



## **Module Specification**

### **Interdisciplinary Professional Practice**

Version: 2027-28, v1.0, Approved

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## Part 1: Information

**Module title:** Interdisciplinary Professional Practice

**Module code:** UBLLDC-15-3

**Level:** Level 6

**For implementation from:** 2027-28

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**College:** College of Arts, Technology and Environment

**School:** CATE School of Architecture and Environment

**Partner institutions:** None

**Field:** Architecture and the Built Environment

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module provides students with the opportunity to understand, develop, and apply interdisciplinary skills in collaborative working. Students take on professional roles appropriate to their programme background and work together on a development project, engaging with financial, social, environmental, legal, and technical considerations. Emphasis is placed on recognising the range of choices at different stages of the development process and making informed decisions through a collaborative approach.

**Features:** This module immerses students in interdisciplinary teamwork, simulating real-world collaboration across the built environment. Through expert input and a group project, students build skills in communication, negotiation, and ethical decision-making essential for professional practice.

**Educational aims:** The module aims to:

Develop students' understanding of professionalism, ethical responsibilities, and the interdependent nature of built environment practice.

Provide practical experience of interdisciplinary collaboration and project development.

Encourage critical reflection on the role and impact of built environment projects on clients, users, communities, and the environment.

Equip students with communication and teamwork skills that are transferable to professional contexts.

**Outline syllabus:** The syllabus is indicative and topics are likely to include, but are not limited to:

The financial, socio-economic, political, and environmental dimensions of the development process.

Procurement routes and forms of contract.

Legal, professional, and statutory responsibilities (land law, planning, building regulations, H&S).

Roles of different built environment professions and concepts of professionalism.

Collaborative working: enablers, barriers, team roles, and models.

Design procedures and project development stages.

Development appraisal, finance, and asset management.

Clients, users, stakeholders, and community engagement.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Teaching combines expert lectures, guest speakers, and workshops to provide context and knowledge of interdisciplinary working. The main learning activity is a group project where students collaborate in multi-disciplinary teams, supported by a tutor/consultant who provides formative feedback through meetings and review of a group working file.

Students are expected to engage in independent learning, including research, reading, group coordination, and preparation of assessment outputs.

Delivery is aligned with the UWE Enhancement Framework (EF), embedding inclusive practice, feedback literacy, and authentic, practice-based tasks.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Debate professionalism in the built environment, demonstrating awareness of legal, ethical, and statutory responsibilities.

**MO2** Critically evaluate collaborative practice in multi-disciplinary teams, recognising enablers, barriers, and the wider impact of projects on communities and the environment.

**MO3** Critically interpret client and stakeholder requirements, using collaborative approaches to propose and appraise alternative development solutions.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/5CD5581D-F008-FCDC-DF5D-A11951E25180.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/5CD5581D-F008-FCDC-DF5D-A11951E25180.html?lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** The Strategy:

As a collaborative module the assessment strategy has been designed to enable students to research, synthesise and develop solutions within their professional context. The use of a collaboration platform will enhance collaborative working and successful development proposals will demonstrate that the students have worked together as a team, appreciating how their decision making is informed by and impacts on others in the project team.

The Assessment:

Collaboration Case Study (equivalent to 2000 words)

This case study will focus on how a group of professional would overcome a critical issue on a complex development project.

It will comprise of two elements marked collectively:

Group Presentation (20 mins + 5 mins Q&A) - The work will culminate with each group giving a short presentation in response to the formal coursework assignment, representing and substantiating the perspective and interactions of relevant, key specialists.

Reflective Portfolio (Individual) - The case study will be completed by each student undertaking a reflection on their contribution to the group presentation, their feedback from the panel and from peers and submission of an individual reflective portfolio based on the lectures, group discussions and collaborative working.

### Resit Case Study

Group work - students are still required to demonstrate they were active members of a group.

This may consist of either of the following:

- a) individuals who were part of a group, but could not attend at the time of first attempt will be allowed present their component of the presentation as an appendix to the first group presentation, but to pass the module they must include a reflection on what they learnt from being an active member of their assigned group;
- b) students who were unable to engage with the first attempt will be put into new groups and will be expected to complete the assessment based on information already available from the materials delivered in the taught weeks before the first attempt.

Reflective Portfolio (Individual)- required to submit a portfolio reflecting on the implications of the use of collaboration on their profession. Also they will be expected to reflect on the experiences of working on the module and relate this to developing practice within industry.

### **Assessment tasks:**

#### **Case Study (First Sit)**

Description: Collaboration Case Study (equivalent to 2000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

#### **Case Study (Resit)**

Description: Collaboration Case Study (2000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Building Services Engineering [Frenchay] BEng (Hons) 2026-27