PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body	Recognised cognate by the Chartered Institute of Building (CIOB) www.ciob.org.uk The Royal Institution of Chartered Surveyors (RICS) www.rics.org.uk as an affiliate award for Associate Membership,
What type of accreditation does this programme lead to?	Associate level recognition from CIOB and RICS
Is accreditation in some way dependent on choices made by students?	No
Final award/s available	FdSc, Certificate of HE, GU Certificate of Continuing Education
Award title	**Facilities Management**
JACS 2 code	N230
UCAS code (to be completed by admissions)	
Relevant QAA subject benchmark statement/s	QAA Benchmark Statement for Construction, Property and Surveying (2008) has been used
Other external and internal reference points used to inform the programme outcomes	CIOB Education Framework 2007-2012 CIOB Accreditation Guidance 2011
Mode/s of study	Part Time
Language of study	English
Date at which the programme specification was written or revised	September 2013

Criteria for admission to the programme

Built Environment welcomes applications from all backgrounds: school or college leavers; mature students; people in industry whether employment is relevant or not; and international students. The aim of the admissions policy is to enable maximum participation from all who are capable of benefiting from a programme of study in the Built Environment.

From UCAS the normal entry requirements are 120 points or equivalent.

Each application will be considered individually by the admissions tutor who will take into account different qualifications including Scottish Highers, Irish Leaving Certificates, International and Welsh Baccalaureate, Access Courses, BTEC National, GNVQ3, NVQ3 and VRQ3 as well as other qualifications from overseas.

Applications are welcomed from other persons who do not possess the standard qualifications but who can demonstrate their capacity to pursue the programme successfully. A significant aspect of selection is the level of commitment, enthusiasm and interest in the subject.

HNC students will be considered for entry to level 5 of the programme. Each application will be considered on their own merit with the content / outcomes of the completed programme mapped against level 4 of the programme and Glyndŵr University's AP(E)L procedures will apply.

Applicants with professional qualifications

The close relationship between the Programme and the related Professional Bodies enables there to be a matching of the curriculum against their education frameworks. Successor modules are updates of earlier modules that are matched to the PSRB's education frameworks and therefore the outcome and content match is current. It is proposed that Members of the Association of Building Engineers (ABE) at Associate grade (ABeng) and members of the Chartered Institute of Building (CIOB) at Associate grade (ACIOB) be admitted to Level 5

Aims of the programme

The aims of the programme are closely aligned with the Education Framework of the accrediting professional bodies and the QAA benchmark statement for Construction, Property and Surveying 2008.

The Programme aims to enable students to:

1. Enhance their career opportunity in Facilities Management and associated practices within the Built Environment at graduate level with a critical understanding of those professions and the context within which they operate through the completion of this intellectually challenging and vocationally relevant programme.

2. Develop skills of critical evaluation, research and reflective practice within a supportive and student centred learning environment that will enable the learner to become confidently independent and progress in their chosen career to the limits of their own ambition.

3. Have a critical knowledge of the technical, legal, financial, social, economic and cultural issues that are required of all and Built Environment professionals. Understand the context of global issues and corporate responsibility within which the profession plays a leading role.

4. Apply IT and communicate knowledge to third parties, synthesise reports, presentations, graphics, act as team members and leaders, survey land and buildings, apply knowledge to practical situations and make appropriate decisions.

Distinctive features of the programme

Areas of study relate to the management and maintenance of buildings, project management, procurement and site management, serving business clients and the public alike, the health, safety and wellbeing of those using the building or buildings and their security, and allocation of resources within building the political, cultural, social, economic and legal framework that form the basis of the relationship between owners, occupiers and visitors. There is also a strong underpinning element of technology, corporate responsibility, renewable energy and sustainable development that is common to all built environment

programmes.

The University enjoys Accredited Centre Status awarded by the Chartered Institute of Building (CIOB) and confirmation that this successor award will be professionally recognised by as partially exempting from professional examinations is awaited. The programme is recognised as an affiliate award by the Royal Institution of Chartered Surveyors (RICS) in common with other Built Environment programmes that provides an alternative route to Chartered Status from level 5 through a VRQ style work based four year programme offered by that professional body.

The Programme team maintain extensive links with industry and has established an Employers Forum to ensure that programme content of this and sister courses are relevant to the needs of both employers and students. More directly the Forum also provides a source of guest lecturers, access to educational visits, assignment scenarios and practical experience as well as contemporary expertise.

