

Programme specification

1. Overview / factual information

Programme/award title(s)	Foundation Degree in Housing Practice
Teaching Institution	Northern Regional College
Awarding Institution	The Open University (OU)
Date of first OU validation	23 rd April 2024
Date of latest OU (re)validation	
Next revalidation	April 2029
Credit points for the award	240
UCAS Code	N/A
HECoS Code	TBC
LDCS Code (FE Colleges)	TBC
Programme start date and cycle of starts if appropriate.	2 nd September 2024
Underpinning QAA subject benchmark(s)	QAA SBS Housing Studies - March 2022
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	QAA Foundation Degree Characteristics Statement (2020) QAA UK Quality Code for Higher Education (2014) QAA Quality Code for Higher Education, Work Based Learning (n.d) CIH Code of Ethics CIH Professional Standards
Professional/statutory recognition	Professional recognition – Chartered Institute Membership (Certified Practitioner)
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full-Time and Part-Time. Face-to-face delivery. May be supported by online delivery in exceptional circumstances e.g. temporary campus closure.
Duration of the programme for each mode of study	Full-Time (2 Years and 2 Semesters Per Year) and Part-Time (3 Years 2 Semesters Per Year). May be supported by online delivery in exceptional circumstances e.g. temporary campus closure.
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	March 2024

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme overview

2.1 Educational aims and objectives

The Foundation Degree in Housing Practice, a novel initiative, has been collaboratively designed in partnership with housing employers from various sectors across Northern Ireland. This collaboration, facilitated through Sectoral Partnership endeavours, has ensured that the programme is not only economically relevant but is also tailored to meet the demands and specific needs of the local industry. The design process involved the participation of esteemed organisations such as the Chartered Institute of Housing, alongside regional employers and collaboration with FE colleagues, namely North West Regional College (NWRC). Notably, senior leaders and managers from entities including the Northern Ireland Housing Executive, housing associations, and community and voluntary sectors have contributed to this initiative. As part of the Sectoral Partnership commitment, provisions have been made for work placement learning opportunities, ongoing support, and guest speaker presentations throughout the duration of the programme. Contributions from service users will also be embedded within the curriculum. Engaging with such a range of valuable stakeholders will enhance student learning, their network and ultimately their employability and progression. This programme aims to enhance access to higher education, empowering housing graduates to advance into professional roles, including leadership positions. By doing so, graduates will be poised to make significant contributions to both the local and regional economy.

Upon completion of the Foundation Degree:

- Students will possess the requisite knowledge and professional skills essential for employment within the housing sector and open career pathways to senior positions.
- Students will have developed their academic and research skills empowering graduates to become lifelong learners.
- Students will establish or develop their professional network to allow for collaborative opportunities throughout study and upon graduation.
- Graduates will be poised to make significant contributions to both the local and regional economy.

2.2 Relationship to other programmes and awards

NRC offers the following courses that provide an articulation route on to this programme such as:

- Pearson BTEC Level 3 Extended Diploma in Health and Social Care
- UU Access Diploma in Social Sciences

Chartered Institute of Housing are engaged in a lot of activity to promote Housing careers with school leavers. In addition to this, we have a calendar of events where the college attends local secondary schools to promote the range of courses available. This programme will attract applications from A-Level students from the local feeder schools within the Newtownabbey catchment area. In the longer term, this will also apply in the Ballymena and Coleraine catchment areas.

Students can exit with a Certificate in Higher Education on completion of all Level 4 modules. Completion of all Level 4 and 5 modules will allow the students to complete the full Foundation Degree in housing Practice.

