Programme Specification for FdA Urban Regeneration and Community Development - RUNNING OUT 2012/2013

Teaching Institution:
London South Bank University
Lambeth College
Lewisham College

Accredited by:
n/a

Faculty of origin:
AHS

Highest Award within the Programme:
FdA Urban Regeneration and Community Development - RUNNING OUT

Other Awards within the Programme:
CertHE

Reference Points:
Internal:

- Academic Strategy
- Academic Regulations for Taught Programmes
- Handbook on Quality Management & Enhancement
- Corporate Plan 2009-12
- AHS Teaching & Learning Strategy 2009-12
- AHS Executive Business Plan 2010-11
- LSBU Foundation Degrees (Quality Unit)

External:

- Framework for Higher Education Qualifications QAA
- SEEC Credit Level Descriptors
- Qualification Benchmark Statement for Foundation Degrees
- National Occupational Standards for Community Development Work, Jan 003
Rationale & Aims:
This programme is intended for students who require a pathway into a career within urban regeneration and community development. Many of the students may be mature students and may not have previous qualifications to A level standard or equivalent. It is however expected that all students will be in employment or volunteering within an appropriate organisation such as a regeneration agency, local authority or community organisation active within the urban regeneration field. The programme incorporates a significant 'skills training' element which engenders the development of both sector and core skills. The programme has been designed specifically with the requirements of urban regeneration employers and agencies in mind and the course provides a core of learning within the cross-disciplinary subject area of urban regeneration.

In keeping with the ethos of the FdA qualification, the Programme allows flexibility of study in that it is articulated to other courses by allowing further study to BA (Hons) by direct entry to Level 6.

The course aims to:

a. Produce urban regeneration graduates who are equipped with the relevant skills and knowledge to understand the causes of urban deprivation and the government programmes in place to address them;

b. Provide practical knowledge and skills in the fields of urban regeneration and community development;

c. Ensure that students can demonstrate within their practice that they have adopted appropriate value and belief systems for urban regeneration and community development. These values must include those relating to anti-discriminatory practice, equality of opportunity and ensuring inclusive practice;

d. Encourage a professional attitude to work within their discipline so as to enhance employability and the potential for further study.

e. Develop students' self-awareness and reflection, including the ability to evaluate their effect on other people and in the environment in which they work

f. Develop students as reflective practitioners, with an understanding of the need for and commitment to lifelong learning

g. Develop the personal and transferable skills critical to practitioners within Urban Regeneration and Community Development. These skills include communication, IT, team working, an ability to synthesise and analyse material and problem solving.

h. Provide a suitable basis for progression to honours degree nd professionally accredited programmes.

Programme Outcomes

The outcomes listed below define the core of the qualification and, specifically, address the outcomes necessary for the FdA qualification as described in the Qualifications Benchmark for Foundation Degrees. The outcomes listed refer to the acquisition of skills in the use of established techniques, the ability to deploy key techniques effectively, the ability to develop existing skills and the acquisition of new skills that will allow progression into employment, enhance progression within the organisation and allow for possible progression
to further study.

**Students will acquire knowledge and understanding of**

A1 Principles, concepts and practices of urban regeneration and community development.

A2 The legal structures and management systems of organisations active in the regeneration field.

A3 The mechanisms of identifying and measuring deprivation and social exclusion.

A4 Project management, human communication and relevant subjects allied to regeneration and community development.

A5 Methods of working with a range of people and organisations.

A6 The role of housing and planning within urban regeneration.

A7 Ethics and values in working within the urban regeneration and community development fields.

**Teaching and learning strategies**

Acquisition of knowledge and understanding is normally through taught lectures, seminars and on-line materials. Module Co-ordinators are encouraged to provide material on-line through Virtual Learning Environments (eg Blackboard TM).

**Assessment**

Assessment methods are specified in each module Module Guide. Content, knowledge and understanding is assessed through either coursework, or coursework and examination.

Coursework can take many forms (based on the practical or theoretical content of the module) including essays, reports, group work, and seminar papers. Examinations normally take the form of a 2 hour unseen end-of-semester papers. However, the University allows other forms of examination to take place, including open book and pre-seen case study. The University requires the format of an examination to be prescribed in the module guide.

**Students will develop their intellectual skills such that they are able to**

B1 Synthesise a range of information and data from a variety of sources within the programme and subject domain.