The programme therefore provides an educational framework for students working in, or aspiring to work in, a range of career areas within the Built Environment and Facilities Management in particular.

The strategy underpinning the programme ensures that students experience vocationally relevant education that provides them with the knowledge, skills, professional attitudes and academic ability that will enable them to operate effectively within their chosen career area. On successful completion of the programme students will be able to progress to the anticipated BSc (Honours) in Facilities Management at level 6.

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

All subjects are approached with a combination of formal lecturing and critical analysis and appraisal through in-class discussion, case studies, seminar presentations, structured workshops, role play, study visits, formal presentations and tutorial support.

Emphasis is placed on identification, analysis and solutions to practical problems within realistic scenarios, and a range of learning methods are utilised.

The first year (level 4) modules comprise a set of building blocks that introduce students to

the range of subject knowledge (Built Environment Law, Occupational Health) and practical skills (Construction Technology, Personal Development) required throughout the programme. Subjects are approached from a perspective of practical problem solving underpinned by theoretical understanding of professional knowledge.

Skills development is not confined within modular parameters and students are expected, progressively, to participate in their own learning and this is also supported by personal and professional development modules. The first year Work Related Learning module enables the student to reflect on current work related learning or work practices and develop their own action plans for self-development in tandem with proposals to assist the improvement of services in the workplace.

In the second year (level 5) modules cover subjects of a more complex and specialist nature (eg Construction Technology and Property Management) involving appraisal of practical situations, more complex options and policy analysis. These require students to prepare for lectures and seminars and are backed up by Research Methodologies and Contract Administration modules that assist in aiding coherence across the programme. The second year Work Related Learning module will enable students to complete a research project that will inform their own professional development plan.

At all levels use is made of realistic vocational scenarios to link individual modules and aid subject coherence at a level appropriate to the student's development. Individual tutorials support the students and assist them to plan their own work and contribution to learning. Students are also expected to pursue their studies through independent study and research in addition to staff contact time.

Links to industry and a professional ethos are supported by the use of guest lecturers (usually members of the Built Environment Employer and Practitioner Forum) and the availability of free student membership of related professional bodies that enables access to continuing professional development meetings and local branch affairs.

Whilst the prime resource is the Built Environment team of full time academic staff, this team is supported by colleagues from other disciplines.

There is no specifically dedicated location for the programme however there are materials and resources located in C122. Students have access via web portals to a range of

professional websites that provide up to date information on regulations, policy and practice as well as the latest case study material. The programme is arranged over two years utilising the summer trimester for the Work Related Learning modules.
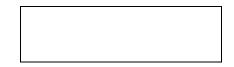
The programme provides for exit awards as follows:

1. Certificate of Higher Education: achievement of 120 credits from within the programme.

2. Foundation Degree: achievement of 240 credits of which a minimum of 120 credits should be from level 5 plus a maximum of 120 credits at level 4.

3. A Glyndŵr University Certificate of Continuing Education will be awarded to students successfully completing 60 credits from anywhere in the programme.(it is anticipated that there will be a demand for modules to be used for CPD by practitioners and for EU students attending for one or two trimesters)

FdSc Facilities Management Programme Structure

Block 1 (Year 1 Trimesters 1&2)	Block 2 (Year 1 Trimester 1-3)	Block 3 (Year 2 Trimesters 1&2)	Block 4 (Year 2 Trimester 1-3)
AUR423 Occupational Health (20 credits) Brian Heath	*AUR440 Work Related Learning 1* (40 credits) Kevin Gilliam	*AUR512 Construction Technology 2* (20 credits) Dave Sprake	*AUR540 Work Related Learning 2* (40 credits) Kevin Gilliam
AUR402 Personal and Professional Development (20 credits) Barry Hills		*AUR501 Research Methodologies* (20 credits) Barry Hills	
AUR422 Built Environment Law (20 credits) Kevin Gilliam		*AUR531 Property Management* (20 credits) Kevin Gilliam	
AUR412 Construction Technology 1 (20 credits) Dave Cheesbrough		*AUR514 Building Services* (10 credits) Dave Sprake	
		AUR521 Building Contract	

		Administration (10 credits) Kevin Gilliam	

Intended learning outcomes of the programme

On completion of <u>Level Four</u> students will be able to:

A. Knowledge and Understanding
A1. Describe the nature and extent of the Property Industry, its constituent parts and the role played by professional bodies within Facilities Management
A2. Recognise the legal and economic context of Facilities Management and display an awareness of policy options
A3. Demonstrate knowledge and understanding of building construction, design management and maintenance

