PROGRAMME SPECIFICATION PROFORMA

Awarding body/institution	University of Wales/ Glyndŵr University
Teaching institution	Glyndŵr University
Details of accreditation by a professional, statutory or regulatory body	
Final award/s available	FdSc Certificate of Higher Education
Award title	**Regeneration and Sustainability**
UCAS code	
Relevant QAA subject benchmark statement/s	The QAA Benchmark Statement for Housing
Other external and internal reference points used to inform the programme outcomes	The CIH Expectations for Corporate Membership Asset Skills (2006) Foundation Degree Sectoral Framework. Housing, Residential Property Inspection, Cleaning Management and Facilities Management. Housing National Occupational Standards 2008 National Occupational Standards for Leadership and Management
Mode/s of study	Part Time
Language of study	English
Date at which the programme specification was written or revised	July 2010

Aims of the programme
The programme has been developed to meet the needs of practitioners who are involved within the physical development of land, buildings and associated

infrastructure.

The primary objective of the programme is to ensure that practitioners have the knowledge, skills and attitudes to set physical aspects of regeneration within economic and social regeneration, social and economic inclusion, prosperity, education, housing, health, community development and the environment.

A key aim of the programme is to empower individuals in order that they operate more effectively in practice. This will be underpinned by a learning strategy which seeks to offer them self determination in terms of learning, and professional and personal development.

Intended learning outcomes of the programme*

FdSc Regeneration and Sustainability

A) Knowledge and understanding: Students will be able to...
1. Analyse the social, economic, and legal context within which regeneration activity is undertaken.
2. Identify the policy and regulatory framework within which regeneration operates and be able to analyse the implication of this for practice in a variety of settings.
3. Analyse and evaluate the local and regional context within in which regeneration takes place.
4. Analyse the concepts and components of sustainability, sustainable communities and citizenship and demonstrate the role that regeneration practice plays in achieving these aims
5. Demonstrate broad knowledge of relevant financial frameworks and practices and evaluate the impact of these on service delivery.
6. Analyse the legal framework and be able to apply it to practical situations.
7. Identify the range of economic factors driving regeneration.
8. Have a critical awareness of the range of techniques used to ensure that communities and individuals are able to understand and influence regeneration activity at the local level.

9. Identify the principles of and opportunities for collaborative working and inter-professional working and reflect on the practical implications of this.

10. Demonstrate a knowledge of techniques and strategies associated with business management principles and practices and be able to apply these to a regeneration context

11. Demonstrate a critical understanding of equality and diversity and be able to apply this to organisational practice and as a basis for reflection on individual practice.

12. Identify and analyse the mechanisms for planning, developing and maintaining sustainable housing.

13. Demonstrate a broad knowledge of the essential components associated in designing and implementing housing research and have a critical appreciation of their application to practice.

(B) Intellectual skills: Students will be able to…

1. Analyse and interpret a range of information and apply it to particular circumstances

2. Identify and describe relevant theory and use this as a basis for evaluating practice

3. Communicate ideas in a professional manner which reflects the needs of differing audiences.

4. Draw up strategies for self management and motivation

5. Demonstrate the capacity for independent learning.

(C) Subject skills: Students will be able to...

1. Exercise personal responsibility

2. Use Work Based Learning as a means to reflect on individual development opportunities

3. Use Work Based Learning as a means to reflect on organisational development opportunities

4. Apply knowledge gained through academic studies to working practice

(D) Practical, professional and employability skills: Students will be able to...

1. Demonstrate Basic Business Leadership and Management Skills: Risk Management, Business Planning, Marketing Skills, Change Management Skills, and Communication Skills.

2. Work well with individuals from different professional and organisational backgrounds showing respect for diversity and equality of opportunity.
3. Behave with integrity and apply ethical principles to practice.
4. Reflect upon their own professional development and draw up strategies to meet their continuing professional development and discuss the role that professional bodies can play in meeting these needs.

Certificate of Higher Education in Regeneration and Sustainability

(A) Knowledge and understanding: Students will be able to...
1. Identify the social, economic, and legal context within which regeneration activity is undertaken.
2. Identify the policy and regulatory framework within which regeneration operates and be able to analyse the implication of this for practice in a variety of settings.
3. Describe the practice and context within in which regeneration takes place.
4. Outline the concepts and components of sustainability, sustainable communities and citizenship and demonstrate the role that regeneration practice plays in achieving these aims
5. Demonstrate broad knowledge of relevant financial frameworks and practices and evaluate the impact of these on service delivery. .
6. Identify the legal framework and be able to apply it to practical situations.
7. Identify the range of economic factors driving regeneration.
8. Have a critical awareness of the range of techniques used to ensure that communities and individuals are able to understand and influence regeneration activity at the local level.
9. Identify the principles of and opportunities for collaborative working and inter-professional working and reflect on the practical implications of this.
10. Demonstrate a basic understanding of equality and diversity and be able to apply this to organisational practice and as a basis for reflection on individual practice.

