

PROGRAMME SPECIFICATON

1	Awarding body	Glyndŵr University
2	Teaching institution	Glyndŵr University
3	Award title	Housing Studies
4	Final awards available	BSc (Hons) Housing Studies. BSc Housing Studies
5	Professional, Statutory or Regulatory Body (PSRB) accreditation	Please list any PSRBs associated with the proposal Note: Applicants will already have completed a programme accredited by the Chartered Institute of Housing Accreditation available Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) N/A
6	JACS3 code	K450
7	UCAS code	N/A
8	Relevant QAA subject benchmark statement/s	Housing Studies October 2014
9	Other external and internal reference points used to inform the programme outcomes	Management and Leadership National Occupational Standards March 2012 Frontline Futures: New era, changing role for housing officers 2014, Housing Futures: Key Trends Shaping the Residential Market.2015 Well-being of Future Generations (Wales) Act 2015
10	Mode of study	Part time
11	Language of study	English

Office use only
 Approved 22nd June 2016
 Updated September 2017 – replace
 AUR613 with AUR615

12 Criteria for admission to the programme

Programme specific requirements

BSc Honours Housing Studies

The normal minimum requirements for entry onto the programme are:

FdSc Housing Studies (CIH accredited)

Diploma in Higher Education in Housing Studies (CIH accredited)

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

13 Recognition of Prior (Experiential) Learning

Programme specific requirements

No RP(E)L is permitted on the programme.

14 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.

15 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.

The course team are passionate about ensuring that students get the best possible experience at the University and that they are supported in their professional as well as academic development. We do this by making sure we are accessible to our students, and by making sure that our teaching and assessments relate to work and help to develop the skills and knowledge demanded by employers

16 Programme structure narrative

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 May. It will comprise of all the modules listed in the table below.

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 May. Students will be required to complete 3 modules listed + in the table below.

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)/Ordinary Housing Studies L6 Year 1	BSc (Hons) Housing Studies L6 Year 2
Social Economic and Legal Context	Planning and Developing Sustainable Communities	+Urban Renewal 20 Credits Tri 1/2 D. Cheesbrough	
Introduction to Sustainable Communities	Research Methods	+Negotiated Learning 2 20 Credits Tri 1/2 J. Richardson	Dissertation 40 Credits. D Cheesbrough Tri 1/2
Sustainable Communities and Service delivery	Leadership and Management	+Research Proposal (BSc (Hons) Only) 20 credits Tri 1/2 J Richardson	
Involvement Neighbourhoods and Governance	Strategic Thinking and Business Planning	Project Management 20 Credits Tri 1/2 L Duff	
Work Based Learning 1	Work Based learning 2		

17 Programme structure diagram

Level Six						
Trimester ½	Mod title	Research Proposal	Mod title	Urban Renewal	Mod title	Project Management
	Mod code	AUR615	Mod code	AUR642	Mod code	AUR607
	New/Exist	New	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Jane Richardson	Mod leader	Dave Cheesbrough	Mod leader	Louise Duff
Trimester ½	Mod title	Negotiated Learning 2	Mod title	Dissertation	Mod title	
	Mod code	AUR602	Mod code	AUR601	Mod code	
	New/Exist	Existing	New/Exist	Existing	New/Exist	
	Credit value	20	Credit value	40	Credit value	
	Core/Opt	Core	Core/Opt	Core	Core/Opt	
	Mod leader	Jane Richardson	Mod leader	Dave Cheesbrough	Mod leader	

18 Intended learning outcomes of the programme

Knowledge and understanding					
	Level 4	Level 5	Level 6	Level 6 Honours Degree	Level 7
A1			Critically analyse the strategy and practice of urban renewal and regeneration.		
A2			Identify the nature, processes and systems of project management and apply these critically to the housing context.		
A3			Identify developmental needs and draw up a strategy for meeting these.		
A4				Critically reflect on the theory and practice of inter professional practice.	

Intellectual skills					
	Level 4	Level 5	Level 6	Level 6 Honours Degree	Level 7
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		

Intellectual skills					
	Level 4	Level 5	Level 6	Level 6 Honours Degree	Level 7
			theoretical argument and empirical evidence.		
B4				Identify the aims and objectives of applied research and demonstrate the ability to collect, organise, present and critically evaluate data.	

Subject skills					
	Level 4	Level 5	Level 6	Level 6 Honours Degree	Level 7
C1			Demonstrate the ability to deliver visual /oral presentations in a structured and coherent manner.	Apply critical reflection to their practice.	.
C2			Demonstrate the 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.		

Practical, professional and employability skills					
	Level 4	Level 5	Level 6	Level 6 Honours Degree	Level 7
D1			Plan and manage time effectively.		
D2			Work effectively with others.		

19 Curriculum matrix

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>
	Research Proposal	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Urban Renewal	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Negotiated Learning 2	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Project Management	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Dissertation (core for Honours degree)	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

20 Learning and teaching strategy

The approach to learning and teaching is one which meets the needs of the subject specific knowledge requirements, recognises the functional areas of practice, enables skills development, allows for the practice application of knowledge and encourages students to become reflective practitioners.