B. Intellectual Skills
B1. Appreciate the perspectives of inter professional work within the Property Industry
B2. Understand the purpose and means to achieve reflective learning
B3. Evaluate the various demands of continuing professional development

C. Subject Skills
C1. Recognise current and future developments of importance in the Property Industry
C2. Appreciate the collaborative interaction between different aspects of the professions
C3. Evaluate various techniques, problems and solutions within the socio cultural context as it affects Facilities Management

D. Practical, professional and employability skills
D1. Use appropriate information technology to prepare and present information and communicate effectively in appropriate media
D2. Understand the purpose and structures of dynamic personal development programmes
D3. Demonstrate an understanding of professional reports and presentations
D4. Demonstrate the ability to work with others

On completion of <u>Level Five</u> students will be able to:

A. Knowledge and Understanding
A1. Select and apply appropriate courses of action in managing property related services including to a variety of development scenarios within Facilities Management
A2. Apply knowledge of Planning and Building Regulations and other physical factors likely to affect the construction, rehabilitation or maintenance of buildings.
A3. Present solutions to environmental issues relating to building services, utilities and carbon reduction in buildings

B. Intellectual Skills
B1. Identify essential features of a problem and how that problem may be resolved by creative application of technology, design and entrepreneurial methods
B2. Determine the aims, objectives and appropriate methodologies for research projects
B3. Analyse and evaluate current policies and practice in the Property Industry

C. Subject Skills
C1. Evaluate new opportunities through the application of financial appraisal of development opportunities
C2. Integrate various technology related issues to the sustainable development of the Built Environment
C3. Select and prepare appropriate contractual documentation for designated development scenarios

D. Practical, professional and employability skills

D1. Develop, maintain and encourage effective working relationships within a professional team environment

D2. Apply effective time management for both individual and group tasks

D3. Initiate, present and defend reports on complex issues

D4. Engage in PSRB activity

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	Module Title	Credit	Core/ Option	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
Level 4	AUR402 Personal and Professional Development	20	C	*			*	*	*		*	*	*	*	*	*
	AUR423 Occupational Health	20	C	*			*	*	*	*	*	*	*	*	*	*
	AUR412 Construction Technology 1	20	C	*		*	*			*	*				*	
	AUR422 Built Environment Law	20	C		*		*		*			*			*	
	AUR440 Work Related Learning 1	40	C	*	*	*	*	*	*	*	*	*	*	*	*	*
	Module Title	Credit	Core/ Option	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
Level 5	AUR531 Property Management	20	C	*	*	*	*		*	*	*	*	*		*	*
	AUR501 Research Methodologies	20	C			*	*	*	*	*				*	*	*
	AUR512 Construction Technology 2 (C)	20	C	*	*		*				*					
	AUR514 Building Services	10	C	*		*	*		*		*			*		
	AUR521 Building Contract Administration	10	C				*	*	*	*		*	*			*
	AUR540 Work Related Learning 2	40	C	*	*	*	*	*	*	*	*	*	*	*	*	*

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The learning and teaching strategy has been developed within the Glyndŵr University teaching and learning framework, with reference to the Quality Assurance Agency for HE subject draft benchmark statement for Construction, Property and Surveying (2007) the Education Framework of The Chartered Institute of Building (2007) and the Sector Skills Council's common learning outcomes (2006).

Learning and teaching take place within the modular framework that comprises all Built Environment routes to named awards, there being substantial commonality between named programmes at all levels. Modules that are in more than one programme are jointly delivered to all students be they on full or part time modes of attendance. Integration between courses is seen as a positive move to enable students to experience multi-disciplinary teamwork.

The programme team for Facilities Management and the Built Environment Team as a whole have developed a strategic approach to delivering learning and teaching that meets the needs of the student group, enables personal and professional skills to develop, provides for practice application underpinned by up to date subject knowledge and encourages students to become independent learners.

All subjects are approached with a combination of formal lecturing and critical analysis and appraisal through in-class discussion, case studies, seminar presentations, structured workshops, role play, study visits, formal presentations and tutorial support. Emphasis is placed on identification, analysis and solutions to practical problems within realistic scenarios, and a range of learning methods are utilised.

The first year (level 4) modules comprise a set of building blocks that introduce students to the range of subject knowledge and practical skills required throughout the programme. Subjects are approached from a perspective of practical problem solving underpinned by theoretical understanding of professional knowledge. Skills development is not confined within modular parameters and students are expected, progressively, to participate in their own learning and this is also supported by personal and professional development modules.

