

Module specification

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Module Code	AUR6A4
Module Title	Professional Practice 3
Level	6
Credit value	20
Faculty	Faculty of Art, Computing and Engineering
HECoS Code	100150
Cost Code	GABE

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc(Hons) Architectural Design Technology	Core
BSc(Hons) Building Surveying Degree Apprenticeship	Core
BSc(Hons) Building Surveying	Core
BSc(Hons) Construction Management Degree Apprenticeship	Core
BSc(Hons) Construction Management	Core
BSc(Hons) Quantity Surveying Degree Apprenticeship	Core
BSc(Hons) Quantity Surveying	Core

Pre-requisites

There are no pre-requisites for this module.

Breakdown of module hours

Learning and teaching hours	8 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	16 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	24 hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	3 rd July 2024
With effect from date	September 2024
Date and details of revision	
Version number	1

Module aims

The principal aim of 'Professional Practice 3' is to engage students in professional practice within the construction industry, not least because the sector relies so heavily upon interdisciplinary teamwork and the maintenance of practice standards.

The module will also require students to engage with those professional body organisations that relate to their respective programmes of study, and to encourage active participation in local and regional professional body activities as student members.

Proactive continuing professional development (CPD) will also be required of students, to extend their reflective record and to continue to identify future learning opportunities in response to contemporaneous developments within the construction industry.

For Degree Apprenticeship (DA) students, 'Professional Practice 3' will comprise evidence derived predominantly from the workplace, so that employer and professional body requirements, formats and administrative structures are accommodated alongside those required by the University in the implementation of the module. The module will also facilitate the administrative requirements of DA workplace visits and Progress Reviews, so that formal requirements of the Welsh Degree Apprenticeship scheme are accommodated within the provision.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Maintain a Continuing Professional Development (CPD) record and Learning Plan to identify, participate in, and reflect upon opportunities for learning, to ensure currency with contemporary developments in professional practice.
2	Individually or in collaboration with student peers, and through negotiation with the module tutor, devise and implement themed professional development activities.
3	Prepare and deliver a visual presentation to reflect upon CPD and themed professional development activities undertaken during the year, and to anticipate future professional development beyond graduation.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

'Professional Practice 3' will be assessed through a series of individual pieces of coursework which combine in aggregate to contribute 75% of the recommended final assessment mark for the subject, and through a visual presentation that captures personal reflection, self-development and progression as a result of engaging in activities associated with the Module over the course of its delivery.

Coursework will comprise a mixture of individual and group tasks that explore important themes in maintaining high standards of professional practice, and will draw upon typical activities that practitioners regularly engage in within the wider industrial and professional context.

For Degree Apprenticeship students, coursework will be structured to facilitate evidence-gathering from the workplace, and will accommodate professional body educational

framework criteria, methodologies and employer supervision as integral parts of the assessment regime.

The nature of individual pieces of coursework need not be uniform across the student cohort, and may vary at the discretion of the module tutor, so that learning outcomes are achieved through the application of a range of personal and interpersonal skill sets including research, teamwork, creative thinking, self-reflection and the effective use of professional body and employer resources and support, on an elective basis.

The visual presentation will be delivered to the student group so that personal experiences and insight can be shared with all of those engaged in the Module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 & 2	Coursework	75
2	3	Presentation	25

Derogations

There are no derogations associated with this module.

Learning and Teaching Strategies

Learning and teaching strategies in the context of 'Professional Practice 3' will accommodate both didactic and experiential learning to ensure that students gain knowledge and understanding through traditional teaching delivery, and through reflective and self-directed personal development in identifying and participating in further opportunities to learn. Delivery will incorporate the principles of the University's Active Learning Framework (ALF), so that learning opportunities are both synchronous and asynchronous, and are supported by an accessible range of material resources.

The module tutor should be mindful of those individuals who are Degree Apprenticeship students, so that professional body educational framework criteria and methodologies, employer engagement and DA Scheme administrative requirements can be evidenced and accommodated within the delivery strategy for the module.

Whilst personal professional development is central to the success of the module and is largely the responsibility of the student, supervision, guidance and direction on the part of the module tutor through regular individual and group tutorials, and in facilitating resources that support an enthusiastic and collegiate approach is essential. In this respect, the module tutor should carefully supervise student engagement early in the delivery cycle until sufficient ownership of the process is evident on the part of the student. The module tutor will therefore be required to differentiate on this basis and to provide appropriate levels of individual support when and where necessary, so that all students are given the means to develop themselves on an elective basis as they gain confidence in self-managing the learning process.

Indicative Syllabus Outline

Continuing Professional Development (CPD):

Including;

- new and emerging technologies
- procurement and process,

- contract management
- legal and regulatory frameworks and systems
- socio-economics
- environmental impact
- professional practice
- health, safety and welfare
- building performance
- digital technologies and software
- conflict avoidance/dispute resolution

Themed professional development activities:

- conferences
- presentations
- seminars
- pamphlets
- short papers
- publications
- site visits
- guest speakers
- journal reading groups

Work-based Learning:

- Expectations of Professions, Industry, and Organizations
- Development Action Plans (DAP)
- Continuous Professional Development (CPD)
- Planning Job-Related Skills
- Target Setting
- Action Planning
- Progress Monitoring
- Evaluation
- Health and Safety Training
- Responsibilities and Implications
- Reflective Practices
- Rescheduling and Contingency Planning
- Reviews (Daily/Weekly, Periodical)
- Work Logs
- Portfolio Development
- Portfolio Structure
- Portfolio Contents
- Research in Practice
- Reflective Practice

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Watts, G. & Watts, N. (2021), *CPD in the Built Environment*. Abingdon: Taylor & Francis Group.

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

CIAT (2022), *Code of Conduct*. [Online]

Available at: <https://architecturaltechnology.com/resource/code-of-conduct-2022-pdf.html>

CIAT (2024), *Continuing Professional Development*., from CIAT:

<https://architecturaltechnology.com/learning/cpd.html>

CIAT (n.d.), *Chartered Membership: Professional Standards Framework*. [Online]

Available at: <https://architecturaltechnology.com/static/uploaded/2901cf7f-8ff5-47d2-9b40fb5ad8d3814a.pdf#:~:text=Chartered%20Architectural%20Technologists%20should%20have,of%20an%20Architectural%20Technology%20professional.>

Chartered Institute of Building www.ciob.org.uk

CIOB (2024), *Rules and Regulations of Professional Competence and Conduct*. [Online]

Available at: <https://www.ciob.org/search-results?keyword=conduct>

CIOB (2024), *CPD*. [Online]

Available at: <https://www.ciobacademy.org/cpd/>

CIOB (n.d.), *CIOB Membership Grades*. [Online]

Available at: <https://www.ciob.org/membership/grades>

Other sources:

Royal Institute of British Architects www.architecture.com

Royal Institution of Chartered Surveyors www.rics.org

Institution of Civil Engineers www.ice.org.uk

Institution of Structural Engineers www.istructe.org.uk

Designing Buildings Wiki www.designingbuildings.co.uk

Ordnance Survey www.ordnancesurvey.co.uk/

IHS Database www.ihsti.com