The CIH level 4 Certificate in Housing is embedded within this programme. Students will achieve this through successful completion of the Level 4 module, Law, Policy and Ethics and Level 5 modules, including Work Based Learning and Research Methods in Housing. Upon successful completion of the Level 5 module, Housing Management, students will have achieved two of the mandatory units in the CIH Level 5 Diploma in Housing.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Certificate of Higher Education in Housing Practice
Foundation Degree in Housing Practice

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

FULL TIME

Programme Structure - LEVEL 4						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester and Year Delivery	
Effective Communication in Housing	20	N/A	N/A	Yes	Semester 1	Year 1
The Effective Learner	20			Yes	Semester 1	Year 1
An Introduction to Sustainable Homes and Communities	20			Yes	Semester 2	Year 1
Health and Housing	20			Yes	Semester 2	Year 1
Law, Policy and Ethics in Housing	40			Yes	Semester 1 & 2	Year 1
Total Credit for the Year	120					

Programme Structure - LEVEL 5						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	
Housing Management	40	N/A	N/A	Yes	Semester 1 & Semester 2	Year 2
An introduction to Housing Regeneration	20			Yes	Semester 1	Year 2
Research Methods in Housing	20			Yes	Semester 2	Year 2
Work Based Learning	40			No	Semester 1 & Semester 2	Year 2
Total Credit for the Year	120					
Total Credit for 2 years FT	240					

PART TIME

Programme Structure - LEVEL 4 Modules – Year 1						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	
Effective Learner (L4)	20	N/A	N/A	Yes	Semester 1	Year 1
Law, Policy and Ethics in Housing (L4)	40			Yes	Semester 1 & 2	Year 1
Health and Housing (L4)	20			Yes	Semester 2	Year 1
Total Credits for the Year	80					

Programme Structure - LEVEL 4 and Level 5 Modules – Year 2						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	
An Introduction to Sustainable Homes and Communities (L4)	20	N/A	N/A	Yes	Semester 1	Year 2
Effective Communication in Housing (L4)	20			Yes	Semester 1	Year 2
An Introduction to Housing Regeneration (L5)	20			Yes	Semester 2	Year 2
Research Methods in Housing (L5)	20			Yes	Semester 2	Year 2
Total Credits for the Year	80					

Programme Structure - LEVEL 5 – Year 3						
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Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	
Work Based Learning (L5)	40	N/A	N/A	No	Semester 1	Year 3
Housing Management (L5)	40			Yes	Semester 2	Year 3
Total Credits for the Year	80					
Total Credit for 3 years PT	240					

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
<p>A1 Describe the impact of housing legislation, policy, ethics and professional principles on housing providers in Northern Ireland.</p> <p>A2 Describe the historical development of national housing policy and make comparisons to the present day.</p> <p>A3 Describe key functions of housing management services.</p> <p>A4 Describe several forms of building construction, including Modern Methods of Construction.</p> <p>A5 Describe the key features of housing need, demand and supply.</p> <p>A6 Describe effective academic skills that can be applied at higher-level education.</p> <p>A7 Describe how flexible housing solutions can support individuals living with a physical disability or mental health illness.</p>	<p>A range of learning and teaching methods are used to include lectures, student and tutor-led seminars and blended learning to introduce students to key theories and concepts.</p> <p>Assessment methods enable learners to demonstrate knowledge of key concepts and theories. Written essays/coursework and oral presentations provide the opportunity for students to show understanding of particular aspects of the course material. Use of digital and interactive tools assists students and lecturers in the formative assessment of knowledge and understanding.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Explain how effective communication skills can be applied in a housing context.</p> <p>B2 Explain the value and relevance of developing effective study and research skills.</p> <p>B3 Synthesise and evaluate housing strategies that inform how housing providers create sustainable communities.</p> <p>B4 Explain how housing policies, legislation and professional principles can influence the provision of housing services in Northern Ireland.</p> <p>B5 Explain how housing providers manage a range of housing stock across all tenures.</p> <p>B6 Evaluate the impact of flexible housing solutions that meet the changing needs of customers.</p> <p>B7 Outline the impact of homelessness on an individuals' health and wellbeing.</p>	<p>Discussion will be promoted in class and through the use of group work and seminars. This will enable students to develop and express their opinions, listen to other viewpoints and develop skills in debating issues and will facilitate opportunities for self-assessment and reflection. Case studies will be used to develop the knowledge, skills and values required for Housing practice. Seminars will be used to encourage students to become deep rather than surface learners.</p> <p>A range of assessment methods will be aligned to support the development of knowledge, skills and values including essays and presentations.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Demonstrate the effective use of communication skills and strategies that will enhance relationships across a range of housing contexts e.g., interactions with tenants.</p> <p>C2 Apply reflective techniques to support own personal and professional development, and to prepare for working in a housing context.</p> <p>C3 Produce and present information using a range of methods, that demonstrates a range of academic skills.</p>	<p>Lecturers will introduce students to key theoretical concepts, policy and legislation related to practice. Practical skills will be developed through role play which will contribute to both formative and summative assessment.</p> <p>Assessment methods will be varied to include assignments, oral presentations, self-reflections and case studies which will be used to assess the students' ability to apply knowledge appropriately to practice situations.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Utilise a range of strategies, interventions and digital capabilities to research, interpret and record information and communicate effectively within ethical and legal frameworks</p> <p>D2 Demonstrate increasing self-confidence and the capability to give and receive feedback</p> <p>D3 Demonstrate study skills, self-criticism, evaluation of the performance of others and reflection in relation to learning</p>	<p>Teaching throughout the course will encourage discussion and debate through the use of seminars which will enable students to develop the skills to communicate effectively and be aware of the importance of policy, legislation, values and ethics. Tutorials will support students in developing the ability to work independently, develop learning plans and manage time effectively and to promote the development of entrepreneurial skills. Students will be encouraged to read widely and engage in discussion in seminars/classes. The use of digital resources will be integrated throughout the course, through the use of the VLE and other digital platforms and resources.</p> <p>Essays, presentations, role play, reflective journals and case studies will assess the student's ability to apply knowledge and understanding to a practical context. Written assignments and presentations will assess the students in making effective use of information. All coursework will assess the student's ability to work independently and manage time effectively.</p>