 (B) Intellectual skills: Students will be able to…
1. Analyse and interpret a range of information and apply it to particular circumstances
2. Identify and describe relevant theory and use this as a basis for evaluating

practice

3. Communicate ideas in a professional manner which reflects the needs of differing audiences.

4. Draw up strategies for self management and motivation

5. Demonstrate the capacity for independent learning.

(C) Subject skills: Students will be able to...

1. Exercise personal responsibility

2. Use Work Based Learning as a means to reflect on individual development opportunities

3. Use Work Based Learning as a means to reflect on organisational development opportunities

4. Apply knowledge gained through academic studies to working practice

(D) Practical, professional and employability skills: Students will be able to...

1. Work well with individuals from different professional and organisational backgrounds showing respect for diversity and equality of opportunity.

2. Behave with integrity and apply ethical principles to practice.

3. Reflect upon their own professional development and draw up strategies to meet their continuing professional development and discuss the role that professional bodies can play in meeting these needs.

A curriculum map isappended showing how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Distinctive features of the programme

The primary objective of the programme is to provide learners with knowledge of the context within which housing and support has been planned developed and delivered in order that they can reflect on and analyse how this impacts on supported housing practice generally and their role specifically.

The aim of the programme is to empower individuals in order that they may be able to operate more effectively in practice. This will be underpinned by a learning

strategy which seeks to offer them self determination in terms of learning, and professional and personal development.

Learning, teaching and assessment strategies used to enable outcomes to be achieved and demonstrated

The learning and teaching strategy has been developed within Glyndŵr University's Teaching and Learning framework, the QAA[1] Subject Benchmark statement for Housing Studies(2007), The QAA Foundation Degree Qualification Benchmark (2006), the QCA[2] descriptors for Higher Education qualifications, the expectations of the CIH, and the Foundation Degree Sectoral Framework document(2006).

The programme team has developed a strategic approach to delivering learning and teaching which meets the needs of the student group, enables skills development, allows for the practice application of knowledge and encourages students to become reflective practitioners. The balance between class contact / formal teaching and directed study is detailed within the modules specifications. Students will apply their learning to the workplace and will be encouraged, through classroom activity and assessments, to reflect on their own practice and organisational practice in order to improve their own performance as well as giving them the knowledge and confidence to contribute towards the development of organisational performance and improvement. They will also be expected to reflect on experiences within the work place and use these as a basis for learning.

The programmes have been developed to reflect the range of different functional areas associated with the delivery of sustainable housing solutions for communities and individuals.

There is a need to ensure efficiencies in delivery and facilitate an understanding of the interconnectedness of the roles involved in delivering sustainable communities. For this reason the curriculum will be delivered through range modules which are shared by all of the programmes with the addition of one programme specific module. The teaching and learning strategy combined with the assessment strategy has

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[1] Quality Assurance Agency for Higher Education
[2] Qualifications and Curriculum Authority

sought to ensure that although students maybe learning alongside students from other functional areas they are able to apply the knowledge to their specific programme of study.

Assessment regulations that apply to the programme
Bachelor Degrees, Diplomas, Certificates and Foundation Degrees

Programme structures and requirements, levels, modules, credits and awards*

FdSc Regeneration and Sustainability (All Core)

Year 1 Level 4

Semester 1	Semester 2	Assessment Board
Social Economic and Legal Context (20 Credits)	Involvement, Governance and Neighbourhoods (20 Credits)	June
Introduction to Sustainable Communities (20 Credits)	Regeneration Practice (20 Credits)	June
Work Based Learning (40 Credits)		September
EXIT AWARD - CERTIFICATE IN HIGHER EDUCATION IN REGENERATION AND SUSTAINABILITY		

Year 2 Level 5

Semester 1	Semester 2	Assessment Board
Planning and Developing Sustainable Communities (20 Credits)	Strategic Thinking and Business Planning (20 Credits)	June
Research Methods (20 Credits)	Leadership and Management (20 Credits)	June
Work Based Learning 2 (40 Credits)		September

Criteria for admission to the programme
The general requirement for the foundation degree is 100 UCAS points at A level or equivalent. In addition applicants must have five GCSE passes at grades A, B or C including Mathematics and English or Welsh 1st Language.

