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## Foundation Degree Sustainable Communities: Year 1 Modules

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### **BE1116 Introducing Sustainability (CORE, 10 Credits)**

#### SYNOPSIS

This module is intended to introduce students to a range of key issues on sustainability. It will also enable students to develop a reflective approach to their own personal development. It will help them to develop a range of diverse study, presentational and research skills.

The aim is to equip students with the skills they need for the successful completion of their programme of study, in the context of an examination of introductory topics forming the basis of study throughout the programme. An important component will be the development of the ability for self-assessment and reflection.

Lectures will introduce students to key issues, with seminars used to explore these issues in depth. Seminar exercises are designed to require students to use different learning and study skills in completing seminar exercises, with tutorials used to assist student reflection on the process of learning. Students will then make use of their electronic PDP to gather evidence and record their reflections as part of the assessed portfolio. The assessment portfolio also requires students to present information on the subject of sustainability using a range of written and other presentation approaches.

#### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

HM Government, Securing the Future, The UK Government Sustainable Development Strategy, March 2005

Edwards, B. (2001), Rough Guide to Sustainability, RIBA

Cottrell S. (2003) The Study Skills Handbook, London: Palgrave

Northedge A. (2005) The Good Study Guide, London: Open University

Pears, R. & Shields, G. (2004) Cite Them Right: Referencing Made Easy, Newcastle: Northumbria University

Study Skills Centre (2008) Your Guide to Effective Study Newcastle: Northumbria University.

#### OUTLINE SYLLABUS

Climate change and the emergence of the environmental movement.  
World Summits, Equity, Environment and Economics. Principles in Sustainability.

Personal Development Planning, study skills, library skills and reading techniques, note-making, plagiarism and referencing, communication skills, team working, setting targets and action planning for assignments, writing essays and essay plans, identifying learning outcomes, writing reports and report plans.

#### AIMS OF MODULE

This module is intended to introduce students to a range of key issues on sustainability. It will enable students to develop a reflective approach to their own personal development. It will also help them to develop a range of study, presentational and research skills.

The aim is to equip students with the skills they need for the successful completion of their programme of study. An important component will be the development of the ability for self-assessment.

#### LEARNING OUTCOMES

At the end of the module students will be able to:

1. Identify contextual factors driving the sustainable development agenda
2. Describe sustainable objectives generally and in the context of the Built Environment
3. Explain and use appropriate indicators for sustainable development
4. Demonstrate study skills including collecting and using appropriate information, referencing academic work and work planning.
5. Demonstrate communication and team working skills.
6. Demonstrate an ability to reflect upon their own skills.

#### PREREQUISITES

none

#### COREQUISITE(S)

none

#### DISTANCE LEARNING DELIVERY

none

#### LEARNING AND TEACHING STRATEGY

The module will be delivered through a series of lectures, seminars and group tutorials.

The lectures will introduce key concepts. The seminars will mainly consist of practical exercises designed to explore themes arising from lectures, using approaches that allow students to exercise different study skills.

Group tutorials will equip students to use appropriate IT facilities for establishing and maintaining an electronic reflective portfolio, housed within the elearning portal which is also used for providing learning materials and resources and on-line engagement between students and the module tutor.

Students will be directed to specific texts and also be expected to work independently to further develop their study skills.

#### IMPLICATIONS FOR CHOICE

none

#### ASSESSMENT STRATEGY

##### Formative assessment

The practical exercises in seminars will involve formative and self-assessment. Issues around plagiarism will be explored through the submission of a paper from each student to the JISC plagiarism detection service, with feedback supplied to students.

##### Summative assessment

The learning outcomes will be assessed through the production of a portfolio, with different pieces of work to assess each of the learning outcomes.

The portfolio will include:

A brief word-processed report on a sustainability theme, together with a student researched bibliography.

Peer assessment and self-reflective feedback on an group oral presentation.

A self-reflective skills appraisal to demonstrate satisfaction of the learning outcome relating to self reflection. This self-reflective skills appraisal will also form the basis for the student's on-going electronic PDP.

#### NOTIONAL STUDENT WORKLOAD

Mode of delivery (eg FT, PT, DL)

Please complete a separate column where the distribution of notional student workload differs for a particular delivery pattern PT

Lectures\* 4

Seminars\* 4

Tutorials\* 4

Laboratory work\*

Directed learning\* 45

Independent learning\* 23

Placement/work experience learning\*

Summative assessment hours 20

Other

Total workload

200 hours for 20 credit module, 100 for 10 credit module etc.) 100

Details of other hours indicated

## **BE1118 Responding To Social Exclusion (CORE, 10 Credits)**

### SYNOPSIS

This module aims to develop an understanding of the concepts of poverty, inequality and social exclusion and to explore the implications of these for communities. It also aims to examine various policy responses designed to address these problems and evaluate their effectiveness. Key concepts are developed and examined through the lecture and seminar programme, with students undertaking directed learning activities to identify relevant data. Policy responses to these issues are also examined through lectures and workshops. Students will be expected to research and collect a portfolio of evidence on the nature and extent of poverty and inequality in a specific locality and to examine key indicators of social exclusion. They will receive feedback on their developing portfolio so that they can address any weaknesses or omissions as the portfolio develops.

### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

\* Hills J, Le Grand J & Piachaud D (eds), (2002), Understanding Social Exclusion, Oxford: Oxford University Press

\* Joseph Rowntree Foundation website; various reports such as Monitoring Poverty and Social Exclusion

\* Office for National Statistics - various data, such as Neighbourhood Statistics and Indices of Deprivation

## OUTLINE SYLLABUS

Definitions and differences between poverty and inequality  
Types of inequality  
Social exclusion  
Finding and using data sources  
Addressing poverty, inequality and social exclusion: policy responses and their impacts

## AIMS OF MODULE

This module aims to develop an understanding of the concepts of poverty, inequality and social exclusion and to explore the implications of these for communities. It also aims to examine various policy responses designed to address these problems and evaluate their effectiveness.

## LEARNING OUTCOMES

On completion of this module, students will be able to:

1. define poverty and inequality
2. identify the types of inequality evident in different communities
3. explain social exclusion and its implications
4. identify and use relevant data sources
5. explain and evaluate a range of policy responses
6. explore the application of these concepts to a specific community

## PREREQUISITES

None

## COREQUISITE(S)

none

## DISTANCE LEARNING DELIVERY

none

## LEARNING AND TEACHING STRATEGY

Key concepts are developed and examined through the lecture and seminar programme, with students undertaking directed learning activities to identify relevant data. Policy responses to these issues are also examined through lectures and workshops. Students will be expected to research and collect a portfolio of evidence on the nature and extent of poverty and inequality in a specific locality and to examine key indicators of social exclusion.

## IMPLICATIONS FOR CHOICE

none

## ASSESSMENT STRATEGY

a Summative assessment and rationale for tasks

Students will research and collect a portfolio of evidence on the nature and extent of poverty, inequality and social exclusion in a specific community, and produce a commentary on the impact of various policies designed to address these issues. This will enable them to improve their abilities to identify and use information sources as well as to apply their knowledge of the key concepts to a particular community.

b. Additional formative assessment - detail of process and rationale

Students will have the opportunity to review each others' developing portfolios of evidence and their interpretations of the data in seminar and workshop sessions, so that they have an opportunity to improve the quality of their portfolios as they progress.

c. Indication of how students will get feedback and how this will support their learning

Informal feedback will be offered as the students' portfolios are being developed, so that they can use this to improve their understanding of key issues and implications. Their summative work will receive individual written feedback and the whole group will be given feedback on common strengths and weaknesses.

## NOTIONAL STUDENT WORKLOAD

Mode of delivery (eg FT, PT, DL)

Please complete a separate column where the distribution of notional student workload differs for a particular delivery pattern

Lectures 6

Seminars 6

Tutorials

Laboratory/studio/practical work

Directed learning 48

Independent learning 20

Placement/work experience learning/fieldwork

Duration of examination(s)/test(s)

Assessment

20

Total workload

200 hours for 20 credit module, 100 for 10 credit module etc.) 100

## **BE1119 Sustainability And Design Of The Built Environment (CORE, 10 Credits)**

### SYNOPSIS

This module enables students to examine the implications for sustainable communities of the design of housing and estate layout. Students examine the effects of different phases of government policy on the design and construction of the housing stock, and use this understanding as the basis for a consideration of varied practical implications of differing designs of the built environment. Teaching and learning is based on lectures to establish key historical housing policy developments and design related themes. Visits to examine housing developments and estates are used to provide illustrative examples of the different themes covered within the module. Summative assessment is by submission of a case study report in which the student assesses the design implications of a particular geographical area with which they are acquainted.

### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Collins, J., (2006) Housing a Low Carbon Society: an ODPM leadership agenda on climate change, Green Alliance  
Coleman, A., (1990) Utopia on trial : vision and reality in planned housing , Shipman  
Hall, S., Murie, A., Rowlands, R. and Sankey, S. (2005) Large Housing Estates in London and Birmingham, United Kingdom: Opinions of Residents on Recent Developments, Utrecht: Utrecht University  
Home Office (2004) Secure By Design Principles, HMSO  
Home Office (2004) Safer Places: The Planning System and Crime Prevention, HMSO  
Milner, J & Madigan, R., (2004) 'Regulation and Innovation: Rethinking Inclusive Housing Design' in Housing Studies, vol.19, no 5, pp.727-744  
DCLG (2007) Code for Sustainable Homes, HMSO  
Power, A., (2006), Stock Take: Delivering Improvements in Existing Housing, Sustainable Development Commission

### OUTLINE SYLLABUS

This module will cover:  
Implications of historical housing policy developments on housing design  
Sustainability & Low Carbon Design  
Defensible Space  
Accessibility issues  
Constructing a framework for assessment

### AIMS OF MODULE

This module aims to provide students with an opportunity to examine the implications for sustainable communities of the design of housing and estate layout. Students examine the effects of different phases of government policy on the design and construction of the housing stock, and use this understanding as the basis for a consideration of varied implications of differing approaches to design and layout.

