Section 1: Basic Data

Awarding institution/body:	**UWE**
Teaching institution:	**UWE**
Faculty responsible for programme:	**FBE**
Programme accredited by:	**CIH**
Highest award title:	**Certificate Participation and Neighbourhood Renewal (UWE Certificate)**
Default award title:	**None**
Interim award title:	**None**
Modular scheme title:	**n/a**
UCAS codes:	**K47047**
QAA subject benchmarking group(s):	
Valid until:	
Valid from:	**September 2003**
Authorised by:	**Associate Dean UG Programmes** Date:
Version code:	**1**
Version year:	**2005**

Section 2: Educational aims of the programme

This programme has been developed to support the government's drive to increase the knowledge and skills of officers, voluntary sector workers and others involved in participation in housing and neighbourhood management. In particular it will enhance the competencies of those active in neighbourhood management and community development, whether in a professional or voluntary capacity. In this way it will play a part in delivering the government's policy to build the "capacity of communities".

It has been designed to promote the government agenda for continuing education and the university mission to develop e-learning and facilitate widening participation and life long learning.

This programme replaces the UWE/Chartered Institute Of Housing's National Certificate in Tenant Participation. The CIH is now offering the qualification 'National Certificate in Participation and Neighbourhood Renewal'.
The content of the programme outlined in this document is based on the guidelines for the new CIH course, and has been developed by UWE in response to the current change in emphasis away from tenant to resident and community participation.

Specific aims of the programme include:

1. Developing students' capacity to contribute to the promotion of community regeneration and neighbourhood management:

a) by providing students with the knowledge skills and understanding necessary to contribute effectively to the management of housing and the development of communities.

b) by enabling students to reflect upon practices that they use on a day to day basis

c) by presenting students with ideas and examples of good practice in the UK and overseas.

d) by enabling students to contribute to the planning and implementation of participation and community action strategies

2. Promoting life-long learning:

a) by equipping students with appropriate research, evaluation, communication and planning skills

b) by developing their confidence to engage as equals with housing and community workers and with politicians

c) by giving them the confidence to act as community leaders or social entrepreneurs

d) by equipping them with the skills to identify resources within their own communities that can be used for the general good

3. By offering opportunities to stakeholders without formal educational qualifications but with relevant knowledge and experience to develop their skills and understanding.

Section 3: Learning outcomes of the programme

A: Knowledge and understanding

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. To demonstrate knowledge of the issues affecting housing and communities across the UK and how participation has evolved. 2. To describe alternative models of participation within the UK and from overseas 3. To investigate and explain opportunities for involvement in improvement programmes and management processes 4. To demonstrate an awareness of the principles of community action 5. To demonstrate an awareness of value for money, equal opportunity and inclusion issues	The course will utilise a variety of teaching and learning methods including: The major way in which students will develop their knowledge and understanding will be through on-line transmission of information, ideas and learning activities. Students will undertake a variety of formative exercises including workshop activities. **Assessment** Knowledge acquisition will be assessed by a series of written exercises requiring students to relate their knowledge of practice to their acquired knowledge from the course materials.

B: Intellectual skills

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. To apply knowledge and understanding of issues acquired in the workshops to their participation activities, including knowledge of good practice 2. To reflect on their participation activities 3. To demonstrate an ability to draw deductions from their experiences and connect them with the knowledge and understanding gained on the course 4. To examine critically a tenant controlled organisation	Intellectual skills will be developed through activites undertaken in relation to a series of five workshops, requiring them to apply their knowledge and reflect on their practice. They will be further developed through their work for the reflective study module and the supervision they receive for this. This support will be included within the contact sessions but these will be complemented by distance tutorial support from academic tutors. **Assessment** Assessment will take place through the post-workshop assignments and the reflective practice report.

C: Subject, Professional and Practical Skills

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. To utilise the knowledge, ideas and skills in the context of their activities to become more effective enablers and/or participating agents 2. To develop personal and inter-personal skills to become effective enablers and/or participating agents 3. To contribute to the development of a participation strategy and identify ways of sustaining participation	The learning will take place in workshops which will require students to work in groups to develop negotiation, communication and conflict resolution skills relevant to community participation, management and renewal. It will also be supported by reading and reflection in formative activities and reading. **Assessment** Practical/subject skills will be assessed by the post-workshop assignments. This will include the production of an outline neighbourhood improvement plan.

D: Transferable skills and other attributes

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. To develop a facility with the use of ICT including the web, e-mail etc as required for the completion of assignments and topics. 2. To develop skills in retrieving, organising and presenting information and data 3. To present ideas and information to others in formal and semi-formal settings 4. To develop clear verbal and written communication skills NB. This list of skills has been informed by the common skills categories included in the EdExcel Awards requirements. (see Undergraduate Modular Scheme Volume 1, Section 4).	The first outcome will be largely developed through the inter-active on-line learning and reinforced through workshop activities. The second outcome will be largely developed in the workshops and through set pieces of formative work associated with the on-line learning. The third outcome will be developed within the workshops and will deal with group working and committee skills. The fourth outcome will be largely developed via the tasks contained within the reflective practice module as well as in other pieces of written work. **Assessment** The course is specifically designed to be integrative, which means that outcomes relating to ICT and communication skills will be systematically assessed through the full range of methods. Presentation skills will be assessed through the workshops.