The learning and teaching methods adopted reflect this in the following ways:

1. Lectures are used to impart key information and showcase new ways of working which will enable students to develop a sound understanding of the principles of their field of study .For example there will be key lectures relating to the theory of inter professional working, the principles of project management and theories underpinning urban renewal.
2. Case studies, and group working will be used to facilitate application of the principles more widely. They will also be used to prompt discussion and practice problem solving skills. This will also allow students to evaluate the appropriateness of different approaches to solving problems. For example in Urban Renewal students will collaborate to develop a base line survey, in Project Management students will be presented with a range of case studies of successful / unsuccessful projects.
3. Employability Skills are embedded through the programme. See Work Based Learning Statement Below.
4. The use of reflective reports in, for example, Project Management and Negotiated Learning facilitates reflection on the qualities necessary for employment, requiring the exercise of personal responsibility and decision making. Additionally they allow students to identify the limits of their knowledge and skills and identify strategies for development.
5. Assessments are used to facilitate learning as well as providing an indication of student achievement.
6. Site visits will be used to enhance class based activities. This will be relevant in Urban Renewal and Project Management.
7. Guest practitioner lectures will provide a practice perspective. This is in keeping with the current programme philosophy which places emphasis on the practical application of knowledge and skills.

The balance between class contact / formal teaching and directed study is detailed within the modules specifications.

Recognition of the Cohort Identity

There is a need to ensure efficiencies in delivery and facilitate an understanding of the interconnectedness of the different roles and professions operating in the Built Environment. For this reason the curriculum will be delivered through a range of modules which are shared by all of the Built Environment programmes with the addition of programme specific modules.

The team recognises that the learning and teaching strategy should reflect the different practice contexts of the students. This is particularly important where students are sharing common modules. In order to achieve this the team have agreed the following strategy.

- To ensure that the teaching methods adopted for classroom and related activity are planned to ensure that tutors use examples drawn from all of the disciplines when explaining the application of theory to practice.
- To ensure that group discussions, case study / problem solving activity relate to and reflect the different aspects of practice represented within the classroom.
- Where guest lecturers are used to deliver shared modules they will be briefed by the module tutor to ensure that they are aware of the student profile and that the proposed presentation accommodates this.

Use of Virtual Learning Environment

The VLE is used for a variety of purposes:

It provides a platform for academic activity acting as a repository for information for the students and providing a means by which tutors can communicate updates and information to the cohort as a whole.

It is also used to create and build a community of scholars through the use of forums which are essentially used to help to maintain contact and direct and promote discussion.

Progression of Learning

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 at Level 4 and 5. The approach to learning and teaching will build on the approaches developed within the Foundation Degree.

The Foundation Degree has been designed to enable skills development, the application of knowledge to practice, encourages students to be reflective practitioners and creates a community of learning 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.

Additionally students will have practised and applied the skills associated with identifying their own learning needs, drawn up objectives to meet these and produced individual learning agreements within the Work Based Learning Modules. They will have also have begun to practice and apply their critical thinking skills and will be mature learners as a result of completing modules Research Methods and Work Based Learning Module 2.

The learning and teaching strategy at Level 6 builds upon the FdSc Housing, and provides a balance of approaches which enables students to reflect on their practice, through Project Management, evaluate alternative policy and practice through Negotiated Learning (as well as extending their knowledge of related areas within modules Urban Renewal, Negotiated Learning 2 and the Dissertation).

As a result, Level 6 brings students into a range of challenging opportunities that enables them to demonstrate critical awareness of their subject and to demonstrate the ability to deal with complex issues associated with professional practice.

21 Work based/placement learning statement

All of the students undertaking the programme will be employed or recently employed in housing related practice and the learning experience reflects the vocational nature of the housing professional in content, skills and employability provision. In keeping with the expectations of the professional body and industry, the course is designed to support students to further develop their career opportunities. The learning, teaching and assessment strategy reflect the challenges of working in the real world with a mixture of coursework, project work, site visit reports, simulations and presentations.

Examples of modules which incorporate work related learning include:

- Research Proposal – Students will be encouraged to undertake work related research.
- Urban Renewal – Students will be required to produce a renewal strategy for a live case study using primary evidence.
- Project Management – Students will be required to demonstrate how the principles of project management can be applied to either their or their organisations practice.
- Negotiated Learning/Dissertation. Students may choose to undertake research related to their work place or to develop their knowledge of a particular area of practice.

22 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

23 Assessment strategy

The assessment strategy for the Programme is informed by professional body requirements, relevant QAA benchmark statements and good practice in assessment.

The overall strategy for the Programme as a whole is to ensure that assessment provides the opportunity for students to:

- demonstrate achievement of the learning outcomes at Level 6
- demonstrate achievement at the threshold and exemplary levels
- reflect the requirements of practice
- increase their employability skills
- be sufficiently varied in order to accommodate different learning styles
- provide opportunities for diagnostic, formative and summative feedback.
- determine their own learning needs and draw up strategies for meeting them.

