

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)	Chartered Institute of Housing www.cih.org
What type of accreditation does this programme lead to?	The course leads to Chartered Membership of The Chartered Institute of Housing.
Is accreditation in some way dependent on choices made by students?	No
Final award/s available eg BSc/DipHe/CertHE	FdSc Certificate of Higher Education
Award title	Housing and Sustainable Communities
JACS 2 code	K450
UCAS code (to be completed by admissions)	
Relevant QAA subject benchmark statement/s	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 (p/t, f/t, distance learning)	Part Time
Language of study	English with a proportion being available in Welsh
Date at which the programme specification was written or revised	July 2010 Updated September 2012

Criteria for admission to the programme

The general requirement for the foundation degree is 120 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 AP(E)L 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. These claims will be subject to Glyndŵr University's procedures for Accreditation of Prior (Experiential) Learning (AP(E)L).

Aims of the programme

The programme has been developed to meet the needs of practitioners who are working in a role associated with the management and delivery of affordable housing and sustainable community development. The roles are likely to be broad and may include neighbourhood managers, housing management officers, housing advice workers, homelessness officers, tenant involvement officers and housing strategists and housing enablers.

To this end the aim of the programme is to empower individuals in order to operate more effectively in practice by recognising the critical role that housing plays in developing and maintaining sustainable communities.

This will be underpinned by a learning strategy which seeks to offer them self determination in terms of learning, and professional and personal development.

Distinctive features of the programme

The programme is accredited by the Chartered Institute of Housing and meets the requirements for professional membership.

The aim of the programme is to empower individuals in order to operate more effectively in

practice by recognising the critical role that housing plays in developing and maintaining sustainable communities. This will be underpinned by a learning strategy which seeks to offer them self determination in terms of learning, and professional and personal development.

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

FdSc Housing and Sustainable Communities (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)	Feb (Sem 1 mods) June (Sem 2 mods)
Introduction to Sustainable Communities (20 Credits)	Sustainable Communities and Housing Service Delivery (20 Credits)	Feb (Sem 1 mods) June (Sem 2 mods)
Work Based Learning 1 (40 Credits)		September
EXIT AWARD – CERTIFICATE OF HIGHER EDUCATION IN HOUSING AND SUSTAINABLE COMMUNITIES		

YEAR 2 Level 5

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

Intended learning outcomes of the programme

FdSc Housing and Sustainable Communities

(A) Knowledge and understanding: Students will be able to...

1. Analyse the social, economic, and legal context within which housing services are provided
2. Identify the policy and regulatory framework within which sustainable housing operates and be able to analyse the implication of this for practice in a variety of settings.
3. Analyse the concepts and objectives of sustainability, sustainable communities and citizenship and demonstrate the role that housing organisations play in achieving these aims.
4. Demonstrate broad knowledge of relevant financial frameworks and practices and evaluate the impact of these on service delivery.
5. Identify and analyse the legal framework and be able to apply it to practical situations.
6. Identify the pivotal role of user involvement in services and demonstrate how they incorporate this value into own practice.
7. Have a critical awareness of the range of techniques used to ensure that service user needs are accurately identified and met and be able to apply these to specific situations.
8. Identify the principles of and opportunities for collaborative working and inter-professional working and reflect on the practical implications of this.
9. Have a critical awareness of the range of techniques used to ensure that service user needs are accurately identified and met and be able to apply these to specific

instances.

10. Analyse the way in which housing services are provided, managed and maintained and regulated.
11. Analyse the way in which affordable housing is planned, financed and delivered.
12. 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.
13. Identify and analyse the mechanisms for planning, developing and maintaining sustainable housing.
14. 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.
15. Demonstrate knowledge of the essential components associated designing and implementing housing research.

(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. Debate the impact of housing policy on housing organisations
3. Use Work Based Learning as a means to reflect on individual development opportunities
4. Use Work Based Learning as a means to reflect on organisational development opportunities
5. Demonstrate Basic Business Management skills appropriate to their practice : Risk Management, Business Planning, Marketing Skills, Change Management Skills, and Enterprise

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

1. Apply knowledge gained through academic studies to working practice
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 identify and discuss the role that professional bodies can play in meeting these needs.

