

**MODULE SPECIFICATION FORM**

Module Title: <b>Inter-professional Studies</b>	Level: <b>6</b>	Credit Value: <b>20</b>
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Module code: <b>AUR611</b>	Cost Centre: <b>GABE</b>	JACS3 code: <b>N230</b>
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Trimester(s) in which to be offered: <b>1&amp;2</b>	With effect from: <b>September 2015</b>
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<i>Office use only:</i> To be completed by AQSU:	Date approved: September 2015 Date revised: March 2018 Version no: 2
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Existing/New:	Title of module being replaced (if any):
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Originating Academic School:	<b>Applied Science, Computing &amp; Engineering</b>	Module Leader:	<b>Dave Cheesbrough</b>
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Module duration (total hours):	<b>200</b>	Status: core/option/elective <b>Core</b>
Scheduled learning & teaching hours	<b>36</b>	
Independent study hours	<b>164</b>	
Placement hours	<b>0</b>	

Programme(s) in which to be offered: <b>BSc (Hons) Construction Management</b> <b>BSc (Hons) Architectural Design Technology</b> <b>BSc (Hons) Real Estate</b> <b>BSc (Hons) Construction Technology</b> <b>BSc (Hons) Facilities Management</b> <b>BSc Civil Engineering Studies</b>	Pre-requisites per programme (between levels):  <b>None</b>
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**Module Aims:**

This module aims to prepare students for their role in an inter-professional environment such as that found in construction projects world-wide. 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 it will enable students to assess policies and problems and react confidently to changing situations in the professional fields associated with the built environment.

**Expected Learning Outcomes:**

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

Knowledge and Understanding:

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

**Key skills for employability**

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self-management)
10. Numeracy

**Assessment:**

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 clear, critical and comprehensive reports.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Presentation	40%	20 mins	4000
2	2,3	Presentation	60%	30 mins	6000

### Learning and Teaching Strategies:

The key focus for learning will be on the student's practice and their experience of inter professional working with complex real problem scenarios enabling full time students to benefit from exposure to realistic industry conditions and practice.

The module will have lecture and seminar based learning for the first trimester with the second trimester being 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 professional solutions. A high standard of professionalism will be required for the presentations and subsequent critically reflective reports.

### Syllabus outline:

- Starting with a comprehensive brief, students will study corporate structures, professional ethics, client relationships, and duty of care. The legislative background to respective professions including all aspects of equal opportunity legislation and corporate responsibility will inform the student's work for assignment 1.
- 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 assignment 2.
- Consideration of legal, technological, structural and cost elements will all contribute to the work. Environmental and fiscal sustainability and social and economic issues will also be explored in the final presentation.

### Bibliography:

#### Essential reading:

Ashleigh M & Mansi A	2012	<i>People in Organisations</i>	New Jersey : Pearson
Hall R & Tolbert P	2009	<i>Organisations, Structures, Processes and Outcomes</i>	New Jersey :Prentice Hall
O' Leary J & Daley M	2011	<i>Property Development</i>	Basingstoke :Palgrave
Thompson N	2009	<i>People Skills</i>	Basingstoke :Palgrave

#### Other indicative reading:

Various Codes of Practice, Government material, H & S Executive documentation, European Union publications etc.

#### Other sources:

[www.ihsti.com](http://www.ihsti.com)

Plus reading as directed in the Module Guides