In the second year (level 5) modules cover subjects of a more complex and specialist nature (eg contract law and property management) involving appraisal of practical situations, more

complex options and policy analysis. These require students to prepare for lectures and seminars and are backed up by research skills and professional development modules that assist in linking and aiding coherence across the programme.

At all levels use is made of realistic vocational scenarios to link individual modules and aid subject coherence at a level appropriate to the student's development. Personal tutorials support the students and assist them to plan their own work and contribution to learning. Students are also expected to pursue their studies through independent study and research in addition to staff contact time.

Links to industry and a professional ethos are supported by the use of guest lecturers (usually members of the Built Environment Employer and Practitioner Forum) and the availability of free membership of the accrediting professional body for students who are able to attend the practitioner continuing professional development meetings and participate in local branch affairs.

Whilst the prime resource is the Built Environment team of full time academic staff, this team is supported by colleagues from Science and Engineering and the Centre for Occupational Safety and Health. There is no specifically dedicated location for the programme however there are materials and resources located in C122. Surveying equipment is available and students have access via web portals to a range of professional websites that provide up to date information on regulations, policy and practice as well as the latest case study material.

The Work Based / Work Related or Placement learning statement

The philosophy underpinning the approach to Work Related Learning within this proposal has been guided by the following factors which reflect the overall aims of this FdSc Programme.

1. The fundamental principle underpinning the programme is to empower individuals in order that they may be able to operate more effectively in practice.
2. The overall programme outcomes identify practice related knowledge, skills and attitudes commensurate with the requirements of employers and the expectations of professional and regulatory bodies. Therefore the Work Related learning modules include opportunities to demonstrate knowledge and provide opportunities to reflect on skills development and self-awareness of how their behaviour affects others.
3. That Work Related learning reflects and complements the strategic priorities of Glyndŵr University in the related areas of employability and responsiveness to the

needs of local communities, economies and enterprise.

4. That Work Related Learning should reflect and complement the One Wales: One Planet[1] agenda, in particular to enable learners to integrate Work Related Learning opportunities related to sustainable development and global citizenship (ESDGC).

5. That Work Related Learning should provide opportunities for learners to reflect on their role in the Place- Shaping Agenda.[2]

6. That Work Related Learning meets both work and personal development objectives around core Work Related Learning activities related to the individual's occupation. [3]

7. That Work Related Learning provides learners with a "direct encounter with the phenomena being studies rather than the merely thinking about the encounter; or only considering the possibility of doing something about it." [4]

8. Learners should be encouraged to demonstrate critical awareness by questioning assumptions and presuppositions leading to perspective transformation and transformational learning.[5]

9. The Work Related Learning outcomes should be generic in nature in order to ensure that there is a degree of flexibility appropriate to the nature of the programme.

10. The wide range of potential candidates' employment is likely to require some elements of supplemental scenarios to their work based experiences.

Work Related Learning Generic Outcomes

To achieve the objectives outlined above, the team have identified four core learning outcomes for Work Related Learning. These are that on completion of the programme learners will demonstrate that they can:

1. Analyse, and reflect on the role they play in meeting their organisation's objectives as well as contributing to the achievement of wider societal and professional objectives.

2. Evaluate and discuss the impact that the internal and external operating environment has on their organisation and their role within it.

3. Recommend actions that could improve the efficiency of their current practice within their own particular area of expertise that will contribute towards their organisations development.

4. Monitor and review their academic and continuing professional development needs

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[1] Welsh Assembly Government (2008) One Wales: One Planet. November 2008
[2] See for example The Lions Enquiry into Local Government HMSO 2007
[3] Having had regard to the QAA Foundation Degree Qualification Benchmark and the QAA Code of Practice for the assurance of academic quality and standards in education Section 9: Work-based and placement learning (QAA, 2007),
[4] Borzak,L. (ed.) (1981) Field Study. A source book for experiential learning. Beverly Hills : Sage.
[5] These are qualities typified by Mezirow, J. (1990) Fostering Critical Reflection in Adulthood.

and engage with professional bodies that they identify as having a role in meeting these needs.

Delivery and assessment of Work Related Learning

There are two Work Related Learning modules, one at Level 4 and one at Level 5. The modules will run throughout the full calendar year from September to August. The rationale for this is that it will provide learners with the opportunity to identify their development needs, suitable learning opportunities, and to reflect on and their learning. All assessment will be conducted by Glyndŵr University module leaders.

