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

ARCH8960 Case Study

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**

60 credits (30 ECTS)

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

Autumn, Spring and Summer

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: Postgraduate Diploma Architectural Practice

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate in a case study a clear 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 are unlikely to bring the profession into disrepute **(PC1)**.
	2. Demonstrate a systematic understanding of the range of services offered by architects and delivering those services in a manner prioritising the interests of the client and other stakeholders **(PC2)**.
	3. Demonstrate the diverse skills necessary to provide a competent service, both singly and as part of a team, including understanding of client needs, appropriate communication, programming, coordination and competent delivery and resolve construction-related challenges and disputes **(PC2, PC5)**.
	4. Demonstrate 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 an understanding of UK construction and contract law, construction procurement processes and the roles of built environment professionals **(PC5)**.
	6. Demonstrate the autonomous skills necessary to plan project-related tasks, coordinate and engage in design team interaction, execute effective contract communication

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 detailed mapping 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:

PC1.2, PC1.5, PC2.4, PC2.5, PC2.7, PC2.9, PC3.3, PC3.7, PC3.9, PC3.10, PC4.1, PC4.4, PC4.8

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

All Part 3 Criteria

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate the ability to communicate effectively and well, using a range of skills.
	2. Demonstrate an ability to argue rationally and to draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration and argument.
	3. Demonstrate problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.
	4. Demonstrate an ability to produce reports which are clear, analytical and logical covering a range of technical issues and include appropriate illustrations.
	5. Demonstrate an ability to present orally and discuss complex and contradictory issues in a structured and analytical manner.
2. **A synopsis of the curriculum**

This module will require students to present and analyse their individual professional experience, focusing on a limited number of case study projects in which they exercised a significant level of responsibility, to record the overall progression of the design and procurement process and specifically illustrate the relationship between theory and practice with reference to professionalism, legal frameworks, practice management and building procurement. The module also requires students to present and reflect on the totality of their professional experience, as documented in their Professional Experience and Development Record (PEDR) diaries using the RIBA’s standard templates, and to submit a detailed curriculum vitae. The largely self-directed outputs are guided and supported by tutorials on an individual basis or in small study groups.

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: 585
Total Hours: 600

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

Case Study Report incorporating illustrated CV, critical career self-evaluation and Record of Professional Practice (Professional Experience Development Record) (80%)
45 minute Oral Examination (20%)
The Oral Examination will be conducted by a minimum of two Professional Examiners. Such Examiners will be registered architects with significant experience in practice.

Both of the above assessed components must be passed.

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 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| Tutorials | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Case Study and PEDR | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |
| Oral Examination | **X** | **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**

Whilst the main case study is necessarily UK-based due to the requirements of the core curriculum imposed by the ARB criteria, 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 PLOs (Q6&7 cover sheet) |
| 14/01/2021 | Minor | 2021/22 | 13,14 |  |
| 09/01/2023 | Minor | Spring 2023 | 8 |  |
|  |  |  |  |  |