Certificate of Higher Education in Housing and Sustainable Communities

(A) Knowledge and understanding: Students will be able to...

1. Identify the social, economic, and legal context within which housing services are provided
2. Identify the policy and regulatory framework within which sustainable housing operates and be able to analyse the implication of this for practice in a variety of settings.
3. Describe the concepts and components of sustainability, sustainable communities and citizenship and demonstrate the role that housing organisations play in achieving these aims.
4. Demonstrate broad knowledge of relevant financial frameworks and practices and evaluate the impact of these on service delivery. .
5. Identify the legal framework and be able to apply it to practical situations.
6. Identify the pivotal role of user involvement in services and demonstrate how they

incorporate this value into own practice

7. Be familiar with a range of techniques used to ensure that service user needs are accurately identified and met.
8. Identify the principles of and opportunities for collaborative working and inter-professional working.
9. Outline the way in which housing services are provided, managed and maintained and regulated.
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. 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. Debate the impact of housing policy on housing organisations
3. Use Work Based Learning as a means to reflect on individual development opportunities
4. Use Work Based Learning as a means to reflect on organisational development opportunities

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

1. Apply knowledge gained through academic studies to working practice
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

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

(A) Knowledge and Understanding	Year 1 Modules Level 4	Year 2 Modules Level 5
Analyse the social, economic, and legal context within which housing services are provided.	Social, Economic and Legal Context Work Based Learning 1	
Identify the policy and regulatory framework within which housing operates and be able to analyse the implication of this for practice in a variety of settings	Social, Economic and Legal Context Sustainable Communities and Housing Service Delivery Work Based Learning 1	Work Based Learning 2
Analyse the concepts and components of sustainability, sustainable communities and citizenship and demonstrate the role that housing organisations play in achieving these aims	Sustainable Communities and Housing Service Delivery Work Based Learning	Planning and Developing Sustainable Housing Work Based Learning 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 Work Based Learning 1	Planning and Developing Sustainable Housing Leadership and Management. Strategy and Business Planning
Identify and analyse the legal framework and be able to apply it to practical situations.	Sustainable Communities and Housing Service Delivery Social Economic and Legal Context	
Identify the pivotal role of user involvement in services and demonstrate how they incorporate this value into own practice	Social Economic and Legal Context Introduction to Sustainable Communities Involvement, and Neighbourhoods and Governance Work Based Learning 1	Strategy and Business Planning Leadership and Management Work Based Learning 2

Have a critical awareness of the range of techniques used to ensure that service user needs are accurately identified and met and be able to apply these to specific situations.	Involvement, Governance and Neighbourhoods 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.	Sustainable Communities and Housing Service Delivery Work Based Learning 1	Planning and Developing Sustainable Communities Work Based Learning 2
Have a critical awareness of the range of techniques used to ensure that service user needs are accurately identified and met and be able to apply these to specific instances.		Strategy and Business Planning Leadership and Management
Analyse the way in which housing services are provided, managed, maintained and regulated	Social Economic and Legal Context Introduction to Sustainable Communities	Planning and Developing Sustainable Communities
Identify and analyse the way in which affordable housing is planned, financed and delivered.		Planning and Developing Sustainable Communities
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.	All Modules	All Modules
Demonstrate knowledge of the components associated with designing and implementing housing research		Research Methods
(B) Intellectual Skills		
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
Draw up strategies for self management and motivation	Work Based Learning	All Modules
Communicate ideas in a professional manner which reflects the needs of differing audiences.	All Modules	All Modules
To be able to justify and debate a relevant topic	Sustainable Communities and Housing Service Delivery	Research Methods Work Based Learning2
Demonstrate the capacity for independent learning	Work Based Learning 1	Work Based Learning 2 Research Methods
(C) Subject Skills		
Exercise personal responsibility	Work Based Learning 1	Work Based Learning 2
Debate the impact of housing policy on housing organisations	Social Economic and Legal Context Work Based Learning	Work Based Learning 2
Demonstrate Basic Business Management Skills: Risk Management, Business Planning, Marketing Skills, Change Management Skills, and Enterprise	Involvement, Governance and Neighbourhoods	Leadership and Management Strategy and Business Planning
Use Work Based Learning as a means to reflect on individual development opportunities	Work Based Learning 1	Leadership and Management Strategy and Business Planning Work Based Learning 2
Use Work Based Learning as a means to reflect on organisational development opportunities		Leadership and Management Strategy and Business Planning Work Based Learning 2
Demonstrate Basic Business Management Skills: Risk Management, Business Planning, Marketing Skills, Change Management Skills, and Enterprise	Involvement, Governance and Neighbourhoods	Leadership and Management Strategy and Business Planning

