1. **Title of the module**

QUSU6009 Visual Representation in Construction

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

Centre for Higher and Degree Apprenticeships

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)**

This module is being taught as part of the BSc (Hons) Quantity Surveying being delivered through a part-time distance learning approach.

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

None

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

BSc (Hons) Quantity Surveying

1. **The intended subject specific learning outcomes.**

On successfully completing the module students will be able to:

1. Interpret and evaluate and the role played and impact of visual information as used within the construction process, including digital simulation, animation, construction drawings, plans, illustrations and sketches.
2. Analyse how visual representation encourages and facilitates collaboration and team-work.
3. Draw conclusions from the representation of construction about the social, economic and wider cultural perspectives of construction.
4. Evaluate the effectiveness of representational practices to communicate construction to wider audience and the codes and language employed.
5. Develop construction drawings and/ or photographs in order to represent construction.
6. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

1. Interpret visual information to inform conceptual ideas.
2. Evaluate the effectiveness and meaning of visual communication.
3. Analyse information to draw conclusions.
4. Articulate ideas in a range of media and formats.
5. **A synopsis of the curriculum**

Through a series of case studies, the module explores how construction representation informs the development of construction projects and collaborative practices. It also highlights how the representation of architecture highlights wider cultural and social perspectives about the societies in which we live.

From conceptually driven sketches and illustrations to photography and detailed architectural plans the role of modes of representation are explored. The module also includes hands on photography, that critical examination of the ways in which construction is represented including and analysis of the myths, codes and conventions that contribute to the language of construction and architecture.

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

Baratto, R. (2017). *Trends in Architectural Representation: Understanding the Techniques*. archdailey.com

Allan, S. and Agrest D. *Practice: Architecture, Technique and Representation.* Psychology Press 2000

Meystre, O. (2017). Pictures of the Floating Microcosm: New Representations of Japanese Architecture

1. **Learning and teaching methods**

The total study time for this module is 150 hours incorporating online e-learning, work-based experience and private study.

Teaching is delivered as a distance learning approach. VLE-delivered e-activities, VLE-delivered work activities serve to reinforce material presented online and also relate directly to the learning objectives. These are specifically based on enabling students to relate their theoretical knowledge to the workplace.

Work-based experience serves to reinforce and provide real-life context to the material being delivered in the module.

1. **Assessment methods**
	1. **Main assessments:**

Written assignment - 2500 words – 75%

Presentation – 15 minutes – 25%.

* 1. **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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Teaching | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Work based experience |  | **x** | **x** | **x** |  |  |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Written Assignment*  | **x** | **x** | **x** |  |  | **x** | **x** | **x** |  |
| *Presentation*  |  |  |  | **x** | **x** |  |  | **x** | **x** |

1. **Inclusive module design**

The Centre 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**

 Distance

1. **Internationalisation**

The construction industry operates on a global scale and the representation of ideas, concepts and precise information in visual formats is a common feature of these practices. The representation of construction, in his global context, is not only employed as a means of transmitting information but may also be considered as a form of cultural and conceptual communication.

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**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) |
|  24 Jan 19 | New | Sept 19 | New |   |
|  |  |  |  |  |