



## Module Definition Form (MDF)

<b>Module code: MOD008418</b>	<b>Version: 1 Date Amended: 06/May/2021</b>
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<b>1. Module Title</b>
Professionalism Values and Ethics (Architecture)

<b>2a. Module Leader</b>
Tom Routh

<b>2b. School</b>
School of Engineering and the Built Environment at Anglia Ruskin University

<b>2c. Faculty</b>
Faculty of Science and Engineering

<b>3a. Level</b>
6

<b>3b. Module Type</b>
Standard (fine graded)

<b>4a. Credits</b>
15

<b>4b. Study Hours</b>
150

<b>5. Restrictions</b>			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
<b>Courses to which this module is restricted:</b>	BA (Hons) Architecture		

## LEARNING, TEACHING AND ASSESSMENT INFORMATION

### 6a. Module Description

Built Environments affect and concern everyone in society. The Built Environment is both a public and a private matter. All facets of the Built Environment - ecological, cultural, aesthetic, technological, economic, historical need to be evaluated in terms of values and ethics, so that what is 'good' and 'right' can be judged. The conceptual basis of value-systems and ethics is debated. This module relates mainly modern - but some older - building scenarios to some ways of values/ethics analysis and thought. There is much emphasis on discussion, in which your own views are welcome and can be tested against both theory and the experiences of others. Many building scenarios are presented and discussed with scrutiny of ecological, aesthetic, technological, economic, historical, and similar factors. Justification of choices made in planning, architecture and design are discussed in terms of goals, actions and outcomes. Underlying values/ethics are explored: is what is being done 'good' or 'right' in terms of practical results, fundamental principles, or other objective criteria? This leads on to developing one's own views on Built Environment values/ethics, both as a person and as a future professional.

### 6b. Outline Content

#### Knowledge based

- Comprehension of core values and standards expected of professionals.
- Decision-making, actions and judgment in relation to legal and contractual frameworks.
- Ecological, aesthetic, technological, economic, historical and similar factors.

#### Skills based

- Discussion and justification of choices
- Communicate effectively goals and actions
- Evaluate outcomes both actual and potential

Professionalism, Values and Ethics, accentuates the pivotal role for all three components of the title of the Module towards a relevant, ethical and innovative professional practice. The module has two parts: the first part is more theoretical, whilst the second part is more profession driven. In this second part, students will have to contemplate contemporary practice expectations in terms of portfolio content, layout and presentation. Mock interviews and preparation for organising CVs for seeking jobs in the real world, in collaboration with RIBA East, will be the final part of this module.

### 6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

### 6d. Specialist Learning Resources

Studio based

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Understand the values and ethics relevant to the Built Environment, and form a critical view on the social, cultural and physical impacts of building projects both existing and proposed.
2	Knowledge and Understanding	Demonstrate a clear understanding of the professional attributes and social consciousness required of the architectural professional, working alone or as part of a larger design team. This includes knowledge of the contractual and non-contractual obligations towards clients and other building professionals, as well as ethical responsibilities to the wider community. An awareness of the current practices and trends in today's building industry are implicit in this understanding.
3	Intellectual, practical, affective and transferrable skills	Evidence a keen understanding of the procedures, systems and practices which are involved in translating projects from initial conceptual stages to built form. This includes, but is not limited to, knowledge of the planning and legislative systems and an understanding of the necessary professional relationships that are required in any building project along with emergent trends in the management of architectural projects.

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2025/6	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	12	1-3	1 hour per week of studio lecture
Other teacher managed learning	24	1-3	2 hours per week of seminar activities
Student managed learning	114	1-3	Research and preparation
TOTAL:	150		

**9. Assessment for the above Module Occurrence**

<b>Assessment No.</b>	<b>Assessment Method</b>	<b>Learning Outcomes</b>	<b>Weighting (%)</b>	<b>Fine Grade or Pass/Fail</b>	<b>Qualifying Mark (%)</b>
010	Coursework	1-3	100 (%)	Fine Grade	40 (%)

**3000 words equivalent illustrated report**

**In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7\*).**

**In addition, students are required to:**

**(a) achieve the qualifying mark for each element of fine graded assessment as specified above**

**(b) pass any pass/fail elements**

**[\* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]**