). Realistic Architectural Visualisation with 3DS MAX and Mental Ray: Second edition (Amsterdam, London, Focal Press)
 Daniele, T. (2008). Poly-Modelling with 3DS Max: Thinking Outside of the Box (Burlington, Focal Press)
 Murdock, K. (2009). 3DS MAX 2010 Bible. Indianapolis: Wiley Publishing.

Pre-requisites

None

Synopsis

This module will guide students through the skills and procedures needed in a professional architectural visualisation context. The programme of study will compare the available software packages used in industry and will provide students with a hands-on ability to model, texture, light and render architectural visualisations. Through a series of exercises advancing in complexity, by the end of this module successful students will be able to create a portfolio of realistic digital architectural models and images appropriate for a range of target industries and applications.

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AR850 Planning Policy and Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework with Compulsory Numeric Elements	Bagaeen Dr S

Contact Hours

36 hours

Learning Outcomes

- 8.1 Critically evaluate and comment on the core principles and the legislative and policy framework which underpin development management in the built and natural environment;
- 8.2 Research, analyse and demonstrate a critical understanding of how spatial planning operates within the context of institutional and legal frameworks in the UK and Europe;
- 8.3 Critically evaluate UK spatial planning policy processes and practice in relation to urban and rural planning challenges;
- 8.4 Critically evaluate the social, economic, environmental and political context for the delivery of housing and infrastructure;
- 8.5 Demonstrate a critical understanding of the political, legal and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures;
- 8.6 Demonstrate a critical understanding of global challenges around planning and governance, the increasing power of cities and how cities are at the forefront of delivering locally the sustainable development goals.
- 9.1 Plan and effectively manage the use of time, including the management of learning using a range of resources.
- 9.2 Manage independent creative and practical projects developing autonomy, and self-management
- 9.3 Develop strategy writing and presentation skills to a professional level.

Method of Assessment

Report (50%) (2,500 words)

Essay (50%) (2,500 words)

Both of the above assessed components must be passed

Preliminary Reading

- Couch, C. (2016) *Urban Planning: An introduction*. London: Palgrave Macmillan
- Crook, T., John Henneberry & Christine Whitehead (2016) *Planning Gain: Providing Infrastructure and Affordable Housing*. London: Wiley-Blackwell
- Cullingworth et. al (2015) *Town and country planning in the UK*. London: Routledge
- Dawn Jourdan & Eric Strauss (2015) *Planning for Wicked Problems: A Planner's Guide to Land Use Law*. London: Routledge
- Gallent, N., Iqbal Hamiduddin, Meri Juntti, Sue Kidd, Dave Shaw (2015) *Introduction to Rural Planning*. London: Routledge
- Greed, C. and David Johnson (2014) *Planning in the UK: An introduction*. London: Palgrave Macmillan
- Holloway, A. (2017) Localising Global Goals in Australia's Global City: Sydney, *WIT Transactions on Ecology and the Environment*, vol. 226, pp. 181-191
- Roadmap for Localizing the SDGs; UNDP, UN-Habitat, Global Task Force (2016)
- SDGs - What local governments need to know; UCLG (2016)

Pre-requisites

None

Synopsis *

This module develops students' understanding of changing planning legislation used to guide development and land use, to appreciate how and why these have changed over time, to critically reflect upon current spatial planning mechanisms and to recognise the linkages between other public policies and spatial policies. The module also covers planning law, the relationship between decision making and the broader facilitation of development outcomes. Students will become familiar with the methods and mechanisms used for implementing spatial planning policy, the principles underpinning them, and the role of different stakeholders in the implementation process, and how individual rights and community interests are reconciled. Seminar and workshop sessions will apply the skills and knowledge gained through lectures.

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AR851 Development of planning and resilience theory						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework with Compulsory Numeric Elements	Bagaeen Dr S

Contact Hours

36 hours

Learning Outcomes

- 8.1 Critically reflect on the arguments for and against spatial planning along with particular theoretical approaches;
- 8.2 Critically reflect on theories of urban resilience and how these can be applied to city and metropolitan area governance;
- 8.3 Demonstrate a critical understanding of the relevance of planning and resilience theory to recent urban trends and changes in the policy context;
- 8.4 Use theory to appreciate the concept and practice of spatial planning questioning the theoretical assumptions underpinning key planning policies and mechanisms;
- 8.5 Demonstrate effective research, analytical, evaluative and appraisal skills in identifying their own perspectives and reflections on theory and the implications for their practice as planners and resilience practitioners;
- 8.6 Demonstrate a critical understanding of the concept of rights and how planning and development decisions have differing impacts on different people and develop the capacity to identify and explain these impacts so that they can be properly taken into account in planning decision-making.
- 9.1 Undertake independent and original research in the relevant of study and formulate reasoned and critical arguments.
- 9.2 Undertake analysis of complex, incomplete or sometimes contradictory areas of theory.

