

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	
What type of accreditation does this programme lead to?	
Is accreditation in some way dependent on choices made by students?	
Final award/s available eg BSc/DipHe/CertHE	BSc Honours BSc
Award title	Housing Studies
JACS 2 code	K450
UCAS code	
Relevant QAA subject benchmark statement/s	Housing QAA 161 02/07
Other external and internal reference points used to inform the programme outcomes	QAA The Framework for Higher Education qualifications in England, Wales and Northern Ireland. August 2008. QAA Code of Practice for the assurance of academic quality and standards in higher education.
Mode/s of study (p/t, f/t, distance learning)	P/T
Language of study	English
Date at which the programme specification was written or revised	September 2013

Criteria for admission to the programme

BSc Honours Housing Studies

The normal minimum requirements for entry onto the programme are:

- FdSc Housing Studies
- Diploma in Higher Education in Housing Studies

BSc Housing Studies

Entry to this programme will be restricted to those students who have successfully completed a Foundation Degree Housing Studies Programme at Glyndŵr University.

Aims of the programme

This programme has been developed to enable students who possess an FdSc Housing Studies or Diploma in Higher Education in Housing Studies to complete a BSc Honours Housing Studies. Students will enter the programme at Level 6 and will have already completed the requirements of the CIH professional expectations

Distinctive features of the programme

The benefits of undertaking level 6 study will be to provide learners with the opportunity to develop their analytical and critical thinking skills in order that they may be able to operate more effectively in practice.

The programme builds on the knowledge gained within the Foundation Degree by enabling learners to undertake specialist areas of study which complement and expand their knowledge (and associated skills) of the wider context within which housing services are delivered. These aims will be underpinned by a learning strategy which seeks to offer students, self-determination in terms of learning, and professional and personal development. It will also allow learners who have completed a FdSc Housing Studies programme at Glyndŵr University to complete an Ordinary Degree in Housing Studies

The teaching team have experience of housing practice gained through direct experience, research and continuing professional development.

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

The Programmes will be delivered on a part time basis as follows:

BSc. Honours Housing Studies is a two year programme. Year 1 will consist of attendance on a day release basis commencing in September through to June. Year 2 will be delivered on a tutorial basis in order to support students completing their dissertations.

BSc. Housing Studies will be delivered over 1 year and will consist of attendance on a day release basis commencing in September through to June. Students will be required to complete 3 modules listed in the table on the next page.

The following table illustrates the structure of the programme and demonstrates progression from the FdSc Housing Studies onto the Level 6 top up programme.

FdSc Year 1 Level 4	FdSc Year 2 Level 5	BSc (Hons/Ord) Year 1 Level 6	BSc (Hons) Year 2 Level 6
Social Economic and Legal Context	Planning and Developing Sustainable Housing	AUR642 Urban Renewal 20 Credits Sem1/2 D. Cheesbrough	
Introduction to Sustainable Communities'	Housing Research	AUR602 Negotiated Learning 2 20 Credits Sem1/2 J. Richardson	AUR601 Dissertation 40 Credits. Sem 1/2 Dr C. Stuhlfelder
Sustainable Communities and Service delivery or Supported Housing and Service Delivery	Leadership and Management	AUR620 Inter-Professional Studies 20 credits Sem1/2 B .Hills (Honours programme only)	
Resident Involvement and Governance	Strategy and Business Planning	AUR622 Project Management in the Built Environment 20 Credits Sem 1/2 Dr C.Stuhlfelder	
Work Based Learning 1	Work Based learning 2		

Intended learning outcomes of the programme

BSc Honours Housing Studies

On completion of Level 6 of the BSc Honours Housing Studies programme students will be able to:

A. Knowledge and Understanding

- A1. Undertake an individual systematic study (in the form a dissertation) in to a particular aspect of housing practice
- A2. Critically reflect on the theory and practice of inter professional working
- A3. Critically analyse strategy and practice of urban renewal and regeneration
- A4. Identify the nature, processes and systems of project management and apply these critically to the housing context.
- A5. Identify professional development needs and draw up and execute a strategy for meeting these.

B. Intellectual Skills

- B1. Select synthesise and present relevant evidence and literature in relation to an identified question or problem
- B2. Develop a clear and coherent argument, supported by relevant evidence
- B3. Make judgements and justify them using theoretical arguments, empirical evidence and personal knowledge

C. Subject Skills

- C1. Demonstrate the ability to deliver visual /presentation skills in a structured and coherent manner
- C2. Demonstrate and ability to collect present and interpret qualitative and quantitative data in relation to a defined problem
- C3. Make effective use of online and electronic resources to assemble information

D. Practical, professional and employability skills,

- D1. Plan and manage time effectively
- D2. Work effectively with others
- D3. Effective Project Management

BSc Housing Studies

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A. Knowledge and understanding

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- D2. Work effectively with others
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CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

BSc Honours Housing Studies

	Module Title	Core/ Option	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	D1	D2	D3
Level 6	AUR601 Dissertation	C	✓					✓	✓	✓	✓	✓	✓	✓		
	AUR642 Urban Renewal	C			✓			✓	✓	✓	✓	✓	✓	✓	✓	
	AUR622 Project Management in the Built Environment	C				✓		✓		✓	✓	✓	✓	✓		✓
	AUR620 Inter-Professional Studies	C		✓				✓	✓	✓	✓	✓	✓	✓	✓	
	AUR602 Negotiated learning 2	C					✓	✓	✓	✓	✓			✓		

BSc Housing Studies

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Level 6	AUR642 Urban Renewal	C	✓			✓	✓	✓	✓	✓	✓	✓	✓	
	AUR622 Project Management	C		✓		✓	✓	✓	✓	✓	✓	✓		✓
	AUR602 Negotiated learning 2	C			✓	✓	✓	✓	✓			✓		

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

A key consideration for the learning and teaching strategy is that the students who enter the Ordinary Programme at Level 6 will have completed a part time Foundation Degree in Housing Studies, therefore the approach to learning and teaching will build on the approaches developed within the foundation degree.