The module leader will be responsible for providing support to the learners that will include the delivery of key lectures relating to reflective thinking, portfolio preparation, skills and knowledge audits and personal and professional development planning. Additionally timetabled tutorial will be used encourage reflection and this will be supplemented with regular developmental feedback on written work. This support will be formalised over the summer period and will include three timetabled tutorial sessions between May and August. Learners may, if they wish, identify a mentor to support them in their studies. Should they do so then the mentor will be given the opportunity to attend an introduction to mentoring day run by the programme team.

Year 1

During year 1, tutors will provide contextual and underpinning knowledge in the following modules.

- Occupational Safety and Health
- Personal and Professional Development
- Construction Technology 1
- Built Environment Law

Learners will then complete a Work Related Learning portfolio which will include a mix of prescribed areas for reflection (informed by the core work based generic learning outcomes and by the outcomes of the modules listed above). Additionally the portfolio will draw on the National Occupational Standards for Facilities Management applicable to their area of work and any supplementary scenario based exercises in which they participate. These will be discussed on an individual basis to enable learners to determine their own specific learning needs and to reflect their current work position.

Year 2

During year 2 tutors will provide contextual and underpinning knowledge in the following modules.

- Property Management
- Research Methodologies
- Construction Technology 2
- Building Services / Building Contract Administration

Learners will then complete a Work Related Learning portfolio which will include a mix of prescribed areas for reflection (informed by the core work based generic learning outcomes and by outcomes of the modules listed above). The portfolio development will draw on the National Occupational Standards, any supplementary scenario based exercises in which they participate and the requirements for Associate Membership of an appropriate professional or regulatory body. These will be discussed on an individual basis to enable learners to determine their own specific learning needs and to reflect their current work position. Additionally students will undertake a guided Work Based research project.

Management of Work Related Learning.

This is undertaken in accordance with the QAA Code of Practice for the assurance of academic quality and standards in higher education Section 9: Work-based and placement learning (QAA, 2007) being the closest related code. In this course the experience gained is not by a placement although it is similar in terms of management.

Work Related Learning embraces a wider variety of experiences and career areas than would normally be covered. QAA 2007 at paragraph 14 describes it as

> ...learning which is integral to a higher education programme and which normally derives, in part, from experiences in the workplace. It is learning which is achieved and often demonstrated through work and is intended to meet both work and personal development objectives. It can range from a student taking one module within a programme to an entire programme that has, as its core, activities designed around the individual's occupation. (QAA, 2007)

Part time students on existing programmes frequently contribute to their own learning and that of full time students by using their work place experience as a learning opportunity. The programme will also draw on the long experience of the Housing FdSc programmes within the Department of Biology and the Environment in work based learning and additional scenario support will vary according to the circumstances of the individual.

Consideration will be given to circumstances where the student's workplace learning environment is no longer available and in such circumstances the programme team will use the facilities of the course to provide alternative experience for the students in question. This may be in the form of simulated work related scenarios based within the University or provided by alternative employers from the Practitioners Committee. Whilst this may change the balance within the student experience and make it a more reflective and negotiated process it will still fall within the dimensions of Work Based Learning contained within the QAA Code of Practice (QAA, 2007 at paragraph 18).

Student responsibilities

All students in undertaking Work Related Learning will have a responsibility to themselves, their employers, and any organisation affording them such opportunity. All students will be advised about the need for confidentiality both in discovering and reporting on documents. Confidentiality has to be respected and individual details must not be identified in any documents to preserve rights to privacy under the Data Protection Act 1996. Issues of confidentiality and ethical working will be addressed within the Work Related Learning and the Research Modules.

Welsh Medium Provision

The current University Policy for assessment through the medium of the Welsh language will apply to this Programme. Learners will be informed on the detail of this as part of the application/ enrolment and induction process.

The programme will include opportunities for learners working within a welsh context to reflect on the social political and economic framework within Wales.

Current members of the team are able to conduct tutorials through the Welsh Language
10% of the programme can be delivered through the medium of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment strategies tend to be module based but with integrated themes wherever practicable. Jointly taught modules are enhanced by correlated learning outcomes so that students are assessed within the context of their individual programme of study. The Built Environment team have a long term substantial base of experience in delivering and assessing within the context of multi-disciplinary groups.

Assessment material (assignment briefs etc.) are prepared to meet particular outcomes or ranges of outcomes, internally checked for clarity and presented to students at interactive briefing sessions. Submitted elements and complete work is assessed and feedback provided to students. Tutorials discuss group and individual on-going feedback during the course of the work set as well as on completion. Internal verification takes place before distribution of assessment material and prior to reporting of feedback and results.

