

Course Specification

A. Course Information			
Final award title(s)	RIBA Professional Practice Part 3		
Intermediate exit award title(s)	None		
UCAS Code		Course Code(s)	1089
Awarding Institution	London South Bank University		
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input checked="" type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> IHSC <input type="checkbox"/> LSS		
Division	Architecture		
Course Director	Kathy Gal		
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: (please specify)		
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> Other (please specify)		
Length of course/start and finish dates	Mode Length years Start - month Finish - month Full time Full time with placement Part time 1 year September August		
Is this course suitable for a Visa Sponsored Student?	<input type="checkbox"/> Yes 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 Validation date	September 2022	
	Course review date	September 2027	
	Course Specification last updated	September 2023	

Professional, Statutory & Regulatory Body accreditation	Validated by the Royal Institute of British Architects (RIBA) 2018 Prescribed by the Architects Registration Board (ARB) 2018	
Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)	The Course shares some modules and much content, delivery and learning outcomes with the L7 Architect Apprenticeship, but is independently validated.	
Reference points (add or remove from internal and external points as necessary)	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications FHEQ Outcome Classification Descriptions for Level 6 Subject Benchmark Statements for Architecture (2020) PSRBs SEEC Level Descriptors 2021 Competitions and Markets Authority Office for Students (OfS) Guidance
B. Course Aims and Features		
Distinctive features of course	<p>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.</p> <p>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.</p> <p>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.</p>	

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 insurance

Course Aims (continued)	<p>PC3 Legal framework and processes</p> <ul style="list-style-type: none"> 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 <p>* Scotland</p> <p>PC4 Practice and management</p> <ul style="list-style-type: none"> 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 <p>PC5 Building procurement</p> <ul style="list-style-type: none"> 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
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<p>Course Learning Outcomes</p>	<p>Students will have knowledge and understanding of:</p> <ul style="list-style-type: none"> • 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: <p>LO1 Professionalism</p> <p>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.</p> <p>LO1.2 The candidate will have the skills necessary to undertake effective communication and presentation, organisation, self-management and autonomous working.</p> <p>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.</p> <p>LO2 Clients, users and delivery of services</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>LO3 Legal framework and processes</p> <p>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.</p> <p>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.</p> <p>LO3.3 This will be supported by knowledge of the relevant law, legislation, guidance and controls relevant to architectural design and construction.</p> <p>LO4 Practice and management</p> <p>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.</p> <p>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.</p>
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LO4.3 This will be supported by knowledge of the nature of legal business entities, office systems, administration procedures and the relevant legislation.

<p>Course Learning Outcomes (continued)</p>	<p>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.</p>
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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.

<https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

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 scenario-based written submission 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 the December subsequent academic year, with a resit interview offered in the January of the academic year following the year in which the unsuccessful attempts were made.

Level 7

Semesters 1 & 2

Lecture Series and Written Submission
Compulsory 20 credits

Case Study
Compulsory 20 credits

Records of Experience, Career Evaluation and Professional Interview
Compulsory 20 credits

Placement information

Students are expected to be in full-time employment. It is the student's responsibility to find suitable employment and remain employed throughout the Course.

H. Course Modules

All modules are compulsory

Module Code	Module Title	Level	Semester	Credit value	Assessment
EBB_7_518	Lecture Series and Written Submission	7	1, 2	20	Written submission: Produced over one week with 10 equally weighted questions based on consecutive project scenarios

EBB_7_519	Case Study	7	1, 2	20	10,000-word Case Study of project on which student has worked
EBB_7_520	Career Evaluation and Interview	7	1, 2	20	2,000-word reflective and critical self-appraisal. 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 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. The lecture series 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).
- Scenario-based written submission produced over a period of 7 days in July.
- The professional interviews take place in August.

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/study/undergraduate/fees-and-funding> or

<http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding>

<https://www.lsbu.ac.uk/international/fees-and-funding>

Information on living costs and accommodation can be found by clicking the following link:

<https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living>

List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

Appendix C: Terminology

Appendix A: Curriculum Map – Please see attached spreadsheet

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.

Appendix B: Personal Development Planning (For Postgraduate Courses Only)

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.

<p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p>	<p>Career management skills are integral to and embedded in the course. Students are required to be in employment for the duration of the course.</p>
<p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>	<p>No specific support is provided, but emphasis is placed on the value of engaging in related activities outside those specifically required by the modules.</p>
<p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>	<p>The requirement for continuing professional development is embedded in the learning outcomes.</p>
<p>9 Other approaches to personal development planning.</p>	<p>No specific support is provided, but development of individual approaches to personal development planning are considered through the course modules.</p>
<p>10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.</p>	<p>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</p>

Appendix C: Terminology

(Please review the definitions and add those 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
extended degree	an extended degree provides a bridging route for students who don't meet the initial entry requirements for the undergraduate degree. The first year provides the necessary knowledge and skills before students begin the degree-level course.
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
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
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 '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
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 / regulatory body	a course that is regulated by a regulatory body, which is 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 / workload	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
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