In developing the FdSc, the Programme team ensured that the learning and teaching strategy equipped students with the underpinning knowledge and skills to enable them to successfully progress onto Level 6 study. It is therefore relevant to outline the learning and teaching strategy adopted within the FdSc Housing Studies.

The learning and teaching strategy was developed within the Glyndŵr University Learning and Teaching framework, the Built Environment Learning and Teaching Strategy, the QAA¹ Subject Benchmark statement for Housing Studies (2007), The QAA Foundation Degree Qualification Benchmark (2006) and, the QCA² descriptors for Higher Education qualifications, the Expectations of the CIH, and the Foundation Degree Sectoral Framework (2006).

The programme team 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 and creates communities of practice where students can share experiences and learn from each other.

The balance between class contact / formal teaching and directed study seeks to ensure that students develop independent learning skills, develop intellectual skills and by the end the FdSc have begun to apply critical thinking skills. The underpinning principles are that in year 1 of the Foundation degree formal teaching sessions form the main part of the student learning experience, in year 2 students will be expected to undertake a greater level of directed study. Additionally students will have practiced and applied the skills associated with identifying their own learning needs, drawn up objectives to meet these and produced individual learning agreements.(Work Based Learning modules) They will have also begun to practice and apply their critical thinking skills and will be mature learners.(research Methods , Work Based learning Module 2)

The learning and teaching strategy at Level 6 will build upon the FdSc Housing, and be integrated with the strategy across the built environment. The following are examples of methods used:

- Lectures are used to impart key information
- Case studies are used to prompt discussion, practice problem solving skills and also can help as part of the formative assessment process.
- Group working allows for comparison of working practice and analysis of good practice.
- Assessments are used to facilitate learning as well as providing an indication of student achievement.
- Site visits will be used to enhance class based activities.
- Guest practitioner lectures will provide a practice perspective. This is in keeping with a core theme within the housing programmes which places emphasis on the

¹ Quality Assurance Agency for Higher Education

² Qualifications and Curriculum Authority

- practical application of knowledge and skills.
- Written feedback is provided and supplemented by individual tutorials.
- Individual Learning agreements are used. These allow students to set their own learning objectives

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

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. (Negotiated learning)

Formative: Designed to provide the student with feedback on progress and inform development (Negotiated Learning Agreement, Feedback on proposals for Dissertation, Inter-professional Studies reflective reports.

Summative: Provide a measure of performance in relation to the learning outcomes for the module or programme. (All assessed assessment tasks)

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

Assessment Schedule

	Assignment 1	Assignment 2	VIVA
Year 1			
AUR622 Project Management in the Built Environment	January	April	
AUR642 Urban Renewal	January	April	
AUR620 Inter-Professional Studies	December	April	
AUR602 Negotiated Learning 2	November	April	April
Year 2			
AUR601 Dissertation	April		

Assessment regulations that apply to the programme

Glyndŵr University Assessment Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees

Programme Management

There will be one programme leader (Jane Richardson), who will take overall responsibility for quality assurance and enhancement in line with the expectations detailed within the University's Programme Leaders Handbook. The Programme team includes: Colin Stuhlfelder, Brian Heath, Dave Cheesbrough, Barry Hills, Kevin Gilliam and Ian Williams, David Skydmore. The Programme sits within the Department of Biology and Environment which is part of the Institute of Arts Science and Technology.

Each module will be assigned to a module leader who will take responsibility for the delivery of the learning, teaching and assessment of the module. 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 SEMs, Staff Student Consultative Committees and end of year group feedback sessions. The outcomes of this report are scrutinised and agreed at Programme Level at programme Boards with subsequent monitoring and review being formalised through the Departmental Subject Board.

The Programme team meet monthly in order to monitor programme performance. Issues discussed include recruitment and retention, student feedback, assessment calendars approaches to teaching and learning, coordination of site visits and guest lecture plans. Peer observation is undertaken this includes classroom based observation as well as peer

review of marking, assessment and feedback.

Research and scholarly activity underpinning the curriculum

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, and 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 University) 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 Eotvos Lorand University, Budapest, and at Tallinn Technical University. 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 British 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

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.

University 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 Committee.

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 have used Moodle to provide an extensive range of learning materials and are now developing more interactive approaches to learning. To this end one of the team is in the process of completing the post graduate certificate in E learning.

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.
 - Individual tutorials with academic tutors to identify individual learning needs and aspirations which will then be monitored within the negotiated 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.
 - Pastoral support will be provided by a named personal tutor.
 - The study skills tutor will be available to support and guide to students for on-going individual and/or small group support on a self-referral basis throughout the year including the summer period.

- Induction programmes will include Study Skills and IT and Moodle
- Each programme of study will have arrangements in place for a programme student representative. This representative will be invited to attend Programme Boards and where appropriate, relevant Institutional Meetings

Equality and Diversity

Glyndŵr University is committed to ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background. The profile of students in relation to disability shows that the University takes seriously its responsibilities under the Equalities Act 2010

At Glyndŵr University the Disability & Learning Support Team provides guidance and support throughout a student's time at the University. The Disability Adviser offers appointments to students to discuss any issues relating to learning support or disability, informally and in confidence. The Assessment Centre provides a professional assessment, advice and training service to disabled students. They provide Study Needs Assessments for students who are eligible for the Disabled Students Allowance, which involves talking to them about their disability and barriers they experience to learning. Thereafter they recommend (and often are able to identify funding) support strategies and equipment students need to engage in education on a Level playing field with their peers.