Exit Award: Certificate of Higher Education in Housing Practice

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 Explain a range of housing management systems and procedures.	<p>A range of learning and teaching methods are used to include lectures, student and tutor-led seminars and blended learning to introduce students to key theories and concepts and to provide opportunities to apply knowledge to practice.</p> <p>Assessment methods include the use of written essays and oral presentations that provide the opportunity for students to show understanding of particular aspects of the course material. Use of digital and interactive tools assists students in the formative assessment of knowledge and understanding.</p>
A2 Discuss the roles of interagency and multi-professionals that housing organisations interact with as part of their housing service.	
A3 Explain how effective leadership and management attributes, skills and techniques can influence housing objectives for organisations.	
A4 Summarise key findings from one housing provider that includes an overview of its structure, service provision, engagement with stakeholders, and its customer profile (including needs and common issues).	
A5 Discuss how housing literature can inform housing provision.	
A6 Examine how regeneration schemes can impact homelessness prevention services.	
A7 Discuss principles of Data Protection in a housing context.	

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Appraise housing literature to inform housing practice.</p> <p>B2 Analyse the effectiveness of partnership working in a housing context, including engagement from statutory, voluntary or independent sectors.</p> <p>B3 Compare and contrast management and leadership roles in housing, and explain how leadership styles can influence the achievement of organisational objectives.</p> <p>B4 Critically examine a range of housing management strategies employed to meet organisational and business needs.</p> <p>B5 Analyse the social, environmental, physical, political and legal context for regeneration projects in housing, with consideration of relevant policies, processes and building construction methods.</p> <p>B6 Critically appraise housing services provided by housing organisations and make recommendations for service improvement.</p> <p>B7 Critically assess the skills, knowledge and attributes that are required to act as a housing professional.</p>	<p>Discussion is promoted in class through the use of group work and seminars. This enables students to develop and express their opinion, build confidence, listen to other viewpoints and develop skills in debating issues and facilitates opportunities for self-assessment and reflection. Case studies and engagement with employers are used to develop the knowledge, skills and values required to enable them to become competent practitioners of transformative and sustainable Housing. Seminars are used to encourage students to become deep rather than surface learners.</p> <p>A range of assessment methods are used, and which are aligned to support the development of knowledge, skills and values, including essays and reflective journals.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Apply professional performance behaviours in a housing organisation.</p> <p>C2 Produce a range of documents that evidence professional practice skills, attributes and qualities, including self-assessments, reflective statements and development plans.</p> <p>C3 Apply effective academic skills including research skills.</p>	<p>The core work-based learning component of the programme is supported with key lectures and seminars designed to encourage self-assessment and reflection on learning from practice to support the achievement of quality outcomes. Practical skills are developed through role play which contributes to both formative and summative assessment.</p> <p>The development of skills within the work setting is facilitated by a work based learning supervisor and students are required to reflect on and review their own performance.</p> <p>Assignment work is used to assess the students' ability to apply knowledge appropriately to practice situations.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 Demonstrate study skills, self-criticism, evaluation of the performance of others and reflection in relation to learning.	<p>Teachers throughout the course encourages discussion and debates through the use of seminars which will enable students to develop the skills to communicate effectively and be aware of the importance of policy, legislation, values and ethics. Class activities provide students with the opportunity to problem-solve and find solutions to challenges.</p> <p>Tutorials support students in developing the ability to work independently, develop learning plans, manage time effectively, develop confidence and an ability to self-reflect and to promote the development of creative and entrepreneurial skills. Students are encouraged to read widely and critically review material through discussion and debate in seminars/classes. The use of digital platforms and resources is integrated throughout the course through the use of VLE and digital teaching resources.</p> <p>Assessment methods include essays, presentations, role play and assessment related to work-based learning, that will assess the student's ability to engage with a range of service users, tenants and professionals in different practical settings. Written assignments and presentations assess the students in making effective use of information.</p> <p>Coursework assesses the student's ability to work independently and manage time effectively.</p>

