London South Bank University
EST 1892

Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	All courses in Architecture - BEA	
Course Code	1089	RIBA Professional Practice Part 3 (PT)
	4486	MSc Digital Architecture and Robotic Construction (FT)
	4487	MSc Digital Architecture and Robotic Construction (PT)
	4591	MArch Architecture (PT)
	4592	MArch Architecture (FT)
	4636	MSc Architecture (FT)
	5368	MArch Architecture (Architect Apprenticeship) (PT)
	5420	MSc Architecture (PT)
	101	BA (Hons) Architecture (FT)
	102	BA (Hons) Architecture (PT)
	5369	BA (Hons) Architecture (Architectural Assistant Apprenticeship) (PT)
DESE	Mahmood Datoo	
HoD	Lilly Kudic	
Shared Modules?	No shared modules	

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Changes to contact hours		
			CURRENT	NEW
For first year BA[Hons]Architecture FT and PT students and apprentices	For incoming year undergraduate students and apprentices, S1 design studio tutorials will be live on Tuesdays and Thursdays with strictly timetabled sessions, i.e. the student must make an appointment with their studio tutor (at least 24 hours in advance of the tutorial). If the student misses their appointment, they may only be seen online that week. A student may not have	Contact: (as published in Timetable)	20%	20%
		Private Study:	80%	80%

	more than one 1:1 studio tutorial on site per week, although is encouraged to follow this up with an online tutorial the same week. No member of studio staff should be on campus more than 2no 6 hour days per week. On site tutorials should be strictly limited to this allocation. Labs connected to BA1 Technology 1 work will be on-campus; the dates for this will be agreed in advance, for students to attend in small groups and by appointment only. Access to digital fabrication facilities on campus will be strictly by appointment with the university's technical support team.			
For first year MArch: Master of Architecture FT and PT students and apprentices	For incoming year postgraduate students and apprentices, S1 design studio tutorials will be live on Mondays and Thursdays with strictly timetabled sessions, i.e. the student must make an appointment with their studio tutor (at least 24 hours in advance of the tutorial). If the student misses their appointment, they may only be seen online that week. A student may not have more than one 1:1 studio tutorial on site per week, although is encouraged to follow this up with an online tutorial the same week. No member of studio staff should be on campus more than 2no 6 hour days per week. On site tutorials should be strictly limited to this allocation. Access to digital fabrication facilities on campus will be strictly by appointment with the university's technical support team.			

For continuing undergraduate and postgraduate FT and PT students and apprentices	Access to digital fabrication facilities on campus will be strictly by appointment with the university's technical support team.			

Changes to assessment strategy

	All assessments, coursework, labs and exams, will be online Exams will be open book, open from 2pm, and submission by 7pm, on the same day	
Module code and name	**Changes to weightings of assessment**	
	Current	**New**
All modules	No changes required	

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information				
Final award title(s)	RIBA Professional Practice Part 3			
Intermediate exit award title(s)				
UCAS Code		**Course Code(s)**	1089	
	London South Bank University			
School	☐ ASC ☐ ACI ☒ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS			
Division	Architecture			
Course Director	Kathy Gal			
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify			
Mode(s) of delivery	☐ Full time ☒Part time ☐other please specify			
Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Full time			
	Full time with placement/ sandwich year			
	Part time	1 year	September	August
	Part time with Placement/ sandwich year			
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.			
Approval dates:	Course(s) validated / Subject to validation	RIBA Professional Practice Part 3		
	Course specification last updated and signed off	July 2013		
Professional, Statutory & Regulatory Body accreditation	Validated by the Royal Institute of British Architects (RIBA) 2018 Prescribed by the Architects Registration Board (ARB) 2018			

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features

Distinctive features of course	This course provides students who have achieved Part 1 and Part 2 qualifications in Architecture with the opportunity to prepare for the final Part 3 examination. Successful candidates are able to register as Architects with the Architects Registration Board. The course provides comprehensive coverage of key topics in the subject area and incorporates multiple opportunities for critical comparison with and reflection on examples and personal experiences of architectural practice. This approach encourages and equips students with competencies in providing professional services and successfully navigating through challenging and competing regulatory, legal, commercial and ethical practices with integrity and honesty.
Course Aims	The **RIBA Professional Practice Part 3** aims to: Provide a rigorous, wide-ranging and comprehensive understanding of key topics in the subject area to prepare candidates for the final Part 3 examination, and to equip students with the competences to engage in modern professional practice and practice responsibly in a changing and challenging context. The examination is intended and designed to establish whether a student is competent to practice as an Architect in the UK, and is provided and assessed in accordance with the requirements of the RIBA/ARB shared Professional Criteria at Part 3. The programme aims to produce graduates with the competencies and judgement required to: • Manage the design development process • Manage the development of the project through the implementation process • Manage the business of being an Architect • Manage all aspects within the framework of professional and ethical practice, law and correct procedure Additional aims of the course are in accordance with the explanations and guidance set out under each of the Professional Criteria at Part 3 as follows: PC1 Professionalism 1.1 Professional ethics