B2 Critically analyse and apply a range of concepts, principles and practices within the
appropriate domain.

B3   Exercise critical judgement in the selection and use of various tools and techniques within the appropriate domain.

B4   Produce evidence, and documentation, of the processes and practices of analysis, implementation and evaluation of appropriate systems.

B5   Demonstrate problem solving and evaluation skills in meeting the needs of different user groups and to make informed decisions to satisfy them.

Teaching and learning strategies

Intellectual skills are developed through individual and group tutorial and seminar work and assignments based on subject theory. In addition, the Work Based Learning Modules require students to apply these skills to their working environment.

For FdA students these intellectual skills are developed within the context of the operational level of a regeneration organisation.

Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills.

Assessment

Intellectual skills are normally assessed through formal examinations, essays, portfolios associated with the work based learning modules, and student presentations.

Practical skills: able to

C1   Plan and manage work (both individually and in teams) to effectively manage projects within the programme and subject domain.

C2   Communicate and explain in verbal, visual and practical form, based upon the body of knowledge.

C3   Produce work (within quality frameworks) involving analytical and evaluation skills drawing on some supporting evidence.

C4   Practical application of information and communications technology.

C5   Identify appropriate practices within a professional and ethical framework, and further
understanding the need for continuing professional development.

**Teaching and learning strategies**

Practical skills are particularly encouraged in FdA students who would expect to work in the operational level of a regeneration agency or community organisation on completion of the FdA. These skills are taught through classroom sessions and developed through experiential learning in the work based learning modules.

Students are required to demonstrate and provide evidence of practical skills within the urban regeneration and community development domain.

**Assessment**

A variety of assessment methods are used to assess practical skills. These include presentations and group work, reports and the portfolios associated with the work based learning modules.

**Transferable skills: able to**

D1 Understand principles of organisational management, relevant to the urban regeneration and community sectors.

D2 Work as a member of a team, with appropriate non-specialist communication and interpersonal skills, including the use of spoken and written English.

D3 Use basic information technology, and mathematical concepts and skills, as appropriate to urban regeneration.

D4 Manage a project with due regard to issues such as task scheduling, timeliness of delivery, team management etc., using basic project management techniques.

D5 Understand the general principles of professional standards of conduct and ethics, and the role and structure of professional bodies, as appropriate to urban regeneration and community development.

D6 Appreciate the skills required to manage themselves, manage others and solve problems within an organisation.

D7 Critically evaluate their own skills set in relation to a role or situation and plan to remedy any shortcomings.
Teaching and Learning strategy:

Running through the Programme is a core skills development theme that allows students to develop their own core skills set. A key principal is that students must take ownership of their skills development process, must monitor their own development and should, by the end of the course, be able to critically evaluate their own skills within the context of work and be able to plan further skills development independently. The core skills developed cover a reasonably broad spectrum, but are generally related to three broad areas; communication, personal responsibility (management of self and others) and decision making. The Work Based Learning modules are important in developing these ideas.

Use is made of the university’s Blackboard virtual learning environment and the equivalent at Lambeth and Lewisham College.

Assessment:

Learning outcomes are tested in a variety of ways. Individual or group-based assignments are frequently used. Assessment of coursework is often supported by presentations. Students will be expected to demonstrate their acquisition of core skills through portfolio work in connection with their employment.

Entry Requirements

In order to be considered for entry to the FdA programme at the first level applicants will be required to have the following qualifications:

**GCSE** grade “C” or above in 5 subjects (including Mathematics and English Language) plus one of the following:

One GCE A2 pass at grade E or above in any subject.

Or BTEC Nat Diploma in any subject with an overall Pass.

Or Advanced GNVQ in any subject with an overall Pass.

Or AVCE double award in any subject, at grades E/E or better.

Or AVCE single award and at least 1 AS level at grade E or above.

Or any other equivalent advanced qualification such as an approved Access Course into Higher Education.

Note: at least 2 GCE AS level passes at grade D or better may be acceptable in lieu of ONE A2 pass, provided that the candidate has completed 2 years of study at this level.