The programme assessment strategy is designed to assess all relevant subject specific skills, intellectual skills and professional and employability skills. Within that basic framework, assessment is either:-

Diagnostic: Designed to provide an indicator of the learner's aptitude and preparedness for a programme of study and identify potential learning problems.

Formative: Designed to provide the student with feedback on progress and inform development.

Summative: Provide a measure of performance in relation to the learning outcomes for the module or programme.

Other features of assessment practice reflect development of professional and subject skills often using scenario based simulated work experience situations requiring professional reports that are presented or discussed individually with the 'clients'. The 'client briefing 'element appears in several modules and provides a rigorous check on the origin of the students submitted work that is particularly important when traditional exams do not feature as a main form of assessment.

Forms of assessment that concurrently encourage and enable the development of intellectual and employability skills also feature widely across the programme eg formal individual / group presentations, seminar presentations, scenario based time controlled tasks, practical tasks and individual research carried out in preparation for case study review and analysis.

FdSc Facilities Management
Proposed assessment calendar (submission dates) 2013 – 2014
Level 4 **Level 5**

Week	Wk/bg	Module	Assessment
9	23.09.13	Induction week – Year 1	
10	30.09.13		
11	07.10.13		
12	14.10.13		
13	21.10.13		
14	28.10.13	Tutorial/study week	
15	04.11.13		
16	11.11.13		
17	18.11.13		
18	25.11.13	AUR423 Occupational Health	Oral Assessment
19	02.12.13		
20	09.12.13	AUR501 Research Methodologies	Essay
		AUR422 Built Environment Law	Case Study
21	16.12.13	Christmas Vacation	
22	23.12.13		
23	30.12.13		
24	06.01.14	AUR402 Personal and Professional Development	Assignment
		AUR514 Building Services	Report
25	13.01.14	AUR531 Property Management	Report
26	20.01.14	AUR512 Construction Technology 2 (C)	Case study
27	27.01.14	AUR440 Work Related Learning 1	Portfolio Review
		AUR540 Work Related Learning 2	Portfolio Review
28	03.02.14	AUR412 Construction Technology 1	Case study
29	10.02.14		
30	17.02.14		
31	24.02.14	Tutorial/study week	
32	03.03.14	AUR402 Personal and Professional Development	Essay
33	10.03.14		
34	17.03.14		
35	24.03.14		
36	31.03.14	AUR423 Occupational Health	Portfolio
37	07.04.14	AUR531 Property Management	Presentation
38	14.04.14	Easter Vacation	
39	21.04.14		
40	28.04.14	AUR422 Built Environment Law	Essay
		AUR512 Construction Technology 2 (C)	Coursework
		AUR521 Building Contract Administration	Report
41	05.05.14	AUR412 Construction Technology 1	Coursework
42	12.05.14	AUR440 Work Related Learning 1	Portfolio Review
		AUR540 Work Related Learning 2	Portfolio Review
44	26.05.14		
45 - 52	02.06.14 - 21.07.14		
1 - 3	28.07.14 - 11.08.14		
4	18.08.14	AUR440 Work Related Learning 1	Portfolio Submission
		AUR540 Work Related Learning 2	Portfolio Submission

Assessment regulations that apply to the programme
The Glyndŵr University regulations for Bachelor Degrees, Foundation Degrees, Diplomas and Certificates apply to this programme.

Programme Management

Programme Team

David Skydmore - (Academic Head)

Dave Cheesbrough

Kevin Gilliam - (Programme Leader)

Brian Heath

Barry Hills

Derek Jones

Jane Richardson

David Sprake

Colin Stuhlfelder

Ian Williams

Darrell Wynne

The programme team have a wide range of appropriate professional qualifications and memberships:- the Architects Registration Board (ARB), the Chartered Institute of Architectural Technologists (CIAT), the Chartered Institute of Building (CIOB), the Chartered Institute of Civil Engineers (CICE) the Chartered Institute of Housing (CIOH), the Royal Institution of Chartered Surveyors (RICS) and the Association of Building Engineers (ABE).

In most cases members are active at regional or national level participating in CPD events, a growing number of which are hosted at Glyndŵr University with many current and former students attending. Team members continue to take up positions as external examiners, as members of validation panels both internally and externally and as PSRB representatives nationally and internationally.