	1.2	The architect's obligation to society and the protection of the environment
	1.3	Professional regulation, conduct and discipline
	1.4	Institutional membership, benefits, obligations and codes of conduct
	1.5	Attributes of integrity, impartiality, reliability and courtesy
	1.6	Time management, recording, planning and review
	1.7	Effective communication, presentation, confirmation and recording
	1.8	Flexibility, adaptability and the principles of negotiation
	1.9	Autonomous working and taking responsibility within a practice context
	1.10	Continuing professional development

PC2   Clients, users and delivery of services

	2.1	Types of clients, their priorities and the management of the relationship
	2.2	Briefing, organising and the programming of services appropriate to appointment
	2.3	Architects' contracts, terms of engagement, scope of services and relevant legislation
	2.4	Obligations to stakeholders, warranties and third party rights
	2.5	Communication, progress reporting and the provision of appropriate and timely advice
	2.6	Budget and financial awareness and cost monitoring or control
	2.7	Responsibility for coordination and integration of design team input
	2.8	Invoicing, payment of fees and financial management
	2.9	Intellectual property rights and copyright law
	2.10	Duty of care, professional liability, negligence and professional indemnity including insurance

PC3   Legal framework and processes

	3.1	The relevant UK legal systems, civil liabilities and the laws of contract and tort (delict)*
	3.2	Planning and Conservation Acts, guidance and processes
	3.3	Building regulations, approved documents and standards, guidance and processes
	3.4	Land law, property law and rights of other proprietors
	3.5	Terms within construction contracts implied by statute
	3.6	Health and safety legislation and regulations
	3.7	Statutory undertakers and authorities, their requirements and processes
	3.8	Environmental and sustainability legislation
	3.9	Historic buildings legislation
	3.10	Accessibility and inclusion legislation
		* Scotland

	PC4	Practice and management
		4.1 The roles of architectural practice in the construction industry
		4.2 External factors affecting construction and practice at national and international levels
		4.3 Practice structures, legal status and business styles
		4.4 Personnel management and employment-related legislation
		4.5 Practice finance, business planning, funding and taxation
		4.6 Marketing, fee calculation, bidding and negotiation
		4.7 Resource management and job costing
		4.8 Administration, quality management, QA systems, recording and review
		4.9 Staff development, motivation, supervision and planning
		4.10 Team working and leadership
	PC5	Building procurement
		5.1 Procurement methods, including for public and larger projects and relevant legislation
		5.2 The effect of different procurement processes on programme, cost, risk and quality
		5.3 Collaboration in construction and provisions for team working
		5.4 Tendering methods, codes, procedures and project planning
		5.5 Forms of contract and sub-contract, design responsibility and third party rights
		5.6 Application and use of contract documentation
		5.7 Roles of design/construction team members and their interaction
		5.8 Duties and powers of a lead consultant and contract administrator
		5.9 Site processes, quality monitoring, progress recording, payment and completion
		5.10 Claims, litigation and alternative dispute resolution methods
Course Learning Outcomes	a) Students will have knowledge and understanding of: • the RIBA/ARB shared Professional Criteria at Part 3, which incorporate both the requirements and graduate attributes at Part 3; • as provided by the Professional Criteria at Part 3, on completion of this programme, and in conjunction with the Aims of the programme at this award level, graduates will have:	

LO1	Professionalism
LO1.1	A successful candidate will demonstrate overall competence and the ability to behave with integrity, in the ethical and professional manner appropriate to the role of architect.
LO1.2	The candidate will have the skills necessary to undertake effective communication and presentation, organisation, self-management and autonomous working.