(D) Practical Professional & Employability Skills		
Apply knowledge gained through academic study to working practice	All modules	All modules
See above	Work Based Learning 1 Involvement, Governance and Neighbourhoods	Work Based Learning 2 Leadership and Management
Behave with integrity etc	All modules	All modules
Reflect upon their own professional development and draw up strategies to meet etc	Work Based Learning 1	Work Based Learning 2
Identify and discuss the role that professional bodies can play in meeting these needs	Work Based Learning 1	Work Based Learning 2

Learning and teaching strategy 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 QAA¹ Subject Benchmark statement for Housing Studies(2007), The QAA Foundation Degree Qualification Benchmark (2006), the QCA² 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 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.

Delivery and assessment of Work Based Learning

There are two Work Based 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 rational for this is that it will provide learners with the opportunities to identify their development needs, identify suitable learning opportunities, and to reflect on and their learning. All assessment will be conducted by Glyndŵr University module leaders.

There will be a named module leader who will be responsible for providing support to the learners. The nature of support provided 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

¹ Quality Assurance Agency for Higher Education

² Qualifications and Curriculum Authority

do so then the mentor will be given the opportunity to attend an introduction to mentoring day run by the programme team. Former students of the housing programmes have been completing modules in mentoring for housing practice and have indicated a willingness to provide support if requested.

Year 1

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

- Social, Economic and Legal Context
- Introduction to Sustainable Communities
- Involvement, Governance and Neighbourhoods
- Sustainable Communities and Service Delivery/ Supported Housing and Service Delivery/ Regeneration Practice.

Learners will then complete a Work Based Learning portfolio which will include a mix of prescribed areas for reflection (informed by the five core work based generic learning outcome and by the outcomes of the modules listed above). Additionally the portfolio will draw on the National Occupational Standards for Leadership and Management (*Managing self and Personal skills* and *Providing Direction*) the Housing National Occupational Standards 2008, as well as the CIH expectations for Corporate Membership. These will be discussed on an individual basis to ensure that there is sufficient flexibility 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:

- Planning and Developing Sustainable Housing
- Research Methods
- Leadership and Management
- Strategic Thinking and Business Planning

Learners will then complete a Work Based Learning portfolio which will include a mix of prescribed areas for reflection (informed by the five core work based generic learning outcomes and by outcomes of the modules listed above). The portfolio development will draw on the National Occupational Standards for Leadership and Management 2008, The Housing National Occupational Standards 2008 as well as the CIH expectations for Corporate Membership. These will be discussed on an individual basis to ensure that there is sufficient flexibility 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 Based 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). In the context of this course the experience gained by the students is not a placement. This is not to say, however, that there is not an element of commonality with placements in terms of management. Rather it is that Work Based Learning embraces a wider variety of experiences. 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 housing programmes will use their work place as their primary learning opportunity. This has been an integral part of existing housing programmes. To formalise this within the FdSc employers are asked to sign a Work Based Learning Agreement that asks them to recognise the need for students to access documents and non-sensitive data as part of their obligation to support the Work Based Learning experience. Normally employers are happy to do this having already agreed to release the student to undertake the course as part of their staff development programme. However, consideration must be given to circumstances where the students learning environment may no longer be available. In such circumstances, which it is anticipated will be rare; the programme team will use the facilities of the course to provide simulated experience for the students in question. This may change the balance within the student experience and make it a more reflective and negotiated process but will still fall within the dimensions of Work Based Learning contained within the QAA Code of Practice (QAA, 2007 at paragraph 18). Should this situation arise the programme will agree a specific policy for facilitating learning. The nature of this agreement will vary according to the circumstances of the individual and may include a combination of simulation, site visits, observations, reflective activity and shadowing.

