

Appendix 1 Programme Specification Document

1. Qualification FDS/FDA	2. Programme Title Regeneration and Sustainable Communities	3. UCAS Code	4. Programme Type Full Time, Part Time, Modular
<p align="center">5. Main Purposes and Distinctive Features of the Programme</p>			
<p>This programme aims to enable continuing professional development (CPD) and support improvement in professional practice in regeneration and sustainable communities.</p>			
<p>Special feature</p>			
<p>Online inquiry-based programme allowing students to complete the programme without disruption to their employment. Your studies will be based on real work issues and opportunities for change, which makes the course a highly personalised model that has immediate and tangible benefits for you and your employer or organisation.</p>			
<p>6. What a graduate should know and be able to do on completion of the programme</p>			
<p align="center">(objectives and learning outcomes)</p>			
<p>To gain the qualification the learner will have demonstrated: i) subject knowledge and understanding ii) cognitive skills iii) discipline-related practical and professional skills and iv) other general skills and capabilities (e.g. key/transferable/common) as specified in the learning objectives/outcomes for approved modules in the programme. Further details of module outcomes can be found in the programme document.</p>			
<p><u>Knowledge and understanding in the context of</u></p>			
<p><u>the subject(s)</u></p>			
K1	Examine your role in the workplace and identify foci for professional development that will enable you to become an increasingly effective practitioner in regeneration and sustainable communities	<p><u>Cognitive skills in the context of the subject(s)</u></p>	
K2	Demonstrate an understanding of reflective practice	C1.	Select and apply appropriate research methodologies
K3	Explore the use of technology to enhance communication and organisation of collaborative work in regeneration	C2.	The capacity for critical reasoning and analysis
K4	Understand the key elements of an action enquiry	C3.	Application of theories to practical problems
K5	Understand your organisation and relevant regeneration / sustainable development theories to describe your work context functions	<p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p>	
K6	Explore modes of communication relevant to your practice in regeneration and sustainable communities	O1	Capacity to research, investigate, work with contradictory information and to learn
K6	Explore modes of communication relevant to your practice in regeneration and sustainable communities	O2	Capacity for insight, creativity and innovation
K6	Explore modes of communication relevant to your practice in regeneration and sustainable communities	O3	Communicate effectively, orally and in writing
K6	Explore modes of communication relevant to your practice in regeneration and sustainable communities	O4	Numerical, manipulative and quantitative skills appropriate to their subject of study
K6	Explore modes of communication relevant to your practice in regeneration and sustainable communities	O5	Competent in the use of information technology tools including sophisticated software
K6	Explore modes of communication relevant to your practice in regeneration and sustainable communities	O6	Ability to manage resources and time, to lead and to work within a team
K6	Explore modes of communication relevant to your practice in regeneration and sustainable communities	O7	Social and political assessments
<p><u>Subject-specific practical/professional skills</u></p>			
S1	Investigate your role in the wider regeneration and sustainable communities' context		
S2	Investigate improvements to work practice as a regeneration practitioner		
S3	Understand the relationships between stakeholders in the implementation of regeneration and sustainable communities		

<p>7. Qualities, skills and capabilities profile The educational and training goals of the programme seek to develop and demonstrate the following qualities, skills, capabilities and values in its graduates</p>			
A Cognitive	B Practical	C Personal & Social	D Other
Power of quantitative and qualitative analysis	Writing skills and document production	Self-motivation and drive for independent learning	
Flexibility of approach	Presentation and seminar leader	Organisation and time management	
Critical reasoning at a strategic level	Information processing	Teamwork	
Appraisal and application of management theories	Ability to get the job done	Recognition of related issues	
	Problem solving	Commitment to life long learning	
<p>8. Subjects Studied, Levels, Credits & Qualifications (Duration and structure of programme/modes of study/credit volume of study units) 2 years full time 3 years part-time Part one – 2 No twenty credit modules and 2 No forty credit modules. Part two – 2 No twenty credit modules and 2 No forty credit modules.</p>			
		<u>Core Modules</u>	<u>Optional Modules</u>
Part One Undergraduate Certificate of Higher Education	The professional context (20 credits); Understanding reflective practice (40 credits); Technology enabled learning (20 credits); Understanding action inquiry (40 credits)		
Part Two Foundation degree	Organisational Impact (20 credits); Reflection in the work setting (40 credits); Independent learning (20 credits); Action Inquiry (40 credits)		
<p>9. Learning, Teaching and Assessment Strategy <u>Learning and Teaching Methods</u> <u>Learning and Teaching Methods</u> Learning and Teaching Methods Support by learning facilitators through online community of inquiry with students undertaking action research projects. High degree of emphasis on</p>		<p>10. Other Information <u>Date programme first offered</u> February 2009 <u>Admissions Criteria</u> (a) Level 3 qualification (e.g. A Levels, NVQ3 or National Certificate/Diploma)</p>	

<p>learning together through critical discourse and with moral support.</p> <p><u>Assessment Methods</u> Patchwork media: an assessment e-portfolio of learning activities with a summative commentary identifying learning achieved related to intended learning outcomes.</p> <p><u>Assessment Classification System</u> Pass Mark for individual Assessments – 40%</p>	<p>(b) Equivalent professional qualification or CPD credits in an appropriate discipline</p> <p>(c) Qualifications and/or experience equivalent to (a) and (b)</p> <p><i>Non Standard Entry</i> Cases dealt with by Programme Leader on individual basis</p> <p><u>Indicators of Quality and Standards</u> To be validated by panel and external examiner</p>
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