Exit Award:
Foundation Degree in Housing Practice

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The FD in Housing Practice is inspired by the subject benchmark statement for Housing Studies. It is a challenging vocational course which will provide an ideal preparation for anyone planning to pursue a career in the housing sector and will support the development of those already working in a housing environment. The FD in Housing Practice will give students an understanding of a broad range of housing concepts, giving the ability and confidence to effectively communicate and apply skills in any housing environment. This course provides focused and relevant training to allow complementary development of academic and work skills, to support employability needs both locally and nationally.

Students will be required to undertake a substantial work placement in Year 2 (FT) and Year 3 (PT) of the programme (minimum 240 hours). Work placement must be carried out and completed within a relevant housing organisation, i.e., the Northern Ireland Housing Executive, housing associations, community and voluntary sectors. Students will be supported by their Personal tutor to source and secure a relevant housing placement for the duration of the work placement element.

In partnership with colleagues in the Advanced Technologies department, students will have the opportunity to view the following specialist equipment and workshops on the Newtownabbey campus: Plumbing, Joinery, Electrical installation. These workshops are fully equipped with a range of functional materials: Plumbing workshops are set up with full domestic heating systems and bathrooms and toilets etc. Joinery workshops have roof trusses, stud walls and doors/stairways. The electrical workshops could provide opportunities for demonstrating how lights/socket/consumer units are installed. There are demonstration boards for how heating and lighting systems can be controlled in domestic settings, as well as access to solar panels, how they operate as well as heat pumps etc. These workshops could be utilised and facilitated by specialist teaching staff in these areas to support Housing practice students to understand the maintenance of housing stock and key signs of deterioration to be aware of. This would support modules such as "An Introduction to Sustainable Homes and Communities" and an "Introduction to Housing Regeneration".

In addition, the Newtownabbey campus has an Enterprise Zone in the Gallery – students will have the opportunity to work collaboratively on projects and assignments in this space. As well as having the opportunity to attend entrepreneurship talks from a range of guest speakers.

There will also be opportunity to engage with local housing organisations to look at up-to-date housing developments and how they have embedded sustainability into their planning.

5. Support for students and their learning

To provide a supportive learning environment, a wide range of academic and pastoral support will be made available to students. Students will have access to the college guidance, support, and advice systems through the Student Hub on Canvas and the student support representatives on the Newtownabbey campus. Email contacts are circulated through the student handbook and can be found on Canvas. When students begin the programme, they will receive information on the following:

- Course documents and reading lists.
- Advice on using electronic resources.
- Information on admission and induction arrangements
- Pastoral and welfare support
- Careers guidance and tutorial support
- Study support
- Guidance on using Canvas, Virtual Learning Environment (VLE)

All students will attend college at the beginning of their programme of study for induction and to be familiarised with the course and its requirements. They will also experience a range of icebreaker and introduction techniques to forge group cohesion. Following this, students will normally attend the college according to the course timetable.

