A PRACTICAL APPROACH FOR INCORPORATING INTEGRATED TEAMS INTO THE SURVEYING CURRICULUM

THE NEED FOR AN INTEGRATED APPROACH

• Conflict
• Fragmentation
• Professional bodies - RICS, RIBA, CIOB
• Government sponsored industry reports - Latham, Egan

THE APPROACH

• Reflective practitioner
  – learns from previous experience
  – problem-based learning
• Advantages
  – savings in delivery time
  – realistic Unit content
  – staff development

• Case study
  – interdisciplinary group working
  – co-ordinating
  – peer assessment
  – communication
  – reports (written presentations)
  – meetings with senior staff

• Learning outcomes
  – critical self awareness
  – written and verbal communication and presentation skills

Case study
– analysis and evaluation of documentation

• Learning outcomes
  – management and commercial business functions

Assessment
– continuous
– four elements equally weighted
– formative advice and feedback and summative assessment and feedback on each element before the submission of each following element

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PERCEIVED PROBLEMS AND SOLUTIONS

PROBLEM
• mixed groups working together
• demanding workload

SOLUTION
• peer assessment
• breakdown of workload
• inter-linking
• feedback
• chance for improvement

PEER ASSESSMENT

PEER APPRAISAL
INTEGRATED PROJECT GROUPS

Group Number: __________
Submission Number: _______
Submission Date: __________
BSc (Hons) Construction Management and BSc (Hons) Quantity Surveying

Your Name: ___________________

Grade the contribution each member of the group made to the submission. Also Note: For each submission a group statement of reflective practice of no more than one page of A4 should have been included to describe which members of the group contributed which parts and how you worked as a team.

Other Group Members (alphabetical order)  Contribution

Any Other Points

STUDENT FEEDBACK

• relating content to ‘real-life’ issues
• incorporation of student work experiences
  – mirroring of conflicts with ‘real world’ work environment
• reflective statements

LESSONS LEARNED

• Teamwork
  – demands of industry
  – reinforcement of necessity for group activities
• Reflective skills
  – encouragement to produce critical reflective statements
  – lack of critical ‘edge’
• Student briefing
  – new approach of the inter-course aspect

CONCLUSIONS

• Group formation
  – student self-outline
  – Peer Review Proforma
• Successful ‘Case Study’ deployment
  – future involvement of other courses, e.g. architects, building surveyors
THANK YOU;
SHUKRAN; MERCI

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