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| Module Code: | AUR624 |
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| Module Title: | Inter-professional Studies |
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| Level: | 6 | Credit Value: | 20 |
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| Cost Centre(s): | GABE | JACS3 code: | K190 (ADT) K220 (CM) H200 (CE) |
| | | HECoS code: | 100122 (ADT) 100149 (CM) 100148 (CE) |

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| Faculty | FAST | Module Leader: | David Cheesbrough |
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| Scheduled learning and teaching hours | 24 hrs |
| Guided independent study | 176 hrs |
| Placement | 0 hrs |
| Module duration (total hours) | 200 hrs |

| Programme(s) in which to be offered (not including exit awards) | Core | Option |
|--|------|--------------------------|
| BSc (Hons) Architectural Design Technology | ✓ | <input type="checkbox"/> |
| BSc (Hons) Construction Management | ✓ | <input type="checkbox"/> |
| BSc Civil Engineering Studies | ✓ | <input type="checkbox"/> |

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| Pre-requisites |
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Office use only

Initial approval: 29/08/2019.

Version no: 1

With effect from: 01/09/2019

Date and details of revision: 20/04/20 added to BSc Civil Engineering Studies programme

Version no:2

Module Aims

The module aims to prepare students for their role in an inter-professional environment such as that found in construction projects worldwide. It will provide an awareness of professional codes of conduct and appropriate roles in group situations.

By creating a scenario similar to that found in industry the module will enable students to assess policies and problems and react confidently to changing situations in the professional fields associated with the built environment.

Reacting to a problem scenario in a limited time will reflect the real world of Construction Management and topics such as dispute resolution and corporate structures will form part of the learning, thus preparing students for their first role in the industry.

Intended Learning Outcomes

Key skills for employability

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|------|---|
| KS1 | Written, oral and media communication skills |
| KS2 | Leadership, team working and networking skills |
| KS3 | Opportunity, creativity and problem solving skills |
| KS4 | Information technology skills and digital literacy |
| KS5 | Information management skills |
| KS6 | Research skills |
| KS7 | Intercultural and sustainability skills |
| KS8 | Career management skills |
| KS9 | Learning to learn (managing personal and professional development, self-management) |
| KS10 | Numeracy |

At the end of this module, students will be able to

Key Skills

| | | | |
|---|--|-----|-----|
| 1 | Assess and critically analyse corporate structures relating to inter professional working, and prepare, propose and justify appropriate material to promote those companies. | KS1 | KS2 |
| | | KS3 | KS5 |
| | | KS7 | KS8 |
| | | KS9 | |
| 2 | Report clearly, critically and comprehensively on problems, solutions and outcomes. | KS1 | KS2 |
| | | KS3 | KS4 |
| 3 | Display a critical knowledge of inter-professional roles and relationships and demonstrate awareness of legislative requirements and professional codes of practice as they affect the various professions within the built environment. | KS1 | KS2 |
| | | KS3 | KS5 |
| | | KS6 | KS8 |

Transferable skills and other attributes

- Students will hone their team work and interpersonal skills;

- Students will apply the time keeping and deadline management skills from earlier modules in a pressurised professional environment;
- Students will deploy dispute resolution and ethical working practices.

Derogations

None

Assessment:

Indicative Assessment Tasks:

Students will be presented with complex and changing scenarios reflecting professional problems, policies and practice. The groups will be expected to deal with a range of financial, operational, design, cultural and organisational issues relating to their intended professional careers.

Assessment will be by a combination of group assessment and individual reflective writing utilising face to face presentation of a variety of topics to reflect the different professional roles of students. Personal reflective writing, critical review and reflection of progress will be assessed alongside production of a clear and comprehensive presentation

Where group tasks are detailed, students will be provided with an individual marking criterion.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration or Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|---------------------|---------------|---|
| 1 | 1 & 3 | Presentation | 80% | 3,000 |
| 2 | 2 | Reflective Practice | 20% | 1,000 |

Learning and Teaching Strategies:

The key focus for learning will be on inter professional working with complex real problem scenarios enabling full students to benefit from exposure to realistic industry conditions and practice.

The module will have lecture and seminar based learning initially being then more project based with seminars and group tutorials. Students will be expected to start constructing their proposals for the presentation within the given scenario, and to react to staged changes and constraints in order to provide realistic solutions. A high standard of professionalism will be required for the presentations and subsequent critically reflective reports.

Syllabus outline:

- Corporate structures;
- Professional ethics;
- Client relationships;
- Duty of care;

- The legislative background;
- Equal opportunity legislation;
- Corporate responsibility;
- Legal, technological and cost elements;
- Environmental and fiscal sustainability;
- Social and economic issues.

Application of professional knowledge from specialist modules within the programme, according to the student's chosen route, will allow a comprehensive solution to the development scenario at the heart of the assignment.

Indicative Bibliography:

Essential reading

Rees, W.D., Porter, C. (2015), *Skills of Management and Leadership*. London: Palgrave.

Walker, A. (2015), *Project Management in Construction*. Chichester: Wiley.

Other indicative reading

Chartered Institute of Architectural Technologists www.ciat.org.uk

Chartered Institute of Building www.ciob.org.uk

Institute for Civil Engineering www.ice.org.uk

Royal Institute of British Architects www.architecture.com

Designing Buildings Wiki www.designingbuildings.co.uk

Students will be guided to online resources during the length of the course and through the VLE.

Other sources:

IHS Database www.ihsti.com