Method of Assessment

Essay 1 (60%) (3,000 words)

Essay 2 (40%) (2,000 words)

Both of the above assessed components must be passed

Preliminary Reading

- Allmendinger, P. (2009) *Planning Theory*. Basingstoke: Palgrave Macmillan
- Arup International Development (2015) *City resilience framework*. Developed for the Rockefeller Foundation
- Campbell, S. and S. S. Fainstein (eds) (2003) *Readings in Planning Theory*. Oxford: Blackwell
- Chelleri, L., Waters, J.J., Olazabal, M. and Minucci, G. (2015) 'Resilience trade-offs: addressing multiple scales and temporal aspects of urban resilience', *Environment & Urbanization* 27(1): 181–198
- Cullingworth et. al (2015) *Town and country planning in the UK*. London: Routledge
- Couch, C. (2016) *Urban Planning: An introduction*. London: Palgrave Macmillan
- Davoudi, S. (2012) 'Resilience: a bridging concept or a dead end?' *Planning Theory & Practice* 13(2): 299–307.
- Taylor, N. (1998) *Urban planning theory since 1945*. London: Sage

Pre-requisites

None

Synopsis *

The module aims to develop the students' overall understanding of alternative views in planning and resilience theories. Students will generate responses to spatial planning and global challenges grounded in theory. The module contributes to the students' lifelong appreciation of how the core values of urban planning and urban resilience expressed in theory may be applied in changing circumstances, particularly as cities suffer more and more shocks and stresses as a result of climate change and global crises.

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AR852 Global Resilience Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework with Compulsory Numeric Elements	Bagaeen Dr S

Contact Hours

36 hours

Learning Outcomes

- 8.1 Engage in theoretical, practical and ethical debate at the forefront of global planning and resilience in the context of spatial planning demonstrating relationships to other specialist areas of expertise such as transport, waste management, green infrastructure, etc.;
- 8.2 Explain and demonstrate systematically how urban planning and resilience operates within the global international context of institutional and legal frameworks;
- 8.3 Acknowledge that urban governance decisions have differing influences and impacts on different people, and identify, explain and critically evaluate how these decisions affect individual neighbourhoods and communities;
- 8.4 Demonstrate conceptual understanding of the practical application of development and resilience finance for estimating costs and benefits of investment decisions;
- 8.5 Demonstrate comprehensive understanding of the added value and efficient resource management for building resilience for both particular interests including city leadership, funders and the wider community;
- 8.6 Demonstrate effective research, analytical and appraisal skills, and the ability to reach appropriate, evidence-based decisions when evaluating the distinctive contribution of spatial planning and urban resilience to the making of place and the mediation of space.
- 9.1 Plan and effectively manage the use of time, including the management of learning using a range of resources.
- 9.2 Demonstrate independent learning required for continuing professional study
- 9.3 Demonstrate interpersonal skills of negotiation, compromise, leadership, delegation and acceptance of responsibility within a team framework

Method of Assessment

Report (40%) (2,000 words)

Essay (60%) (3,000 words)

Both of the above assessed components must be passed

Preliminary Reading

- Bagaeen, S. and Clark, C. (eds.) (2016) Sustainable regeneration of former military sites, New York: Routledge
- Douglas Scarrett, Sylvia Osborn (2014) Property Valuation: The Five Methods, 3rd Edition. London: Routledge
- Hall, P. and Tewdwr-Jones, M. (2010) (5th Edition) Urban and regional planning. London: Routledge
- Newman, P. (2004) Planning world cities: globalization and urban politics
- Ratcliffe, J., Michael Stubbs, Miles Keeping (2009) Urban Planning and Real Estate Development (3rd edition). London: Routledge
- Walker, B. and Salt, D. (2012) Resilience thinking: sustaining ecosystems and people in a changing world. Washington, DC: Island Press.
- Watkiss, P. and Hunt, A. (2016) 'Assessing climate-resilient development options', in S. Fankhauser and T.K. McDermott (eds), The economics of climate-resilient development. Cheltenham: Edward Elgar Publishing Ltd.
- Zebrowski, C. (2008) 'Governing the network society: a biopolitical critique of resilience', Political Perspectives 3(1): 1–41

Synopsis *

This module is intended to contribute to the student's understanding of how the core values of urban planning and resilience apply in different cities and in different global contexts. Students will explore through projects, readings and a European field visit how the global interest in resilience extends beyond cities to include ecology, international development, health, urban forestry, food security, community planning, and global humanitarian crises. This will allow students to understand the origins of resilience and its emergence as an urban concept allowing urban practitioners to manage a rapidly changing and uncertain urban context. Through a multiple case study approach, this module explores how resilience has become part of cities' formal planning practice in multiple cities around the world.

AR897 Dissertation: Urban Planning and Resilience						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	60 (30)	100% Project	

Contact Hours

20 hours

Learning Outcomes

- 8.1 Design, conceptualise and write a significant individual investigative work, in-depth reading and critical discussion of appropriate key literature at the forefront of the chosen specialism;
- 8.2 Plan, organise and rigorously execute research using appropriate methods, an investigation of a significant issue relevant to the degree programme with a minimum of external guidance;
- 8.3 Organise and carry out appropriate and effective data collection (with due regard for safety and risk assessment), analysis and interpretation using appropriate statistical, textual or other types of techniques;
- 8.4 Communicate appropriate ideas, results and conclusions in the form of a written dissertation or research project, with a high standard of presentation, in a logical, persuasive and readily understandable manner;
- 8.5 Demonstrate the ability to select, apply and evaluate suitable research approaches and techniques
- 9.1 Undertake independent and original research in the relevant field of study and formulate reasoned and critical arguments.
- 9.2 Undertake analysis of complex, incomplete or sometimes contradictory areas of theory.
- 9.3 Develop their ability to construct and evaluate arguments.
- 9.4 Reflect on their own learning, planned their use of time, and identified appropriate directions for further study, encouraged by the individual supervisor.

Method of Assessment

Dissertation (100%)

Preliminary Reading

Biggam, J. (2011). Succeeding with your master's dissertation: a step-by-step handbook. Potter, S. (ed) (2013) Doing Postgraduate Research, SAGE Publications, London.

Borden, I. (2006). The dissertation an architecture student's handbook. Amsterdam: Architectural.

Bryman, A. (2003) Quantity and Quality in Social Research, Unwin Hyman.

Burns, R. (2000) Introduction to Research Methods, Sage Publication (4th Edition)

Denscombe, M. (2007) The Good Research Guide For Small-Scale Social Research Projects, Maidenhead: Open University Press (available as an e-book)

Gubrium J. and Holstein, J. (2012) The Sage Handbook f Interview Research, Sage Publications.

Pre-requisites

None

Synopsis

Students develop their communication and research skills to a high professional standard in an academic or industrial setting. Working with an assigned tutor, students elect to produce a theoretical, interdisciplinary or practice-based written dissertation or project in a topic related to the field of study and as directed by the programme leader. Students develop a research proposal, incorporating a methodology and schedule for the work. Students are expected to develop their ability to gather and synthesize 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 their chosen discipline. Interdisciplinary investigations that further inform thinking are encouraged.

The project provides students with the opportunity to demonstrate their capacity to work at Level 7 as independent researchers in their chosen area of specialism through a substantial piece of written work and/or research project, and will include necessary visual material and, where appropriate, new project proposals.

AR898 Dissertation: MSc in Architectural Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Coursework	Karydis Dr N

Contact Hours

20 hours

Learning Outcomes

- 8.1 An ability to demonstrate a holistic understanding of the conservation of historic buildings, and the ways in which conservation theory informs conservation practice.
- 8.2 An ability to carry out bibliographical and archival research to establish the history and significance of a heritage asset.
- 8.3 The ability to experiment with the use of a wide range of conservation methods and to understand the implications of their use.
- 8.4 An understanding of the complete process of conservation projects, from the initial survey and the development of a brief to the actual design and its specification.
- 9.1 The ability to work as part of an interdisciplinary team, to share tasks equitably and to communicate with different specialists.
- 9.2 The ability to carry out independent research, establishing research objectives, constructing valid research hypotheses and expressing reasoned arguments, grounded by critical reference to carefully identified existing scholarship.
- 9.3 The ability to express research results in an efficient, legible way, through the development of advanced presentation skills.

Method of Assessment

Dissertation/Project 100%

Preliminary Reading

Subject related – bibliography to be developed by student with the assistance of relevant supervisors and module related bibliographies. What follows is an indicative list of books on dissertation writing, management, and methodology.
 Biggam, J., Succeeding with your master's dissertation: a step-by-step handbook, Maidenhead: Open University Press, 2011 (available as an e-book)
 Borden, I., The dissertation an architecture student's handbook, Amsterdam ; Architectural, 2006
 Charles, F.W.B., Conservation of Timber Buildings, Shaftesbury: Donhead, 2003 (It includes a series of case-studies of conservation projects)
 Phillips, R., The architect's plan of work: for the procurement of feasibility studies, a fully designed building project, employer's requirements or contractor's proposals, London: RIBA Enterprises, 2000
 Swetnam, D., Writing your dissertation: how to plan, prepare and present successful work, Oxford : How To Books, 2004