The programme will be managed by the programme leader who will be supported by module tutors. The key mechanism for quality control and enhancement will be the processes and procedures associated with the annual monitoring cycle that is formalised through the

production of the Annual Monitoring Report that evaluates the programme performance drawing on feedback from students, the professional bodies, external examiners and employers.

Due to the substantial commonality of modules between built environment programmes separate meetings for named programmes are not held. The Academic Head of Department chairs a joint programme team meeting / subject meeting that commonly addresses issues arising from the programmes and oversees the proper engagement with the quality assurance and enhancement process. The joint programme board minutes are reported to the Academic Subject Board.

Within the context of the subject area, individual team members take responsibility for cross programme issues such as Marketing and Recruitment, Admissions, Induction, Retention, Equal Opportunities, Research, Timetabling, relationships with professional bodies and careers advice amongst others.

Part time staff and colleagues from other Schools are invited to attend the subject meetings. The contribution of each part time or sessional team member is overseen by a full time member of staff who takes responsibility for the management of the module.

The programme leader is responsible for day to day management of the programme and in a dual capacity as personal tutor ensures the welfare and development of each student on the programme throughout their period of study. This to include, in its broadest sense, monitoring absence, assisting students with special needs, diagnostic and formative assessment and fostering a sense of purpose and destination both in terms of the learning outcomes for each programme and preparation for a career.

Student feedback is gathered on an on-going and informal basis within a variety of situations. It is also gathered from student representatives in a formal way at Programme Boards. Student led response and focus groups have addressed single issues without staff involvement and have proved to be helpful to staff and appreciated by students. Formal, quantitative data is also gathered through post enrolment, mid-course and pre graduation surveys and results are considered at the above Boards.

Programme leaders attend the Academic Subject Boards and in conjunction with other team members, prepare annual reports, conduct admissions, review recruitment and retention,

produce Programme Handbooks, arrange student induction, and participate in all external liaisons with employers / practitioners and professional bodies

The Built Environment Employers and Practitioners Forum is available to advise on vocational relevance, employability issues, currency of curriculum content and a range of professional practice issues that are associated with accreditation. Employers and practitioners have expressed a preference to meet the team through their forum and this is facilitated through a programme of breakfast meetings.

Professional Bodies require a substantial part of the programme team to be qualified members of a relevant professional body and for those members to be active in the educational processes of that body. This includes participating in accreditation processes on behalf of the professional body, acting as external examiner on accredited courses, serving on government / sector skills council committees as representatives and assisting with internal education and examination programmes. Built Environment team members are fully engaged in all these activities.

In addition, the external examiners are nominees of the accrediting professional bodies and usually make additional visits during the year. The accreditation process is a wholly external five yearly occurrence. The programme has accreditation for the cohorts graduating from 2012 to 2017 inclusive gained at the last review in August 2011 with the University also being awarded accredited centre status for the same period

With regards to research and scholarly activity underpinning the curriculum the team are involved in a number of project and forums that directly influence course content and are important guarantors of the currency and relevance of module content and assessment criteria.

Since the previous validation, the team has been instrumental in directing housing and planning policy across north and mid Wales as a result the consultancy work undertaken for local authorities. These have included:
- Local Housing Market Assessment for Powys County Council in 2010, relating to housing need and demand across all sectors, social and private;
- Evaluation of housing need and demand for Denbighshire, Flintshire, and Wrexham councils in 2011 and 2012; and
- A review of private sector housing conditions for Wrexham County Borough Council

in 2012.

Currently the team members are leading on active projects relating to a single access route to social housing across North Wales with local authorities and registered social landlords, supported by the Welsh Government with potential for wider implementation as a delivery model, as well as a potentially pioneering assessment of housing stock conditions in Gwynedd. The latter is seeking to save the significant costs of a traditional stock survey by replacing it with an evaluation of data gathered across the County by the Council, local housing associations, surveyors, estate agents etc. The team is also undertaking consultation for the writing up of a local housing strategy for Denbighshire County Council.

The team is also actively involved in the administration of numerous local and national organisations, with both housing lectures being board members of social housing groups, one as a non-executive director and another as a divisional board member for one of the UK's largest registered social landlords, as well as chair of their equality and diversity scrutiny panel. Other roles present amongst the team include being Director of a leading HIV charity and chair of its board of trustees.

Further examples of influential roles undertaken in the sector include the roles of secretary and vice chair of the International Housing Sociology Working Commission of the United Nations with the various international links associated with such positions. Additional roles include involvement with national and principality organisations ranging from directorships of the Centre for Disability Studies in Wales, and the British Sociological Association.