Other learning and experience may be considered for entry to the programme. A student may be allowed entry if he or she does not have the standard entry qualifications but can provide evidence of necessary knowledge and skills to successfully enter and complete the course.

Additionally

Normally, applicants must be working within a housing or regeneration setting either paid or voluntary for at least 150 hours per year and have the agreement of the organisation to support them to gain the foundation degree. All students will be interviewed as part of the admissions process. Through the interview, the team will confirm that the student's workplace or volunteer setting will allow the students to fulfil the programme requirements.

Accreditation of prior experiential learning and prior learning

The Foundation Degree Sectoral Framework anticipates that students applying for Foundation Degrees may have previous relevant qualifications or experience. The programme team will ensure they use Glyndŵr University's APEL and APL procedures in order to maximize advantage to the students who already have achieved some of the competencies and underpinning knowledge from previous study. For example, students who have completed a Glyndŵr University HNC in Housing and Sustainable Communities may claim advanced standing on the proposed FdSc Housing and Sustainable Communities with 120 credits at level 4 and the 20 Level 5 Research Methods module. Similarly, students with a Glyndŵr University HNC in Supported Housing may seek advanced standing on the FdSc Supported Housing. These claims will be subject to Glyndŵr University's regulations for Accreditation of Prior Learning Regulations (APL).

Indicators of quality
Progression statistics
Student satisfaction surveys (Internal and External)
External Examiner Reports

Methods for evaluating and improving the quality and standards of the programme

In keeping with the policies and procedures agreed by Academic Board, the key mechanism for quality control and enhancement at programme level will be the processes and procedures associated with the annual monitoring cycle which is formalised through the production of the Annual Monitoring Report (AMR). The AMR evaluates the programme delivery drawing on feedback from students, the professional body, external examiners and employers. Specific methods used for consulting students include the completion of SPOMs, Staff Student Consultative Committees and end of year group feedback sessions The outcomes of this report are scrutinised and agreed at School Level with subsequent monitoring and review being formalised though the School Board for Science and Technology.

Particular support for learning

The team subscribe to the view that their key role is to facilitate the engagement of the learner and the enhancement and enrichment of the learning experience wherever learning takes place. The learning infrastructure and student support mechanisms support this role in the following ways.

Institute Level

At Institute level, learning support provided includes welfare services, healthcare provision and services for learners with educational support needs. These services are advertised on the web site and signposted within the Student Handbook

There is also a University commitment to ensure that learners are aware of their rights and responsibilities. This information is provided electronically through the web site. Learners who need to exercise their rights, for example to make an academic appeal, are advised and supported by the Student Guild. Likewise students who may be the subject of a disciplinary hearing are also advised by the Students Guild.

Learner representation and opportunities to evaluate institute policies and procedures is evident throughout the University, and includes student representation on the Board of Governors and Academic Board.

Learning Resources are provided centrally within the Library and these include a range of relevant books, journals and electronic resources. The University has decided to utilise Moodle as its Virtual Learning Environment and the programme team are in the process of developing their site for students.

School Level

Students are represented at School Board and are invited to comment on any aspect of board business.

Programme Level

Students will be signposted to University services through the student handbook.
The student will contribute to quality assurance and improvement in the following ways: module evaluation questionnaires; perception of programme questionnaires and representation on the staff student liaison committee and on programme boards.

On the individual level students will be supported in their learning in the following ways:

- Students will be provided with a programme handbook which details their programme of study and signposts them to University level support mechanisms, policies and regulations.
- Student academic support needs will be met in the following ways.
    - The provision of a two day programme and study skills induction.
    - Individual tutorials with academic tutors to identify individual learning needs and aspirations which will then be monitored via the Work Based learning module.
    - Tutors will use Moodle as a repository for course material and are actively engaging in developing opportunities to use Moodle to provide feedback to students, promote online discussion and promote a VLE academic community. Additionally, there will be a dedicated study skills section which developed by study skills lecturers across the university.
    - Pastoral support will be provided by a named personal tutor.
    - The Work Based learning modules are critical to the learning support for students as they will develop and support enrichment opportunities

- by enabling the students to exercise a degree of autonomy in their choice of learning.
- There will be a study silks induction programme at the beginning of year 1 which will be managed by the study skills lecturer attached to the Built Environment.
- The study skills tutor will be available to support and guide to students for ongoing individual and/or small group support on a self referral basis throughout the year including the summer period
- Each programme of study will have arrangements in place for a programme student representative. This representative will be invited to attend Programme Boards and School Boards.

