



MODULE SPECIFICATION

Part 1: Information			
Module Title	Building a Professional		
Module Code	UBLMMA-15-0	Level	Level 3
For implementation from	2018-19		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Environment & Technology	Field	Architecture and the Built Environment
Department	FET Dept of Architecture & Built Environ		
Contributes towards	Building Surveying {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2018-19 Property Development and Planning {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19 Property Development and Planning {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2018-19 Building Surveying {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19 Real Estate {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2018-19 Real Estate {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19 Quantity Surveying and Commercial Management {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19 Quantity Surveying and Commercial Management {Foundation}[Sep][SW][Frenchay][5yrs] BSc (Hons) 2018-19		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description

Overview: This module is designed to give foundation level students of Construction and Property, a strong, positive first impression of the academic and professional standards required to be successful during their studies and their careers. The module is designed to present subjects such as ethics, professionalism, teamwork and health and safety, in a manner that is fun and engaging, without undermining the seriousness of the topics involved.

Educational Aims: By the end of the module the knowledge, skills and behaviours required for success will be identified and discussed.

Outline Syllabus: How Government play a role in ensuring minimum standards through a range of regulations.

How best practice is encouraged through industry guides and standards, including British Standards.

How voluntary accreditation schemes (such as the Considerate Constructors scheme) and corporate value statements encourages best practice.

How industry “self-regulates” through code-of-conduct publications, as issues by professional, statutory and regulatory bodies (PSRBs).

How planning law and local authority development plans, seeks to find balance between social justice, environmental protection and economic feasibility in the development of the built environment.

How legal contracts are designed to encourage collaborative and responsible behaviours.

Teaching and Learning Methods: Bootcamp - The module begins with a full week of activities in the form of a bootcamp:

Introduction – students will spend the day meeting academics, past students, professional mentors and others who will form part of the academic and professional disciplines of which they have signed up to become a part.

Teambuilding exercise – students will participate in a day-long teambuilding exercise, typical of the type used by companies to generate mutual respect, trust and creative ways of working together. Possibilities include orienteering, urban treasure hunting, paint-balling, bike building and forms of team gaming.

Day on a Construction/Facility Site – students will be brought to a construction site for a day. They will be given a full health and safety briefing, become familiar with the personal protective equipment they will require and spend the day conducting a health and safety review of all aspects of on-site activities.

Office Roll-play – students will spend a day working in a mock office, each given a specific roll, playing the part of certain stereotypical office workers. The premise of the office activities shall be to review and process the health and safety activities undertaken on site the day before.

Preparations (including teaming meetings) will be made for the development of the reports and voxpop videos that will form part of the assessed work. Over the course of the day a number of scenarios will be introduced that will present students with a range of ethical and inter-personal issues (discrimination, workplace behaviour, stress and well-being, specific learning conditions, conflict resolution, etc.). Once the issue has been played out, the tutor will discuss the issue further to present what other directions the scenario could have developed.

Preparations for study and assessment – On the final day of the bootcamp, students will be presented with exemplar case studies of how professional behaviour has lead to success in both academic and career activities. Each student shall prepare a “learning and experience” outline plan to cover the remained of their studies and beginning of their professional careers.

Classroom Based Learning

During the remainder of the first semester, students will have fortnightly classes broadly exploring how ethical and professional behaviours are enshrined in the processes of the construction and property industry.

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To make the topics engaging and interesting, a large number of real-world case studies shall be used, to see how the objectives of such systems are put into practice, with both positive outcomes and with negative unforeseen consequences.

Professional Computing Skills

On the weeks between classroom based activities, students will have computer-based tutorials developing software skills that will not only help them in future academic and professional activities, but also in the achievement of successful performance on their module assessment. Activities will include word-processing, photograph production, video editing and slide-show composition.

Part 3: Assessment

Component A – small groups of students shall be required to produce 5 minute video presentation (voxpath) that illustrates an ethical issue in the construction and property industry and presents contrasting examples of behaviour associated with the issue in question. The mark given will be a group mark.

Component B – each student shall write an essay on a topic relating to ethics, professionalism or health and safety, as covered in the module. Case studies shall be used to illustrate the issue discussed. Examples of possible essay titles include, but are not limited to:

The value of health and safety in development.
 The economic benefits of corporate social responsibility.
 Human rights and development – an international case study.
 Construction Design Management.
 Planning laws as a means for social sustainability.

Resit – For resit of component A, students shall submit an individual video. This may be based on work associated with group activity, or may be completely separate topic.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		50 %	Essay (1500 words)
Presentation - Component A	✓	50 %	Group video presentation (5 mins)
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		50 %	Essay (1500 words)
Presentation - Component A	✓	50 %	Video presentation (5 mins)

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Part 4: Teaching and Learning Methods																			
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <table border="1"> <thead> <tr> <th colspan="2" style="text-align: center;">Module Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td>MO1</td> <td>Identify and describe some of the knowledge, skills and behaviours associated with ethical and professional issues in construction and property</td> </tr> <tr> <td>MO2</td> <td>Demonstrate an awareness of the role played by legal, regulatory and statutory instruments on developing ethical practices in the construction and property industries</td> </tr> <tr> <td>MO3</td> <td>Communicate ideas in an engaging and appropriate manner</td> </tr> </tbody> </table>	Module Learning Outcomes		MO1	Identify and describe some of the knowledge, skills and behaviours associated with ethical and professional issues in construction and property	MO2	Demonstrate an awareness of the role played by legal, regulatory and statutory instruments on developing ethical practices in the construction and property industries	MO3	Communicate ideas in an engaging and appropriate manner										
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Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/ublmma-15-0.html</p>																		