Section 4: Programme structure

4.1 Structure of the Modules and Method of Delivery

The proposed method of delivery of the programme is intended to provide access to a wide range of students, in particular those practitioners and community activists who wish to study participation but are unable to undertake a full or day release course in Bristol.

Students will be introduced to the course by means of an introductory workshop.

The modules Community Participation and Neighbourhood Management will be delivered by means of on-line teaching. The technical platform has been developed as part of the Faculty's FLIC initiative. Each module comprises eight on-line topics containing information, ideas, good practice principles together with formative assessment exercises including a signing off test of understanding. Both modules will be formally assessed, each through two written units of assessment. Some of the material contained in these modules will be applied in the workshop periods.

The module Skills Development for Community Participation is based around a series of five workshops in which students develop skills relevant to communication and participation.

The Reflective Study module draws upon the work students have done in the modules Community Participation and Neighbourhood Management. The learning outcomes of this module are partly delivered by students completing reflective reports which relate their knowledge and understanding to their work and/or participation experiences. In addition this module will require students to produce a working file. The working file requires students to take a reflective approach to their own participation experiences, as well as reflecting upon their course experiences.

4.2 Field Course

Students will be given the opportunity to participate in a field trip. The field trip is optional and there is no summative assesment directly related to it but it will be relevant and support the students' studies in community and neighbourhood renewal.

Core modules

Level 1
UBHLGG-10-1: Community Participation A (10)
UBHLGH-10-1: Neighbourhood Management A (10)
UBHLGK-20-1: Reflective Study for Housing and Community Participation A (20)
UBHLGJ-20-1: Skills Development for Housing and Community Participation A (20)

Target Award

Certificate Participation and Neighbourhood Renewal (UWE Certificate)

60 credits at level 1

Default Award

None

Interim Awards

None

Section 5: Entry requirements

Although there are no academic pre-requisites to join this course, students will be expected to demonstrate an existing interest and involvement in community and/or participation issues and an ability to study successfully at this level.

All applicants will be required to complete a profile proforma prior to entry. This will be used to advise applicants whether or not the course is suitable to their needs and abilities.

Section 6: Assessment Regulations

This award is not part of the UG Modular Scheme and will not be assessed under the University Modular Assessment Regulations.

6.1 The management of assessment

The assessment requirements for each module are set out in the module proforma attached. All modules are project modules and the course team will ensure that all the students' work is their own by:

(i) Designing assessment which requires applications of learning to the students' own experiences of participation and neighbourhood renewal
(ii) Supervision and oversight of the development of the students' work
(iii) Observation of the students' work during the workshops

6.2 Module assessment and grading

In order to pass a module, students must pass all elements of summative assessment required for the module.

Each piece of summative work will be assessed on a pass/fail/merit/distinction basis. The criteria for differentiation have been calibrated against those for the HNC.

In order to grade the module based on the grading of the individual elements, P should be counted as 1 point, M as 2 and D as 3. The criteria for module grading therefore depends on the number of elements of assessment included within the modules:

2 elements (Community Participation, Neighbourhood Management)
0/1 F
2/3 P
4/5 M
6 D

5 elements (Skills Development)
<5 F
5-7 P
8-11 M
12+

3 elements (Reflective Learning)
<3 F
3-5 P
6-8 M
9 D

A fail is characterised by some or all of the following:
i does not display an understanding of the assignment's subject matter, by applying basic concepts and frameworks in an appropriate way. This may be evidenced by the contributions being only elementary and descriptive in nature;
ii does not utilise materials and techniques for effective study, and communication and discussion;
iii does not display an ability to argue or reason clearly or discuss coherently basic issues or subject matter;
iv does not contribute positively within a collaborative or participative working environment, and work constructively in teams with others;
v regularly fails to observe the set of ground rules agreed at the introductory workshop for the behaviour and conduct of all course members and fails to meet obligations to others (tutors and students)

A pass is characterised by some or all of the following:
i displays understanding of some basic concepts and frameworks, by applying them to their field of study, enabling them to draw conclusions;
ii displays competence in general study skills, communication and discussion;

iii shows some ability to present arguments and reason clearly;
iv is able to contribute positively within a collaborative or participative environment and shows some ability to work in teams with other student group members;
v displays some degree of autonomy in their studies and is able to advance their own learning process with basic assistance;
vi normally observes ground rules and meets obligations to others (tutors and students).

