

Liverpool John Moores University

Title: GROUP MANAGEMENT PROJECT AND PDP
Status: Definitive
Code: **5103BEHN** (118182)
Version Start Date: 01-08-2011

Owning School/Faculty: Built Environment
Teaching School/Faculty: Built Environment

Team	Leader
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Academic Level: FHEQ5 **Credit Value:** 24 **Total Delivered Hours:** 48

Total Learning Hours: 240 **Private Study:** 192

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	24
Tutorial	24

Grading Basis: BTEC

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	Portfolio	85	
Reflection	AS2	Reflection	15	

Aims

To apply the skills and knowledge developed in other modules within a major piece of work that reflects the performance expected of construction technologists.
To bring together small groups of students so that they can co-ordinate their individual skills and abilities.
To develop the ability to work individually and with others within given constraints.
To produce an acceptable and viable solution to the brief.

To encourage students to reflect on their level of competency regarding employability skills, and identify opportunities for developing these skills.

Learning Outcomes

After completing the module the student should be able to:

- 1 Describe and list of technical and non technical specifications to be met and allocate responsibilities within a team. Identify project constraints.
- 2 Formulate an initial solution and appraise its feasibility including environmental impact analysis.
- 3 Describe an agreed solution and provide evidence on decision making process. Provide evidence of how the project is developed and managed with drawings, records of meetings etc.
- 4 Describe how the final solution meets the set criteria. Produce project documentation and present the final solution.
- 5 Map their employability skill competence to date and identify opportunities for further development.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

PORTFOLIO	1	2	3	4
REFLECTION	5			

Outline Syllabus

The student groups will be expected to engage in the following:

Group roles and activities: team roles and responsibilities; record keeping processes.

Specification: client brief, constraints (environmental, operational, cost, time, etc.), legislation, quality control, health and safety.

Developmental stage: brainstorming, appraisal and review, field data, costing, risk and impact assessments.

Evaluation: initial proposal, final proposals, key decisions, group dynamics.

Self managed learning and learning styles: clear goal setting, dates for achievement, self-reflection, personal preferences.

Effective learning: skills of personal assessment, planning, organisation and evaluation, feedback, learning achievements and disappointments.

Self-appraisal and portfolio building: skills audit, leadership skills, developing and

maintaining a personal portfolio.

Interpersonal and transferable skills: initiative, reliability, problem solving, team player, time management, effective listening.

Learning Activities

Lectures, Tutorials

Students should, ideally, operate in groups of three or four, allocating responsibilities within the group and meeting at intervals to evaluate progress. The role of the lecturer is, therefore, of a counselling rather than a directing nature once the initial brief for the project has been clarified.

Part of the module should be devoted to presentation of findings, both at intermediate and final stages, so that all groups are provided with an insight to the thinking of others. Students will be expected to access and evaluate a variety of data in undertaking the project and lecturers should ensure, through liaison with data sources such as libraries, that this is possible.

Common skills that apply are:
Managing and Developing Self
Working with and Relating to Others
Communicating
Managing Tasks and Solving Problems
Applying Numeracy
Applying Technology
Applying Design and Creativity

It is essential that individual student performance should be capable of assessment even though they are working in teams.

The allocations of responsibility within the group should help in this regard and the project brief should make it clear. Part of the assessment will need to measure the effectiveness of communicating and working with others within the group.

Weekly meetings between groups and staff will ensure that all members of the group are having the same input into the project, and penalties will be applied if this is not the case.

References

Course Material	Book
Author	Fellows R., Langford D., Newcombe, R. & Urry S.
Publishing Year	2002
Title	'Construction Management in Practice'
Subtitle	
Edition	2nd
Publisher	Blackwell

ISBN	
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Course Material	Book
Author	Harris F., McCaffer R. & Edum-Fotwe F.
Publishing Year	2006
Title	'Modern Construction Management'
Subtitle	
Edition	
Publisher	Blackwell
ISBN	

Notes

This module will be based upon a construction management scenario in which the group will need to manage and work through a range of activities and relate these to management principles.