Staff associated with the programme will negotiate and provide individual support through individual tutorials, meetings, or other contact, which may also be carried out electronically through EBS or the Engage App.

Induction:

This is an ongoing process and not viewed as a one-off event. The course commences in college with an initial induction day when students are introduced to each other, the Course Director, and Module Coordinators. Students are issued with a Course Handbook containing information regarding the College and the support services available (including progression routes) and modules, course regulations, staff contact details and relevant College policies (such as attendance, complaints, appeals and plagiarism). The key aspects of each of these policies is explained to students so that they are aware of the requirements from the outset. Students are given a tour of facilities in the College, including the library. Student Services are invited to explain support and advice available including financial support, counselling as well as career opportunities and students are encouraged to engage with the Student Services team through their time on the programme as and when further advice is needed. An introduction to the College's VLE, Canvas, is also provided as part of the induction programme and students are familiarised with its contents and with how to access the online classrooms should they be required. It is customary for the Course Directors to begin part of the process of getting to know the students at induction and to seek their feedback on how they feel, so that further opportunities to enhance the induction, student life and academic development can be determined and subsequently addressed through the tutorial programme as well as between semesters and academic levels. Access NI checks are also carried out during the initial induction period in accordance with the course requirements.

Course Handbook:

The course handbook provides all the necessary information about the course. It includes information on the teaching staff, outline information on modules studied and the course calendar. It contains the course specification and the current course. Electronic versions are available.

Module Handbooks:

These handbooks describe the content of each module delivered in a particular year. These provide students with the module teaching and assessment schedules and a list of the recommended texts.

Blended Learning Materials:

Blended learning is integrated into modules where appropriate and all module materials are stored on the college VLE, Canvas. This is a combination of face-to-face lectures, TEL tools, and practicals. The use of blended learning materials aims to provide an inclusive and accessible teaching, learning and assessment environment for all participants.

Virtual Learning:

All students will be directed to virtual resources to enhance and support their learning experience and to offer additional learning opportunities.

Course Directors/Programme Lead:

The course director has responsibility for the overall management of the course including liaising with a range of internal staff and teams i.e. the Curriculum Area Manager (CAM), Head of Department (HOD), Quality Unit, Exams staff to agree and set targets for students perception (completion/satisfaction), attainment, retention and attendance; qualification registration and assessment procedures; monitoring action minutes from previous meetings; reporting impact of previous actions; recruitment against set target; liaising with personal tutors regarding student attendance, progress, attainment; reporting on overall student attendance; reporting on retention/early leavers; liaising with external examiners; supervision of student representative election; organising and chairing regular team meetings; provide a student induction programme and producing higher education student course handbooks.

Module Tutors:

Staff involved in the programme include Module Tutors who have written modules and the associated learning and assessment materials. Module tutors are experienced staff who offer students advice to assist learners in their personal, module and career development. All academic staff are expected to take responsibility for quality and the implementation of quality assurance procedures and improvement plans, in relation to courses that they are involved in.

Careers:

Dedicated staff are available on site to offer careers advice, information and guidance to enable students to make decisions about career opportunities. Students are encouraged to make contact with the careers service in each of the campuses before and during their time at the College.

Students will discuss career options during meetings with their personal tutor. This provides advice and direction to students and enables them to make meaningful use of the careers service during the year.

Student Services:

The College has a dedicated Education Support Service team which provides support and guidance for students with additional learning needs. Students identify learning needs at application stage and once these needs have been assessed or evidence provided, the Student Services team will facilitate the student with the relevant learning support required and update the Course Director and the teaching team on the learning support plan that has been put in place. In addition, higher education academic support is provided in the College by the Careers staff and support is provided via group workshops and one-to-one support sessions.

6. Criteria for admission

All applications will be individually considered. Successful applicants must have normally studied at level 3 or above for a minimum of two years.

Applicants should possess a minimum of five GCSEs grades A, B, C that should include English and Maths.