Equality and Diversity

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The design and delivery of the programme meets the requirements of the University's equality schemes and equality legislation by ensuring that there is a formal admissions procedure, applications and offers are monitored to ensure compliance with legislation and Institute policy. Progression and completion rates are also monitored.

Where students have specific needs they are encouraged to discuss them with the programme leader in order that arrangements can be put in place to meet these needs.

*Mapping of programme learning outcomes to the FdSc/ Certificate of HE Regeneration and Sustainability programme

Knowledge and Understanding	Year 1 Modules L4	Year 2 Modules L 5
Analyse the social, economic, and legal context within which regeneration activity is undertaken.	Social Economic and Legal Context Work Based Learning 1	Work Based Learning 2
Identify the policy and regulatory framework within which regeneration operates and be able to analyse the implication of this for practice in a variety of settings.	Social Economic and Legal Context Regeneration practice Work Based Learning 1	Work Based Learning 2
Analyse and evaluate the local and regional context within in which regeneration takes place.	Social Economic and Legal Context Regeneration Practice	
Analyse the concepts and components of sustainability, sustainable communities and citizenship and demonstrate the role that regeneration practice plays in achieving these aims.	Introduction to Sustainable Communities. Regeneration practice Work Based Learning 1	Planning and Developing Sustainable Housing Work Based Learning 2 Strategy and Business Planning
Demonstrate broad knowledge of relevant financial frameworks and practices and evaluate the impact of these on service delivery.	Social Economic and Legal Context Regeneration practice Work Based Learning 1	
Identify and analyse the legal framework and apply it to practical situations.	Social Economic and Legal Context Introduction to Sustainable Communities Involvement, Governance and Neighbourhoods Supported Housing and Service Delivery.	Strategy and Business Planning Leadership and Management
Identify the range of economic factors driving regeneration.	Regeneration Practice	
Have a critical awareness of the range of techniques used to ensure that communities and individuals are able to understand and influence regeneration activity at the local level.	Social Economic and Legal Context Involvement, Governance and Neighbourhoods Regeneration practice Work Based Learning 1	Strategy and Business Planning Work Based Learning 2
Identify the principles of and opportunities for collaborative working and inter-professional working and reflect on the practical implications of this.	Regeneration practice Work Based Learning 1	Planning and Developing Sustainable Communities Work Based Learning 2
Have a critical awareness of the range of techniques used to		Strategy and Business Planning

		Leadership and Management Work Based Learning 2
ensure that service user needs are accurately identified and met and be able to apply these to specific instances.		Leadership and Management Work Based Learning 2
Demonstrate a critical understanding of equality diversity and be able to apply this to organisational practice and use a basis for reflection on individual practice.	Social Economic and Legal Context Supported Housing and Service Delivery Involvement, Governance and Neighbourhoods Work Based Learning 1	Strategy and Business Planning Leadership and Management Work Based Learning 2
Identify and analyse the mechanisms for planning, developing and maintaining sustainable housing.		Planning and Developing Sustainable Housing
Demonstrate knowledge of the essential components associated in designing and implementing housing research and have a critical appreciation of their application to practice.		Research Methods
Intellectual Skills	**Year 1**	**Year 2**
Analyse and interpret a range of information and apply it to particular circumstances	All Modules	All Modules
Identify and describe relevant theory and use this as a basis for evaluating practice	All Modules	All Modules
Communicate ideas in a professional manner which reflects the needs of differing audiences.	All Modules	All Modules
Draw up strategies for self management and motivation	Work Based Learning 1	Work Based Learning 2
Demonstrate the capacity for independent learning.	Work Based Learning 1	Work Based Learning 2 Research Methods
Subject Skills		
Exercise personal responsibility	All Modules	All Modules
Use Work Based Learning as a means to reflect on individual development opportunities	Work Based Learning 1	Work Based Learning 2
Use Work Based Learning as a means to reflect on organisational development opportunities	Work Based Learning 1	Work Based Learning 2
Apply knowledge gained through academic studies to working practice	All modules	All modules
Practical, Professional and Employability Skills		
Demonstrate Basic Business		Leadership and

Leadership and Management Skills: Risk Management, Business Planning, Marketing Skills, Change Management Skills, and Communication Skills.		Management Strategy and Business Planning
Work with individuals from different professional and organisational backgrounds showing respect for diversity and equality of opportunity.	Work Based Learning 1 Involvement, Governance and Neighbourhoods	Work Based Learning 2 Strategy and Business Planning
Behave with integrity and apply ethical principles to practice.	All Modules	All Modules
Reflect upon their own professional development and draw up strategies to meet their continuing professional development	Work Based Learning 1	Work Based Learning 2