With regards to scholarly activity, the team continues to maintain a number of links with educational bodies and sector organisations. These include the Southern African Housing Foundation where the team has successfully participated in sharing good practice from the Developed World to Developing nations relating to sustainability in construction and communities, with a member of the team having been invited to Peer Review papers for the 2013 conference. Other peer review and editing roles include the British Journal of Social Work, the Health & Safety at Work Handbook.

The team have conducted research and presented material relating to Health & Safety in the construction industry, asbestos regulations, corporate manslaughter, wellbeing in the workplace, leaseholder perspectives, the use of statistics in housing research, all of which contributes directly to course content. Further examples include papers on the social

anthropology of housing rites de passage, the semiotics of rural communities, disability issues and property management, and codes of residential heritage.

Current research includes an examination of social housing management and construction with two of the department's international partners, IUT Alençon (part of the University of Caen-Basse, Normandy and an Erasmus partner of Glyndŵr) and the British Hellenic College in Athens (who franchise the Architectural Design Technology BSc). Furthermore, a Building Information Modelling research project is being conducted with a lecturer from Leeds University with the active participation of 2nd Year Architectural Design Technology and Construction Management students.

The team maintains a number of important international connections, reflecting the commitment made to the international students who attend a number of the courses staff are involved in. As well as IUT Alençon and the British Hellenic College, staff are visiting lecturers at Eötvös Lorand University, Budapest, Tallinn Technical University and the University of Louvain. Furthermore, the team are also involved in franchise agreements with local further education colleges, notable Yale and Coleg Menai, allowing for equal attention to be paid to also supporting students from the immediate Welsh regions.

With regards to on-going personal and professional development, two team members are undertaking Professional Doctorates, relating to housing allocations, and organisational and service user development within the public health sector. Another team member is completing a Post Graduate Certificate in e-learning in order to support Virtual Learning Environment delivery and to examine further the potential for e-assessment on the courses.

Furthermore the team actively participate in the Continuous Professional Development opportunities afforded to them as part of their on-going membership of the accrediting bodies associated with the courses; both as a means of supporting currency and relevance, as well as ensuring continued membership and accreditation. In the last 3 months, one member of the team has become an Associate of one of the accrediting bodies and will progress to Chartered Membership within the next 3. In doing so, this team member will join colleagues with memberships that include fellowships of the Chartered Institute of Housing, the Land Institute, the Higher Education Academy, and the Royal Institution of Chartered Surveyors. The team also includes members of the Royal Institute of British Architects, the British Sociological Institute, the Architecture & Surveying Institute; the Chartered Institute of Building, the Institute for Welsh Affairs, and the Association of Building Engineers. The

importance placed on these professional links, and the influence this gives the department in those organisations is reflected in the progression of staff through the committees of those bodies, including membership, for example, of the Chartered Institute of Building's panel for developing an academic route to Chartered Membership. This is also why the team is trusted by a number of these professional bodies to organise and host Continuous Professional Development events.

Finally the team are involved in a number of internal and external assessor, examiner and committee roles, including chairing commitments, of educational institutions nationally and internationally. Within the University, staff are members of the ethics, quality assurance, research and procedural committees, as well as assessors for external universities both in their roles as educators, and also as appointed evaluators for the accrediting bodies detailed earlier.

Particular support for learning

A welcoming atmosphere is provided by an extended induction week that emphasises inclusiveness and provides information on sources of help, counselling and opportunities for individual development. Ready access to all tutors and a 'personal tutor' system offering students access to individual private and personal tutorials offers support throughout a student's studies. These tutorials are also linked to the student's personal development and self-management of learning.

Access to learning resources is facilitated through close contact between the programme team and academic liaison staff in the Library. Support provided by library staff includes advice and guidance on accessing appropriate databases, advice on lending and ordering books, the provision of tutorials related to literature searches, and accessing online data bases, the most important being those maintained by the professional bodies.

The University's Virtual Learning Environment, Moodle, is used as a repository for programme related documents and links to websites. In cases where the size and complexity of documents make this impractical, students are supplied with a CD Rom that has all the resources required for particular exercises. These articles might typically include articles, legislation, consultation documents and technical sources where available.

Equality and Diversity

The team is committed to ensuring that the programme remains student centred and has a strong commitment to the University's equal opportunity policy. This is demonstrated by the student profile that includes a substantial proportion of mature entrants, members from ethnic minorities, female students, those from disadvantaged socio-economic backgrounds, students with disabilities, and first language Welsh speakers.