	LO1.3	The candidate will have 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.
	LO2	**Clients, users and delivery of services**
	LO2.1	A successful candidate will be able to demonstrate 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.
	LO2.2	The candidate will have the 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.
	LO2.3	This will be supported by 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.
	LO3	**Legal framework and processes**
	LO3.1	A successful candidate will be able to demonstrate understanding of the legal context within which an architect must operate, and the processes undertaken to ensure compliance with legal requirements or standards.
	LO3.2	The candidate will have the skills necessary to positively interact with statutory and private bodies or individuals, and competently deliver projects within diverse legislative frameworks.
	LO3.3	This will be supported by knowledge of the relevant law, legislation, guidance and controls relevant to architectural design and construction.
	LO4	**Practice and management**
	LO4.1	A successful candidate will be able to demonstrate understanding of the business priorities, required management processes and risks of running an architectural practice, and the relationship between the practice of architecture and the UK construction industry.
	LO4.2	The candidate will have the skills necessary to engage in business administration and ability to resource, plan, implement and record project tasks to achieve stated goals, either individually or within a team.
	LO4.3	This will be supported by knowledge of the nature of legal business entities, office systems, administration procedures and the relevant legislation.
	LO5	**Building procurement**
	LO5.1	A successful candidate will be able to demonstrate understanding of UK construction and contract law, construction procurement processes and the roles of built environment professionals.
	LO5.2	The candidate will have the skills necessary to plan project-related tasks, coordinate and engage in design team interaction, execute effective contract communication and resolve construction-related challenges and disputes.

	LO5.3	This will be supported by an understanding of contractual relationships, the obligations upon an architect acting as contract administrator, job-related administrative systems and the management of projects in the context of the candidate's professional experience.

C. Teaching and Learning Strategy

- course-length lecture course, including by guest lecturers
- individual and group tutorials
- review and commentary on records of professional experience records
- role-playing game revision session
- mock professional interview
- written guidance on documentary submission requirements

D. Assessment

- A range of assessment methods is adopted to test the learning outcomes within the course
- Formative assessments are not provided
- Summative assessments are through the written examination papers, documentary submission and the professional interview
- Summative assessments are made by the Course Team including the Professional Examiners, who also moderate assessments following the end of the examination
- Unsuccessful students are offered one further opportunity to attempt the examination and the University regulations in respect of re-sit attempts apply.
- The University appoints an External Examiner to observe and comment on the course and examination procedures and processes, and who is required to provide a report to the University for consideration and action as appropriate

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

- ARB/RIBA Part 1 and Part 2 qualifications or their equivalents as recognised by the Architects Registration Board, and
- have completed a minimum of 24 months' suitably-recorded appropriate professional experience at the date when they confirm their intention to take the examination, typically in March of the academic year in which they are enrolled. The practical training requirements of the ARB and RIBA are applied.

G. Course structure(s)

Course overview

- The course and examination is offered once annually in part-time mode. Success in the examination gives exemption from the RIBA Examination in Architecture Part 3.
- The rules governing the time limits for the different types of experience are generally as set out in the ARB website and the RIBA Professional Experience Regulations as set out in the PEDR website and as may be amended by the RIBA from time to time. Candidates who may be in doubt about their eligibility should discuss their position with the Course Director who will be able to provide guidance on ARB/RIBA requirements.
- The Examination is designed to assess the knowledge, skill and maturity of thought which fit architects for their role and enable them to fulfil their professional duties with a comprehensive understanding of the management of a professional business together with an awareness of the responsibilities and liabilities which flow from their obligations. The Examination relates, in scope and standard, to current practice and its requirements, and as set out in the ARB/RIBA Professional Criteria at Part 3.
- A re-sit attempt can only be made in a subsequent academic year, typically in the academic year following the year in which the unsuccessful attempts were made.

RIBA Professional Practice Part 3– **Part time**

	Semester 1		Semester 2	
Level 7	Lecture Series and Written Examinations Compulsory	20	Lecture Series and Written Examinations Compulsory	20
	Case Study and Records of Experience Compulsory	20	Case Study and Records of Experience Compulsory	20
	Career Evaluation and Professional Interview Compulsory	20	Career Evaluation and Professional Interview Compulsory	20

Placements information

H. Course Modules

- All modules are compulsory

Module Code	Module Title	Level	Semester	Credit value	Assessment
EBB-7-518	Lecture Series and Written Examinations	7	1, 2	20	Written examinations: Paper 1 (1.5 hours): knowledge-based, 20 compulsory questions, and Paper 2 (3 hours): knowledge- and judgement-based on scenario provided, 5 questions in total, choice of 1 out of 2 in each of 5 compulsory sections
EBB-7-719	Case Study and Records of Experience	7	1, 2	20	8-10000-word Case Study of project on which student has worked. Records of professional experience covering a minimum of 24 months. Records in PEDR format or, if in accordance with the requirements of the RIBA and subject to the agreement of the Course Director, in Certificate of professional experience format
EBB-7-720	Career Evaluation and Professional Interview	7	1, 2	20	2000-word reflective and critical self-appraisal. Professional interview conducted within 1-hour time allocation by 2 professional examiners

