

Appendix 1 Programme Specification Document

1. Qualification MSc/MA	2. Programme Title Regeneration and Sustainable Communities	3. UCAS Code	4. Programme Type Full Time, Part Time, Modular		
<p style="text-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 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 style="text-align: center;">6. What a graduate should know and be able to do on completion of the programme (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> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Knowledge and understanding in the context of the subject(s)</u></p> <p>K1 Critical examination of your work-role within the wider context of your organisation</p> <p>K2 Explore a range of organisational theories and use them to analyse your work context</p> <p>K3 Explore and consider the relative merits of different approaches to research</p> <p>K4 Evaluate approaches to action research</p> <p>K5 Implement your action inquiry plans and engage in multiple cycles of action inquiry</p> <p>Subject-specific practical/professional skills</p> <p>S1 Critically evaluate your role within the wider regeneration and sustainable communities' context.</p> <p>S2 Undertake a self appraisal and improvements to work practice as a practitioner in a regeneration context</p> <p>S3 Critically analyse the relationships between policy and implementation of regeneration and development of sustainable communities in relation to your work practice</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Cognitive skills in the context of the subject(s)</u></p> <p>C1. Select and apply appropriate research methodologies</p> <p>C2 The capacity for critical reasoning and analysis</p> <p>C3. Application of theories to practical problems</p> <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p>O1 Capacity to research, investigate, work with contradictory information and to learn</p> <p>O2 Capacity for insight, creativity and innovation</p> <p>O3 Communicate effectively, orally and in writing</p> <p>O4 Numerical, manipulative and quantitative skills appropriate to their subject of study</p> <p>O5 Competent in the use of information technology tools including sophisticated software</p> <p>O6 Ability to manage resources and time, to lead and to work within a team</p> <p>O7 Social and political assessments</p> </td> </tr> </table>				<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <p>K1 Critical examination of your work-role within the wider context of your organisation</p> <p>K2 Explore a range of organisational theories and use them to analyse your work context</p> <p>K3 Explore and consider the relative merits of different approaches to research</p> <p>K4 Evaluate approaches to action research</p> <p>K5 Implement your action inquiry plans and engage in multiple cycles of action inquiry</p> <p>Subject-specific practical/professional skills</p> <p>S1 Critically evaluate your role within the wider regeneration and sustainable communities' context.</p> <p>S2 Undertake a self appraisal and improvements to work practice as a practitioner in a regeneration context</p> <p>S3 Critically analyse the relationships between policy and implementation of regeneration and development of sustainable communities in relation to your work practice</p>	<p><u>Cognitive skills in the context of the subject(s)</u></p> <p>C1. Select and apply appropriate research methodologies</p> <p>C2 The capacity for critical reasoning and analysis</p> <p>C3. Application of theories to practical problems</p> <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p>O1 Capacity to research, investigate, work with contradictory information and to learn</p> <p>O2 Capacity for insight, creativity and innovation</p> <p>O3 Communicate effectively, orally and in writing</p> <p>O4 Numerical, manipulative and quantitative skills appropriate to their subject of study</p> <p>O5 Competent in the use of information technology tools including sophisticated software</p> <p>O6 Ability to manage resources and time, to lead and to work within a team</p> <p>O7 Social and political assessments</p>
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<p>7. Qualities, skills and capabilities profile The educational and training goals of the programme seek to develop and demonstrate the</p>					

following qualities, skills, capabilities and values in its graduates			
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	
8. Subjects Studied, Levels, Credits & Qualifications (Duration and structure of programme/modes of study/credit volume of study units) 1 year full time 3 years part-time Part one – 2 No thirty credit modules. Part two – 2 No thirty credit modules. Part three – 1 No sixty credit dissertation			
	<u>Core Modules</u>	<u>Optional Modules</u>	
Part One Post Graduate Certificate	Analyzing the professional context (30 credits) Organizational improvement (30 credits)		
Part Two Post Graduate Diploma	Action for improvement (30 credits) Research preparation (30 credits)		
Part Three Master's Degree	Action, exhibition, validation and defence, dissertation (60 credits)		
9. Learning, Teaching and Assessment Strategy <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		10. Other Information <u>Date programme first offered</u> February 2009 <u>Admissions Criteria</u> (a) Honours degree in an appropriate	

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<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% Final Masters Degree Classification based on aggregated performance in all 180 Credits, and profile information for marginal candidates.</p> <p>Masters Classification Bands 70% and above - Distinction 40% - 69% - Pass 0% - 39% - Fail</p>	<p>construction discipline and two years work experience</p> <p>(b) Professional qualification 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 admissions tutor 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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