Student responsibilities

All students in undertaking Work Based Learning will have a responsibility to themselves, to their employers, and to any organisation affording them a Work Based Learning opportunity. All students will be advised about the need for confidentiality both in discovering and reporting on documents. Confidentiality has to be considered in two contexts. Individual details must not be identified in any documents to preserve the individual's right to privacy under the Data Protection Act 1996. In addition any material of a sensitive nature may not be used. Issues of confidentiality and ethical working will be addressed within the Work Based Learning modules and in the Housing Research Modules. Additionally, a section in the programme handbook will provide guidance and direction on this issue. This will be reinforced with the inclusion of a specific assessment criterion.

Welsh Medium

In line with the University's Welsh Language Scheme, students will be offered the opportunity to submit assessments through the medium of Welsh. Additionally, approximately 18% of the programme can be undertaken through the medium of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The programme team are committed to delivering an assessment strategy which is student centred, reflects the requirements of housing practice and offers opportunities for students to reflect on their own working practice as well as that of housing organisations. The strategy reflects the QAA Subject Benchmark statement for Housing Studies (2007) and Glyndŵr University Assessment for Learning: Guiding principles for good practice. Approved July 2007, Updated October 2009

The programme provides opportunities for formative, diagnostic and summative feedback. The assessment methods used reflect the needs of the student group and allows for the knowledge and learning outcomes of the programme to be tested as well as allowing for the development and assessment of practical and transferable skills. There is a commitment to enable students to focus on their own learning needs and to use assessment as a means for evaluating their own practice, analysing their organisational practice and where possible to synthesise work and university learning.

Where assessed group work is undertaken, students will be expected, through the production of meeting notes and action plans, to demonstrate that they have contributed equally to the task. In all cases, group assessment will account for no more than 20% of the overall module assessment.

Assessment will be graded using the suggested criteria grid detailed within Glyndŵr University's Assessment Guidance Handbook (updated October 2009) the criteria will be contextualised for each assessment. All work will be assessed by tutors at Glyndŵr University. Students will receive written feedback within the target times set out by Glyndŵr University. Formative assessment of Work Based Learning will take place through the submission of drafts and tutorial discussions.

Indicative Assessment Schedule

Module	Indicative Assessment format	Submission Date
Social Economic and Legal Context (20 Credits)	Group Presentation Case study	November January
Introduction to Sustainable Communities (20 Credits)	Group Presentation Essay	November January
Involvement, Governance and Neighbourhoods (20 Credits)	Group Presentation Essay	March May
Supported Housing and Service Delivery (20 Credits)	Group Presentation Presented Journal Article	March May
Sustainable Communities and Housing Service Delivery (20 Credits)	Group Presentation Presented Journal Article	March May
Regeneration Practice (20 Credits)	Group Presentation Essay	March May
Work Based Learning 1 (40 Credits)	Portfolio	September
Planning and Developing Sustainable Communities (20 Credits)	Project	January
Research Methods (20 Credits)	Evaluation Proposal	November January
Strategic Thinking and Business Planning (20 Credits)	Group Presentation Reflective Essay	March May.
Leadership and Management (20 Credits)	Presentation Fact Sheet Case study Reflective article	February March April May
Work Based Learning 2 (40 Credits)		September

Assessment regulations that apply to the programme
University regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply to this programme.
Programme Management
<p>The programme leader (Jane Richardson) will take overall responsibility for quality assurance and enhancement for the suite of foundation degree programmes.</p> <p>Housing Programmes sit within the Department of Biology and Environment.</p> <p>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 Senate, 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 through the Academic Programmes Sub-committee.</p> <p>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. Matters arising are referred to the Academic Subject Board, these in turn are sent to the Academic Committee.</p>
Particular support for learning
<p>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.</p> <p>University Level</p> <p>At University 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</p> <p>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 Student Guild.</p> <p>Learner representation and opportunities to evaluate institute policies and procedures is</p>

evident throughout the University, and includes student representation on the Board of Governors and Senate.

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.

Department Level

Students are represented at Academic Subject 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 Department.
 - 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 Academic Subject Boards.

Equality and Diversity

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 University 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.