I. Timetable information

- Students can expect to receive a confirmed timetable for the lecture series, case study tutorials, role-play and mock interviews, and for documentary submissions, and examinations and professional interviews at the start of the course
- The course is delivered in part-time mode: attendance at University is expected at the lecture series which takes place weekly commencing at 6.30pm, and at the 2 case study tutorials, role-play and mock interviews each of which takes place over a half-day (2 days in total)
- The written examinations take place at the University over 1 day in May
- The professional interviews take place at the University over 2 days in June

J. Costs and financial support

Course related costs

- The tuition fees cover:
  - provision of the lecture series, case study tutorials, role-play and mock interview sessions
  - provision of the written examinations and professional interview

- monitoring of professional experience records for the period of registration
        - lecture notes from the lecture series, guidance and summative feedback
- The tuition fees do not cover:
    - Cost of books or any other learning materials, including equipment
    - Module fees for re-sit attempts in accordance with the University's Academic Regulations

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or

- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link-
- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-

List of Appendices

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

London South Bank University

RIBA Professional Practice Part 3 Curriculum Map

Column groups: PROFESSIONALISM (PC1), PC2, LEGAL FRAMEWORK AND PROCESSES (PC3), PRACTICE AND MANAGEMENT (PC4), BUILDING PROCUREMENT (PC5)

TAUGHT PROVISION
SEMINAR/TUTORIAL TOPICS

- Introduction to course and examination
- Professionalism/Codes of Conduct
- Law; English legal system; contract, tort and land law
- Town Planning
- Role of RIBA
- Historic Environment, Conservation
- Forms of Practice
- Team structures, roles
- Appointment
- Employment Legislation
- Intellectual property/Copyright/Data protection
- Building Legislation and Regulations
- Party Walls
- CDM
- Fire
- Professional Liability
- Building Procurement
- Role of ARB
- BIM
- Brief Preparation
- Design Management
- Project programming + organisation
- Practice Finance
- Quality management/QA
- Project Finance
- Procurement strategies/routes
- Tendering
- Standard forms of building contract
- Contract administration
- Contract claims
- Contract terms
- Dispute resolution

- Summary, Revision
- Revision: Contract Game
- Exam preparation/technique: mock orals

- PAPER 1 - 1.5 HOUR SHORT QUESTIONS
- PAPER 2 - 3 HOUR LONG QUESTIONS
- CASE STUDY
- PEDR/CPE
- CV
- PROFESSIONAL CAREER EVALUATION
- CPE SUPPORTING CAREER REPORT
- PROFESSIONAL INTERVIEW

October 2017

Appendix B: Embedding the Educational Framework for Undergraduate Courses The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the

highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	- Lecture series: provided by practicing architects and also by guest speakers who are active practitioners in architecture and architecture-related disciplines - Written examinations: scenarios, questions and guide answers prepared by panel of active practising architects and academics - Case study: prepared by student within the context of current employment in architectural practice and with input by employment mentor who is an architect or other suitably-qualified construction professional - Records of experience: prepared by student within the context of current employment and with input by employment mentor - Role-play contract game: Prepared and delivered by practising architects - Mock interview: Prepared and delivered by practising architects - Professional interview: Conducted by practising architects
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical	- Learning development is integrated in all modules and learning outcomes

	reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	- Case study tutorials: Tutorials are provided to groups of 6 students, each with varying experience and employed in different workplaces. The tutorials facilitate the review of each individual student's case study within the context of their own professional experience. The tutorials also provide the opportunity for discussion and review of workplace ethos and experience by the group, and is intended to generate communication, engagement and awareness of diverse professional practice. - Role-play: Students work in groups of 5 to consider a construction project scenario of which they have had no previous knowledge. Students are required to answer questions on different aspects of the scenario as it develops. The role-play approach adopts a less formal environment in which students work together to identify and address challenging realistic situations. It assists students to identify both their personal strengths and areas of weakness so that these may be addressed for the examination.
Inclusive teaching, learning and assessment	Accessible materials, resources and activities All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible	All course materials, including course and module guides, timetables, guidance, lecture notes and handouts are made available to students on Moodle in standard

