1. **Title of the module**

ARCH5400 (AR540) – Employability

1. **School or partner institution which will be responsible for management of the module**

Kent School of Architecture and Planning

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

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

MArch (Master in Architecture)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to demonstrate:**
	1. An understanding of the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society
	2. An understanding of the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context
	3. An understanding of the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation.
	4. Skills to critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design.
	5. Skills to understand the cost control mechanisms which operate during the development of a project.
	6. An understanding of the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation
	7. An understanding of the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined through contractual and organisational structures
	8. An understanding of the basic management theories and business principles related to running both an architect’s practice and architectural projects, recognising current and emerging trends in the construction industry
	9. Understanding of the context of the architect and the construction industry, including the architect’s role in the processes of procurement and building production and under legislation.
	10. An ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to demonstrate:**

9.1 Problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.

1. **A synopsis of the curriculum**

This module will have a taught lecture, seminar and tutorial format. Students use their parallel design module (or exceptionally a design project already completed in a previous MArch design module) as vehicle for a production of a detailed report in which they assess their design of a building as though it were a live project, in terms of appointment, procurement, planning permission, statutory permissions, fee biding, information scheduling, resourcing and cost etc.

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

Chappell, D & A Willis. (2010). *The Architect in Practice*. Wiley
Chappell D. (2008). *Standard Letters in Architectural Practice*. Wiley.
Clamp, H. (2012). *Which Contract? Choosing The Appropriate Building Contract*. RIBA.
Dalziel B. & N Ostime (2008). *Architect's Job Book*. RIBA.
Royal Institute of British Architects. (2008). *The Plan of Work (Outline)*. RIBA.
Speaight A. (Ed). (2010). *Architect's Legal Handbook: The Law for Architects*. Architectural Press.

1. **Learning and teaching methods**

Total contact hours: 20 hours

Private study hours: 130 hours

Total study hours: 150 hours

1. **Assessment methods**
	1. Main assessment methods

Professional Practice Report (100%)

13.2 Reassessment methods

Like for like.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 9.1 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures and seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Professional Practice Report | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Lectures, seminar teaching and tutorials will continue to draw on international source materials for historical and contemporary examples and theories of architecture and design.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 18/07/2019 | Minor | September 2019 |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018