# Case Study Project

## Module Descriptor

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| Module Code | PRJ6CSA/S |
| Version | 7.00 |
| Status | Final |
| Date | 23/09/2022 |

# Summary Module Details

## Module details

**Module Title:** Case Study Project

**Module Leader:** Steve Ruddock

**Module Mode:** Supported online learning

**Semester:** Autumn (UK) and Spring (UK)

**Level:** 6

**Credits:** 20

**Learning Hours:** 200

## Contact & Study Hours:

**Directed Study Time:** 90 hrs (45%)

**Self-Directed Study Time:** 50 hrs (25%)

**Assessment Study Time:** 60 hrs (30%)

## Assessment Type:

**Coursework:** 80%

**Computer Marked Assessment:** 0%

**Self-directed Research Project:** 0%

**Portfolio:** 0%

**Presentation:** 20%

# Module Summary

This module requires students to develop their research skills whilst providing them with a vehicle to present their self-directed investigation and research into a case study.

The students will reflect on the knowledge, skills and behaviours that they have developed during their programme and from their experience and training in the workplace, recorded in their Logbook, with reference to the appropriate Apprenticeship Standard. The purpose of this module is to take one of the projects undertaken in the workplace and recorded in their Logbook, and then to expand and investigate it further as a case study research project.

# Taken on which Programmes

BSc (Hons) Building Control (C for apprentices)

**Core (C) or Elective (E)**

# Module Aims

This module aims to:

- Recognise the knowledge and skills developed throughout the programme through a self-directed investigation into a chosen project;
- Develop self-reflection; and
- Develop and apply research techniques to the detailed examination of an issue or activity within a project from the workplace.

# Module Learning Outcomes

LO1. Comprehensively summarise a case study, demonstrating a systematic and detailed understanding of the case study from various stakeholder perspectives.

LO2. Critically analyse an issue or the complexity of the case study with reference to an appropriate theoretical framework.

LO3. Reflect on the knowledge, skills and behaviors developed in both academic study and through work experience to demonstrate development of professional competence.

LO4. Demonstrate effective and professional communication skills in the case study report and the reflective presentation.

# Indicative Module Content

## Module topics

- **Case Study Selection from Workplace or Public Domain**

  Definition of case study research, criteria for selecting manageable case studies, workplace case studies and business confidentiality, case studies in the public domain researching essential details.

- **Case Studies and Complexity**

  Types of case study, recognising complexity, managing complexity, development of manageable case study research through the identification of the component parts, issues and activities. Selection of an aspect within a complex case study.

- **Stakeholders and their Influence on Project**

  Definition and identification of stakeholder groups; recognising and analysing stakeholders' preferences, influence and power; approach to the analysis of stakeholder influence; identification of bias in stakeholder reporting and evidence.

- **Research Methodologies and their Application to Case Study Research**

  Overview of key research methodologies that support and develop case study approaches including types of data, methods of data collection, triangulation of data, literature review, surveys, experiments, archival research.

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- **Research Skills Relating to the use of Case Studies**

  Review the nature of the chosen case study or issue or activity; identifying potential stakeholder influences in the selected case studies. The identification of matching the case study review and the stakeholder influences to appropriate research objectives and methodologies, and the development of a case study research plan and timeline.

- **Critical Review and Reflection**

  Principles of reflective practice, reflective awareness and responsibilities, theories and models of reflection, power of narrative to the reflective process, perspective.

- **Self-Reflection and Professional Development**

  Developmental processes involving reflection, the role of peer review, mentoring and supervision, reflective writing, personal and team development using reflective practice, and the development of personal development objectives and plans.

This content will be reviewed and updated regularly to reflect the legal, moral and financial changes in professional standards and practice.

To support the student in their studies, students will be allocated to a tutor group, supported by a tutor, who will support the selection of the project and the identification of relevant information that can be used to support the study. The tutor will also provide advice concerning the general theoretical approach.

Students are expected to work closely with their workplace mentor who will assist with the development of the case study, and also advise regarding any specific confidentiality issues. The mentor will be required to authenticate the student's work.

# Overview of Summative Assessment

| Module learning outcomes | Assessment | Word count or equivalent | Weighting |
|---|---|---|---|
| LO4 | **Assessment 1**<br><br>Case study identification and outline | 500 | 10% |
| LO1, LO2, LO3 & LO4 | **Assessment 2**<br><br>Report – case study research | 3,500 | 70% |
| LO3 | **Assessment 3**<br><br>Recorded presentation - reflection with reference to student's logbook | 1,000 (word count equivalent) | 20% |

**Module Pass Mark (as a weighted average of all assessments): 40%**

# Key Module Learning Resources

## Core Sources and Texts

The core reading resources within each module will be provided via the specific Virtual Learning Environment (VLE) module pages and within the e-Library. Additional reference

material and supplementary resources to support your studies are available through the UCEM e-Library.

# Module tools

Students will have access to study materials, dedicated academic support, student forums, and learning activities via an online learning platform (VLE).

The module page on the VLE is broken down into structured study weeks to help students plan their time, with each week containing a mixture of reading, case studies, videos/recordings and interactive activities to go through. Online webinars/seminars led by the Module Leader can be attended in real time and provide opportunities to consolidate knowledge, ask questions, discuss topics and work through learning activities together. These sessions are recorded to support students who cannot attend and to enable students to recap the session and work through it at their own pace. Module forums on the VLE provide further opportunities to discuss topics with other students, complete collaborative work and get extra help from the module team.

Further reading is supported through access to a dedicated e-Library.

# Logbook

According to the guidance presented in the Building Surveyor Apprenticeship Standard Assessment Plan, the individual projects within the **Logbook** should include the following:

- Introduction - outline details of the organisation the apprentice works in and their role.
- Definition of the task - outline the projects worked on and an evaluation of key considerations. Building work to extend, build new or carry out alterations to all building types, dangerous structures and demolitions would all class as a project.
- Description of the process/es utilised to ensure Building Regulation compliance of the project such as design options explored, or client meetings held.
- Identify consultation requirements and contributions made by key professionals and how this contributed to the project development both at desktop and on-site.
- Describe how all of the relevant knowledge skills and behaviours (KSBs) attributed to this method were met and demonstrated.
- Examples of work undertaken during the project including evaluation, consultation, communications, site work and meetings, building plans, notes, specifications, schedules, photographs, enforcement. All sections must include at least one illustration.
- Conclusion - appraisal of process and result explaining how the output met the project brief.
- The document should be provided as narrative text, illustrated with drawings, photographs, plans or specifications, along with descriptive annotations as required. All sections must include at least one illustration e.g. drawings, plans etc. The KSBs should be covered in the section(s) that illustrate how they have been met and applied.

# Professional online resources

The e-Library provides access to trusted, quality online resources, selected by subject specialists, to support students' study. This includes journals, industry publications,

magazines, academic books and a dissertation/work-based library. For a list of the key industry specific and education resources available please visit the VLE e-Library.

# Other relevant resources

Access is also provided to further information sources that include the British Library and Open University UK catalogues, as well as providing a monthly current awareness service entitled, *Knowledge Foundations* - a compendium of news, research and resources relating to the educational sector and the Built Environment.

The module resource list is available on the module website and is updated regularly to ensure materials are relevant and current.