Assessment Practices and Processes

Assessment Criteria

The standard of all assessment tasks will reflect the QAA Characteristics March 2010. The assessment criteria for each module will be contextualised to reflect the learning outcomes of the module.

Feedback on Assessment

Students will receive written feedback within the timescales laid down by Glyndŵr University. All students receive individual written feedback on their assessed work. This will be provided on a standard form, which includes feedback on performance and identifies areas for improvement and development.

Plagiarism

Where practicable, Turnitin will be used as a tool to support students to develop their academic writing style as well as to detect plagiarism or collaboration.

Double Marking and Moderation

All module assessments will be internally verified with a sample being moderated by the external examiner in accordance with Glyndŵr University's Regulatory Requirements.

Extenuating Circumstances and Deadlines for Submission

Students will be given a schedule of assessment submission dates for the year. They will be informed of the penalties which apply for non-submission. Students will be made aware of the procedure relating to extenuating circumstances and will be encouraged to work closely with their tutors should they require support and guidance on this matter.

The following Diagram provides an overview of module assessments and indicative submission dates.

Module Code & Title	Assessment Type and Weighting	Assessment Loading	Indicative Submission Date
Urban Renewal AUR642	Essay 40% Coursework 60%	1,500 2,500	January May
Research Proposal AUR615	Research proposal	4,000	May
Project Management AUR607	Essay 40% Report 60%	1,500 2,500	December May
Negotiated Learning 2 AUR602	Negotiated Learning Contract 20% Final Report including Viva 80%	1,500 2,500	November April
Dissertation AUR601	Dissertation 100%	10,000	May

24 Assessment regulations

The regulations for Bachelor Degrees, Diplomas and Certificates apply to this programme.

Derogations

N/A

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

Dissertation

Restrictions for trailing modules (for taught masters programmes only)

N/A

25 Programme Management

Programme leader

Jane Richardson

Programme team

Dr Gareth Carr
Dr Colin Stuhlfelder
Dave Cheesbrough
Louise Duff

Quality management

The Programme Leader will take overall responsibility for quality assurance and enhancement in line with the expectations detailed within the University's Programme Leaders Handbook.

Each module will be assigned to a named 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 the University, 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 Module Evaluation Questionnaires, Student Voice Forums and end of year group feedback sessions. The outcomes of this report are scrutinised and agreed at Programme Level with subsequent monitoring and review being formalised through the School Board and the Standards and Quality Committee.

Feedback will be provided to students in the following ways:

- Minutes and responses to Student Voice Forums will be posted on the VLE.
- External Examiner reports and any associated actions arising will be presented to students in the November Student Voice Forum.
- An overview of the draft AMR and associated actions will be presented to the Student Voice Forum in November.
- An update on achievement of AMR Action plans will be provided in the March Student Voice Forum.

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.

Whilst the Programme Leader is responsible for day to day management of the programme, Personal Tutors will ensure the welfare and development of each student on the programme throughout their period of study.

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 and this is facilitated through a programme of breakfast meetings.

Research and scholarship activity

The team are committed to ensuring that their knowledge remains current and relevant to changing practice. Additionally they ensure that they reflect on and develop their teaching practice through engagement teaching related CPD. The sections below provide a brief outline of activities undertaken across the team all of which underpins the curriculum and informs and updates teaching and assessment practice.

Professional Body Requirements:

As members of their respective professional bodies, the Programme team are committed to undertaking a minimum level of CPD.

Research and Consultancy Activity:

Collectively the team are active in undertaking a range of activity which has underpinned their teaching. This includes;

- Completion of PhD focusing on the development of Housing for the working classes
- Undertaking a Professional Doctorate relating to the Development of a Common approach to Accessing Social Housing.2011-2016
- Completion of Local Housing Market Assessments for 4 Local Authorities
- Completion of Local Housing Strategy for 2 Local Authorities
- A Review of Community Facilities on behalf of the Community Council. 2012
- A review of Single Pathway to Supported Housing 2014/15

Other External Activity includes:

- Membership of Housing Association Boards
- ERASMUS visits
- Chairing Partnership Steering Group – Single Access Routes to Housing
- Presentation at Conferences Teaching Related Activity
- External examiners on related programmes
- Assessors on Professional Body Panels
- Engagement in Peer Observation
- Membership of the Higher Education Academy

26 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy

- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Guild

School support for students

All students will be provided with a Personal Tutor and will have opportunities to discuss opportunities for personal development planning.

Programme specific support for students

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 throughout the programme.
- Where necessary the team will make reasonable adjustment to assessments in order to reflect the needs of students with support needs.
- Tutors will use the VLE as a repository for course material and are actively engaging in developing opportunities to use this to provide feedback to students, promote online discussion and promote a VLE academic community.

Pastoral support will be provided by a named Personal Tutor who will remain with them for the duration of their study. Should a student wish to change their Personal Tutor during their period of study this can be accommodated.

The University 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 the VLE.

Each programme of study will have arrangements in place for a programme student representative. This representative will be invited to attend Programme meetings and where appropriate, relevant Institutional Meetings.

27 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity,

ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.