	format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	accessible formats including pdf and Word. Font type, layout, format and colour are carefully considered to maximise accessibility. Students requiring access in different formats, for example through audio recording or braille, are provided with materials accordingly. Reading lists are provided in the course guide and also on Moodle.
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	The course is for students who have completed at least 5 years of academic study and are preparing for entry into the profession through the Part 3 professionally-recognised qualification. As there are no interim submissions or assessment points, formal formative feedback is not provided. Formative feedback is provided on the suitability of the case study projects, on records of experience and evaluations. Summative feedback is provided to all students after the conclusion of the examination, irrespective of the outcome, and includes feedback on performance and content, as well as recommendations for future learning and practice.
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5	The case study is intended to provide students with the opportunities for enquiry, research and reflection on professional practice in their workplaces and specific projects in which they have been closely involved. Each student's experience is different and diversions from theoretical good practice are common. Students are required

	and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	to research specific aspects relevant to their case studies, including problem identification and the development of appropriate solutions. Dissemination is encouraged through the case study tutorial sessions.
Curricula informed by employer and industry need / Assessment *for* learning	Authentic learning and assessment tasks Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	Authentic workplace learning is integral to and embedded in the course. All modules require students to engage with live projects in their workplace, and are linked to the assessments in the examination. Demonstration of the understanding of professionalism and integrity are included in the formal learning outcomes.
Inclusive teaching, learning and assessment	Course content and teaching methods acknowledge the diversity of the student cohort An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	All modules are delivered with a broad range of course content covering the Professional Criteria at Part 3 and through a number of teaching methods. The case study preparation and tutorials, the recording and monitoring of practical training, the role-play and mock interview workshops reflect the range and diversity of the student cohort. The examiners are drawn from a wide range of ethnic and economic backgrounds who are based in different areas of the UK, and with a gender balance.
Curricula informed by	Work-based learning Opportunities for learning that is relevant to future employment or	Workplace learning is integral to and embedded in the course.

employer and industry need	undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	The case study, career evaluation and records of professional experience are in place to develop the appropriate topics of knowledge, the application of that knowledge to changing professional circumstances and an appropriate level of mature judgement. Demonstration of the understanding of professionalism and integrity are included in the formal learning outcomes.
Embedded learning development	Writing in the disciplines: Alternative formats The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	The case study, career evaluation and records of professional experience require students to be able to identify, analyse and reflect on issues arising in professional practice, and to consider these in the context of good practice, specifically the Professional Criteria at Part 3. The formats for these documentary submissions include structured reports, analytical and succinct descriptions and illustrated and reflective summaries.
High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex	Students are required to be in employment in professional practice and will, by definition, be working with other construction professionals. Their experience will demonstrate interprofessional workplace settings, and require

	tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	them to demonstrate their understanding and skills in communications through a variety of formats.
Assessment *for* learning	<u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	A variety of assessment formats is provided in order to allow students to demonstrate their understanding through a range of mechanisms. These are written reports and practical training records prepared in their own time, time-limited written examinations under formal exam conditions, and viva professional interviews.
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.	Career management skills are integral to and embedded in the course. Demonstration of the understanding of and relationships between the relevant industries and professions are included in the formal learning outcomes, as are the concepts of professionalism. The records of professional experience and the career evaluation contain explicit sections for self-appraisal and forward-planning, and the viva also permits the students to consider career development and strategies.
Curricula informed by	<u>Capstone project/dissertation</u>	The course is intended to integrate academic knowledge

| employer and industry need / Assessment *for* learning / High impact pedagogies | The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**. | with the understanding and skills gained in the workplace. The integration is demonstrated through the case study, records of experience, written examinations, career evaluations and viva. Assessment is against the Professional Criteria at Part 3, reflecting the learning outcomes, and which contain explicit references to industry practices, professional services and management of the relationships with clients. |

Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Individual tutoring is provided in addition to the group sessions and workshops.
2 Supporting the development and recognition of skills in academic modules/modules.	All the modules combine academic study with practical implementation and incorporate the recognition and development of the appropriate skills.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	All the modules combine academic study with practical implementation and incorporate the recognition and development of the appropriate skills.
4 Supporting the development and recognition of skills through research projects and dissertations work.	All the modules, but specifically the case study, combine academic study with practical implementation and incorporate the recognition and development of the appropriate skills through self-directed research and report preparation.
5 Supporting the development and recognition of career management skills.	Career management skills are integral to and embedded in the course.
6 Supporting the development and recognition of career management skills through work placements or work experience.	Career management skills are integral to and embedded in the course. Students are required to be in employment for the duration of the course.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	No specific support is provided, but emphasis is placed on the value of engaging in related activities outside those specifically required by the modules.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	The requirement for continuing professional development is embedded in the learning outcomes.
9 Other approaches to personal development planning.	No specific support is provided, but development of individual approaches to personal development planning are considered through the course modules.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	The requirements for self-reflection and evaluation are integral to and embedded in the course, both through the digital records of practical training and experience and documentary submissions

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions