1. **KentVision Code and title of the module**

ARCH8570 Professionalism, Clients, Users and the Delivery of Services

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

Arts and Humanities, Kent School of Architecture and Planning

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

Level 7

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

15 credits (7.5 ECTS)

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

Spring

1. **Prerequisite and co-requisite modules and/or any module restrictions**

None

1. **The course(s) of study to which the module contributes**

Compulsory to the following course: PG Diploma in Architectural Practice

1. **The intended subject specific learning outcomes.**
**On successfully completing the module students will be able to:**
	1. Demonstrate a systematic understanding of UK architectural practice and the property and construction sectors in a wider international context, enabling graduates to adapt creatively to the challenges and opportunities of cross-border collaboration and geographical diversification in unstable political and economic climates.
	2. Demonstrate a critical understanding of the architect’s obligation to society and the profession, and a sufficient awareness of the limits of their competence and professional experience to ensure they will behave with integrity, in the ethical and professional manner appropriate, and are unlikely to bring the profession into disrepute **(PC1)**.
	3. Demonstrate the autonomous skills necessary to provide a competent range of services, both singly and as part of a team, including understanding of client needs, appropriate communication, programming, coordination and competent delivery **(PC2)**.
	4. Demonstrate a systematic understanding and knowledge of the briefing process, forms and terms of appointment, the means of professional remuneration, relevant legislation, and the execution of appropriate programmed and coordinated project tasks **(PC2)**.
	5. Demonstrate the skills necessary to interact autonomously with statutory and private bodies or individuals, and competently deliver projects within diverse legislative frameworks **(PC3)**.

The above learning outcomes are cross-referenced where appropriate to the Architects Registration Board (ARB) and Royal Institute of British Architects (RIBA) [criteria for Part 3 of UK architectural qualifications](https://arb.org.uk/wp-content/uploads/2016/05/ARB_Criteria_pt3.pdf)**.** A more detailedmapping of the ARB/RIBA sub-criteria is provided in a schedule of teaching and assessment and specifies these sub-criteria in two categories:

 A) Criteria which must be met through the assessment of this module:

PC1.3 and PC1.4

B) Criteria which the module addresses and which may be referenced in student submissions, but are principally assessed in other modules:

PC1.1, PC1.2, PC1.5, PC1.6, PC1.7, PC1.8, PC1.9, PC2.1, PC2.2, PC2.5, PC2.6, PC2.7, PC2.8, PC3.3

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

* 1. Demonstrate an ability to communicate effectively and well, using a range of skills.
	2. Demonstrate an ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
	3. Demonstrate original problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.
	4. Demonstrate the ability to use communication methods and appropriate media to represent testing, analysis, and critical appraisal of complex proposals to professional and lay audiences.
1. **A synopsis of the curriculum**

This module will have a taught lecture and seminar format. Traditional and innovative approaches to the broad concept of professionalism in the context of the architectural profession, and specifically with reference to the inter-relationships between architects, co-professionals, clients, contractors and other stakeholders will be presented in lectures and analysed in seminars, with reference to both generic scenarios and situations based on the students’ individual prior experience of professional practice.

1. **Reading list**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

1. **Contact hours**

Total Contact Hours: 15
Private Study Hours: 135
Total Hours: 150

1. **Assessment methods**

13.1 Main Assessment Methods

2,500 word essay

13.2 Reassessment methods

Like for like

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division 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 and seminars will continue to draw on international as well as UK source materials for historical and contemporary examples and professional practice and the organisational principles of the architectural profession in the wider context of the property and construction sectors. Whilst the core curriculum imposed by the ARB criteria are UK-based, relevant comparisons with other countries and markets are applied to contextualise the students’ knowledge, and to equip them for international practice.

**DIVISIONAL 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 delivery of revised version | Section revised | Impacts CLOs |
| 26/11/2019 | Minor | September 2020 | 8,11 |  |
| 09/01/2023 | Minor | Spring 2023 | 8 |  |