Applicants should have GCSE English and Maths at Grade C or above or other equivalent qualifications such as Essential skills Numeracy and Literacy at Level 2.

In addition, applicants should possess one of the following:

- Successful completion of an advanced diploma
- Successful completion of a BTEC Extended Diploma in a related subject
- Successful completion of A Level study
- Equivalent qualifications such as Scottish Certificate of Education or International Baccalaureate, or European Baccalaureate, Irish Leaving Certificate with Grade C or above in four subjects at Higher Level
- Qualifications deemed equivalent to the above
- UCAS tariff score of 48 or above is desired for entry to this programme. Entry can also be made from national certificate/diploma, HE Access, NVQs or by the College's policy relating to APL/APEL.

International Students

An international student is defined as a student who requires a Tier 4 (student) visa in order to study in the UK. Such applicants may or may not be living overseas at the time of making their course application. International applicants should apply via the usual route for full-time/ part-time undergraduates. All international students must meet the college general entry requirements and academic qualifications requirements of the course. In addition, international students must have the required level of English Language IELTS academic 6.0.

All international qualifications will be checked for academic comparability using the online UKNaric qualifications database. The Admissions team and Career Academy Advisors have access to UKNaric training materials and guidance on the evaluation and verification of international qualifications.

Students may gain admission through Recognised Prior Learning.

Accreditation of Prior Learning (APL) is the process by which the college can identify, assess and certify an applicant's past educational and vocational achievements. Applicants wishing to be considered for APL for a particular programme for the purpose of admission or credit must bring this to the attention of the course director at the application and interview stage. Applicants wishing to be considered for direct entry into a level above four or five would normally only be credited a maximum of 240 credits. Gaining credit at level 6 does not qualify.

Accreditation of Prior Experiential Learning (APEL) is where applicants can gain admission to a programme on the basis of their experiential learning. At the application stage applicants should inform the admissions staff and the relevant course director of their intention to apply for APEL. APEL can only be used for admission purposes and not to gain credit or exemptions.

All applicants will be interviewed to assess their suitability for this programme of study.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

The Level 4 Certificate in Housing and the Level 5 Diploma in Housing are accredited qualifications by the Chartered Institute of Housing.

The CIH Level 4 Certificate in Housing is integrated and mapped to modules named Research Methods in Housing, Work Based Learning, and Law, Policy and Ethics, in this foundation degree.

In addition, two units of the CIH Level 5 Diploma in Housing (Managing relationships in housing, and leadership and management in housing), are integrated into the Housing Management module of this foundation degree.

9. For apprenticeships in England End Point Assessment (EPA)

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning

At NRC the following processes are in place to ensure and evaluate quality of provision:

- Allocated curriculum planning time for successful development of course resources
- Standardisation of assessment activities
- Dedicated Canvas sites that are audited by the Creative Excellence team to ensure they meet gold standard, and students have access to quality resources.
- Weekly personal tutorial session to offer support and identify any issues early.
- Course Team Meetings to monitor progress and manage timely quality assurance.
- Staff Student Consultative meetings to capture student feedback and address any needs.
- Course Student Representatives who engage in consultations with Student Services to give feedback on wider services.
- Training for Internal Verifiers
- Internal Verification across the programme, including assessment briefs and assessment decisions.
- Engagement with Awarding Organisation training and communications
- Collaboration with External Examiners including sampling.
- Quality reviews conducted by the Quality department.
- Performance reviews
- Reflective practice and review
- Employer engagement to ensure programme currency.
- HE student surveys
- Excellent support from the Teaching and Learning Advisors to support lecturers with the delivery and assessment.
- Annual Continued Professional Development for staff

All team members have to attend programme specific team meetings during the year, all with pre-set agendas, and the Course Director will regularly liaise with the CAM or HOD, to consider quality management. The CAM has undertaken assessor and internal quality assessor qualifications and will monitor the quality standards of the course on a regular basis. All new staff to the programme are supplied with a dedicated mentor and a full induction, with extra supervision over their first year in many forms such as Teaching & Learning Advisors.

11. Changes made to the programme since last (re)validation

N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 3: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.