Pre-requisites

Pre-requisite: all previous programme modules

Synopsis *

The dissertation will be a conservation project including fieldwork and scholarly research. It will be based on an existing historic building that will be visited during the Summer Term. Students will work in one or more groups, but each one will be asked to specify the nature of her/his contribution to the team's work from the outset. Each student will focus on one or more areas that reflect her/his background and interests. What follows is an indicative list of the areas that may be chosen and the corresponding 'dissertation product' (in parentheses):

- Historical Research and Documentation (Survey)
- Graphic Recording and Structural Survey (Structural Report)
- Analysis and Testing of Building Materials (Structural Report)
- Conservation Theory Issues (Theoretical dissertation)
- Preparation of a Conservation Plan (Theoretical dissertation)
- Repair and Structural Intervention (Conservation Project)
- Reflection on a bid for the funding of a conservation project (Theoretical dissertation)

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AR899 Dissertation: Architecture and the Sustainable Environment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Coursework	Nikolopoulou Prof M

Contact Hours

20 hours

Learning Outcomes

8.1 A systematic understanding of existing work along with critical evaluation of state-of-the-art literature in the chosen field to formulate research hypotheses in the field of sustainable architecture.

8.2 The ability to develop appropriate methodologies for achieving one's research objectives.

8.3 The ability to independently develop well supported critical analysis with a coherent argument based on theory and subsequent collected empirical evidence, demonstrating holistic understanding of low energy buildings.

9.1 The ability to critically analyse material to form independent conclusions in relation to low energy buildings.

9.2 Systematic data sourcing, acquisition and evaluation to formulate arguments.

9.3 The ability to construct research hypotheses and arguments.

9.4 The ability to independently develop the capacity to conduct research.

9.5 The ability to develop extended reports enhancing their written communications skills.

Method of Assessment

The module will be assessed by 100% coursework with a 15,000-word dissertation.

Preliminary Reading

Derek Swetnam – Writing Your Dissertation: A guide to Planning, Preparing and Presenting First Class Work

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

Pre-requisites

Pre-requisite: all previous programme modules

Synopsis *

Students will work independently to research in-depth a topic of their own choice in the field of sustainable architecture and built environment, to produce a 15,000 word document.

They will need to critically evaluate the state-of-the-art literature and develop the methodology for answering the formulated research questions. The subsequent methodology can vary depending on the selected topic (archives, monitoring, modelling, thermal simulation, etc.)

They will be supported by their tutor, developing their methodology and discussing the research results, but ultimately they will be responsible for the development of the final document.

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AR999		Dissertation:Urban Design				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	60 (30)	100% Coursework with Compulsory Numeric Elements	
2	Canterbury	Spring	M	60 (30)	100% Coursework	Brittain-Catlin Dr TJ

Contact Hours

20 hours

Learning Outcomes

8.1 Have explored and researched a number of architecture and urban design related disciplines including its history and theory, cultural, social, environmental and art studies at the forefront of the academic discipline. They would have recognized the shape and importance of these fields for architecture and urban life and the role they play in urban design.

8.2 Have produced written assignments and oral arguments engaging with the emergence and future development of urban culture within the society.

8.3 Have advanced their ability to creatively analyse, criticise, present and assess architecture and urban design related arguments.

8.4 Have critically researched and designed an innovative urban design project based on original premises and research.

8.5 Have improved their ability to formulate, plan and write an original well supported critical analysis, to organise it around a coherent argument based on theory and empirical evidence.

9.1 Have developed their written and oral communication and presentation skills, particularly with a view to expressing complex thoughts about the application of methods, concepts and theories used in urban studies and other relevant disciplines.

9.2 Have developed their capacity to conduct research and independent study into theoretical and design aspects of urban studies.

9.3 Have developed their ability to construct and evaluate arguments.

9.4 Have reflected on their own learning, planned their use of time, and identified appropriate directions for further study, encouraged by the individual supervisor.

9.5 Produce a word-processed dissertation that is of a high scholarly standard in terms of presentation and professionalism.

9.6 Effectively research using the Library, archives and (as appropriate) the Internet, recognising their associated problems/benefits [Related to Programme Learning Outcomes D3].

Method of Assessment

The module will be assessed by 100% coursework as a 10-15,000-word dissertation.

Preliminary Reading

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

Pre-requisites

Pre-requisites: all previous programme modules

Synopsis *

Students are asked to propose and formulate their own dissertation which could include diverse methodological approaches as well as critique of urban design. Depending on their subject, students undertake the study of specific urban contexts, archives or the interpretation of textual and visual materials, the visualisation of parametric data and formulation of results. The commitment is to develop new methodologies that challenge the boundaries of research in urban design.

The dissertation will normally be 10,000-15,000 words long and will include necessary visual material and where appropriate new urban design proposals.