In addition to satisfying the entry requirements for the course, all students will be informed of the structure of the course, the requirement for work or volunteer placement throughout the programme and will be expected to commit themselves to this pattern of study.
All students must be working, or volunteering, within the urban regeneration field in order to meet the requirements of the Work-based Learning Modules. Within this field it is not possible to set a grade of employment that should be attained, however in order to meet the requirements of the course, the employment must allow the students to gather evidence of:

- Self management: managing time, setting objectives, planning activities, applying knowledge
- Collaborative working: group activities, leading, assisting or working with others such as community organisations
- Self organisation: setting priorities, planning and implementing action, solving problems.

Organisations within the urban regeneration field are varied, however the types of organisation that are likely to be appropriate are: local authority regeneration or economic development departments, urban regeneration agencies, housing association (or other Registered Provider) regeneration or community development department, voluntary organisations active in the regeneration field.

Where a student is volunteering, he or she will need to spend a significant period of time with the organisation each week. As a result time allocated to this activity should be at least 14 hours per week. Residents on regeneration boards, estate committees etc would meet this entry requirement provided they can demonstrate that their positions allow the above evidence to be gathered.

Entry with Advanced Standing

Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) will be available to candidates who can demonstrate they have achieved the relevant learning outcomes, either by:

(a) Completing an appropriate qualification, which will be considered for credit transfer route entry; or

(b) Compilation of a portfolio of evidence of learning from experience, which will be considered for APEL route entry along with other qualification-based criteria.

Candidates for the APEL route may be asked to pay a fee that will enable candidates to get the following:

(1) Advice and guidance about the APEL process;
(2) Advice and guidance about portfolio compilation; and
(3) Assessment of the portfolio of evidence
The learning outcomes and assessment criteria can include:

(1) Demonstration of knowledge and its application;
(2) Demonstration of skills and skills-sets;
(3) Demonstration and evaluation of personal qualities; and
(4) Study skills.

All APEL claims will normally be assessed by an undergraduate admissions tutor, or someone who is an accredited APEL assessor (sometimes in conjunction with the LSBU APEL co-ordinator). The Faculty reserves the right to determine who should be assessed under APEL criteria.

Mature applicants, who have relevant work experience but do not meet in full the entrance criteria set out above, will be considered on a case-by-case basis. Normally applicants over 21 who demonstrate relevant work experience and have a reasonable command of English will be welcomed on the course. We will however, in such cases, interview applicants and require them to complete diagnostic tests in communications and numeracy.

**Programme Structure**

**Option 1: Planning stream**

Semester 1.

Strategies, Visions and Design

Semester 2.

Development Process and Finance or Planning, Transport and Mobility

Students completing the FdA with the planning modules are eligible for entry onto the final year of the BA Urban & Environmental Planning. The Royal Town Planning Institute has accredited this entry onto the course.

**Option 2: Housing stream**

Semester 1.

Housing Management and Maintenance or Housing Development or Policy Development & Evaluation 1
Semantic 2.

Organisations or Policy Development & Evaluation 2 (note: PDE1 is a precursor to PDE2)

Students completing the housing stream of the FdA will be eligible for practitioner membership of the Chartered Institute of Housing (CIH) and for entry to the final year of the BA Housing Studies course.

Option 3: Social Policy stream

The Social Policy department has chosen to delay moving to 20 credits and as a result full details of their new modules are not currently available. The interim position therefore is that the previously validated choices apply, although students will need to take 3 modules over the year to amass sufficient credit. The options therefore are:

Social Research Methods 2 plus a choice of two modules from:

Semester 1:
Family, Community Care and the State

Semester 2:
The Voluntary Sector; or
Making Identities: Citizenship, Race & Nation; or
Crime, Disorder and Community Safety; or
Social Theory and Modernity; or
Social Research Skills 1

Students who complete this stream will be eligible for entry onto the final year of the BA Social Policy Studies course.

Option 4: Sustainable Communities stream

Semester 1:
Environmental Policy and Climate Change

Semester 2:
Planning, Transport and Mobility
Students who complete this stream are eligible for entry onto the final year of the BA Sustainable Communities course.

Full details of the option modules are provided in the Module Statements.

Students who complete the FdA will be eligible to further their studies if they wish by obtaining entry at Level 6 to the following courses, provided they have taken the relevant options listed above:

- BA (Hons) Urban and Environmental Planning
- BA (Hons) Housing Studies
- BA (Hons) Social Policy Studies
- BA (Hons) Sustainable Communities