A merit is characterised by some or all of the following:
i displays a sound understanding of basic concepts and frameworks and can apply them effectively to their field of study, enabling them to draw workable conclusions;
ii displays above average competence in general study skills, communication and discussion;
iii shows an ability to present arguments and reason clearly;
iv is able to contribute positively within a collaborative or participative working environment and show a clear ability to work in teams, and on occasion guide others;
v displays a good degree of autonomy within their studies and is able to advance their own learning process, with minimal assistance;
vi observes ground rules and meets obligations to others (tutors and students)

A distinction is characterised by some or all of the following:
i displays an exceptional understanding of a wide range of concepts and frameworks, and can apply them critically and present workable and creative conclusions;
ii displays to a high level competence in study skills, communication and discussion;
iii shows a high level of ability to present arguments and reason clearly;
iv is able to contribute positively within a collaborative or participative working environment, show a clear ability to work in teams, on occasions demonstrate leadership skills.
v constantly displays a considerable degree of autonomy within their studies and is able to advance their own learning process, with minimal assistance;
vi observes ground rules and meets obligations to others (tutors and others).

6.3 The Award of Certificate

In order to be awarded the Certificate, students must pass all elements of assessment in all four modules.

6.4 Reassessment opportunities

Students failing any element of assessment have the right to resit it up to three times at a time determined by the examination board. They will not be required to resit elements of assessment which they have already passed.

6.5 Late submission of work and extenuating circumstances

Where (i) work is submitted late as a result of reasons accepted against published criteria by the Programme Management team or (ii) a student considers his/her performance has been adversely affected by extenuating circumstances and these are accepted as valid by the Examination Board against published criteria, Academic Regulation E9 applies where the outcome of assessment is affected.

Criteria for late work and extenuating circumstances will be published annually in the student handbook.

Where students are unable to attend a workshop due to extenuating circumstances, they will be permitted to submit an alternative piece of assessment which will count towards the Skills Development module instead of the element of assessment associated with that workshop.

Students without extenuating circumstances may not be permitted to miss more than one workshop. Under these circumstances where a student misses more than one, they will be required to attend the relevant workshop/s the next time it/they are offered and to complete the relevant elements of assessment for the Skills Development module.

6.6 Examination Board

An examining board will be established and will meet at the conclusion of each programme year. The membership will be as follows:

Chair - Dean or nominee
Course Leader
Course Manager
External examiner
Staff representatives of each module within the course

Two thirds of those eligible to attend must be present for the Board to be quorate.

The terms of reference of the board include responsibility for determining:

(i) that all assessments have been properly conducted, that assessment of work has been properly undertaken including double marking as required by the University/Faculty's Assessment Policy

(ii) whether students have passed or failed the assessment for each module including the award of credit for the individual modules

(iii) whether students have passed the course as a whole and the recommendation of the award of a UWE Certificate

(iv) the effect, if any, of any circumstances affecting the delivery or assessment of any work affecting the performance of the whole any sub-group and how, if at all the marks should be adjusted

(v) the effect of any extenuating circumstances affecting the performance of any individual student in relation to any assessment and how, if at all, allowance should be made for these

(vi) recommendations arising from the work of the board which should be reported to the award management committee.

6.7 External examiners

An external examiner will be appointed for the course who will also operate as the moderator on behalf of the CIH. The responsibilities of the external examiners are set out in the University's regulations and procedures.

6.8 Appeals

Academic Regulation E13a applies, setting out the criteria against which Examination Board decisions will be reviewed.

6.9 Course Management Committee

A course managment committee will be established including the following staff and students:

The Dean or nominee (ex officio)
The course leader
The course manager
A staff representative from each module
2 student representatives drawn from the groups enrolled on the course

Two thirds of the members eligible to attend must be present for the meeting to be quorate.

The terms of reference include responsibility for:

(i) the recruitment and admission of students
(ii) the operational management of the course
(iii) arrangements for student consultation
(iv) the management of assessment
(v) identifying any staff development needs related to the delivery or management of the award
(vi) identifying resource needs related to the course
(vii) advising on appropriate changes to the content, delivery or management of the course including regulations
(viii) producing and maintaining the programme specification
(ix) monitoring and evaluation of the quality of the course including operational management and delivery and producing an annual report
(x) making proposals to Faculty Board for the appointment of external examiners

Section 7: Student learning: distinctive features and support

1. Offers students the opportunity to study with five days of workshop contact

2. Accessible on-line materials, available in bite sized chunks and easy to use without high specification hardware and software; students can study at their own time and pace and practice before being formally assessed.

3. The course builds on each student's existing knowledge and experience of participation and community activities.

4. Support is available from a team of academic tutors by telephone, e-mail and on-line.

Section 8: Reference points/benchmarks

1. The course design has been discussed with the professional body, the Chartered Institute of Housing, and consciously mirrors their approach to the development of the Certificate in Participation and Neighbourhood Renewal.

2. University and Faculty policies on Teaching, Learning and Assessment

3. UFI Ltd Learn Direct guidelines on the design on web-based learning materials.

4. HNC descriptors for the differentiation of module outcomes - distinction/merit/pass/fail as set out in Volume 1 of the UG Scheme documentation