### LEARNING OUTCOMES

At the end of the module students will be able to:

1. Describe the impact of government policy on housing and estate design.
2. Identify key themes within the academic literature on the implications of design.
3. Explain the challenges raised by different approaches to housing and estate design.
4. Engage with the academic literature to identify solutions to those challenges.

### PREREQUISITES

N/A

### COREQUISITE(S)

N/A

### DISTANCE LEARNING DELIVERY

N/A

### LEARNING AND TEACHING STRATEGY

Learning and teaching is based on a mixture of lectures, seminars and site visits. Lectures are used to establish key historical housing policy

developments and identify design related themes. Seminars are used as a forum for students to explore some of these themes through practical application by undertaking directed appraisals of specific estates. Visits to examine built developments and estates are used to provide illustrative examples of the different themes covered within the module.

Student directed work involves increasingly independent work to undertake appraisals of the impact of design issues on different aspects of a local area. This builds to aid the students to achieve the module assessment in which they devise and undertake an appraisal of a local area of their choice.

#### IMPLICATIONS FOR CHOICE

N/A

#### ASSESSMENT STRATEGY

Summative assessment requires students to apply key themes and issues developed through the module to a specific local area. Students compile an illustrated case study report in which they identify the housing policy developments impacting on the design and estate layout of a chosen geographical area, identify the implications of those developments, and identify solutions to deal with those housing management issues.

Formative assessment is provided through seminar based discussion of students' draft case study plans as presented by the students during seminar sessions.

#### NOTIONAL STUDENT WORKLOAD

Mode of delivery (eg FT, PT, DL)

Please complete a separate column where the distribution of notional student workload differs for a particular delivery pattern PT

Lectures\* 3

Seminars\* 3

Tutorials\*

Laboratory work\*

Directed learning\* 45

Independent learning\* 23

Placement/work experience learning\*

Summative assessment hours 20

Other (illustrative site visits to examine different examples of design approaches in practice) 6

Total workload

200 hours for 20 credit module, 100 for 10 credit module etc.) 100

Details of other hours indicated

### **BE1120 Housing Affordability And Need (CORE, 10 Credits)**

#### SYNOPSIS

This module aims to provide students with an understanding of housing markets and key influences on affordability, choice and need. It also aims to provide an opportunity to develop research and information gathering skills in order to undertake a local housing market assessment. Key concepts are introduced and developed through lecture and seminar or workshop activities. There is an emphasis also on directed learning activities, with students encouraged to explore, through research and information gathering, their local housing market, to identify relative house prices and rents, incomes, evidence of housing need, and related issues, in order to undertake an affordability and needs assessment

#### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Anderson I and Sim D, (2000), Social Exclusion and Housing, Coventry: CIH

Page D, (2000) The reality of social exclusion on housing estates, York: JRF

Harriott S & Matthews L, (2004), Introducing Social Housing, Coventry: CIH

Wilcox S, (2007), UK Housing Review, Coventry: BSA/CIH

Cole I, Gidley G, Richie C, Simpson D & Wishart B, (1998) Creating Communities or Welfare Housing?, Coventry: CIH/JRF

Office for National Statistics, Housing Statistics

#### OUTLINE SYLLABUS

Demand and supply in housing markets  
Prices and rents  
Affordability  
Housing need  
The role of social housing  
Key sources of information

#### AIMS OF MODULE

This module aims to provide students with an understanding of housing markets and key influences on affordability, choice and need. It also aims to provide an opportunity for them to develop their research and information gathering skills in order to undertake a local housing market assessment.

#### LEARNING OUTCOMES

On completion of this module, students will be able to:

1. identify and use key sources of information on local housing markets
2. apply key concepts of demand, supply, affordability and need in a housing context
3. explain key influences on prices and rents
4. undertake basic research to identify key features of a local housing market
5. evaluate issues of affordability, need and choice in a local area

#### PREREQUISITES

N/A

#### COREQUISITE(S)

N/A

#### DISTANCE LEARNING DELIVERY

N/A

#### LEARNING AND TEACHING STRATEGY

Key concepts in this module are introduced and developed through lecture and seminar or workshop activities. There will be an emphasis also on directed learning activities, with students encouraged to explore, through research and information gathering, their local housing market, to identify relative house prices and rents, incomes, evidence of housing need, etc, in order to undertake an affordability and needs assessment.

#### IMPLICATIONS FOR CHOICE

N/A

#### ASSESSMENT STRATEGY

##### a Summative assessment and rationale for tasks

An evidence-based affordability and need assessment of a local housing area; this requires students to use information gathering and research skills and to apply the key concepts developed through the module to evaluate the housing market situation in a specific local community.

##### b. Additional formative assessment - detail of process and rationale

Informal assessment for learning will be employed throughout the module delivery. Students will have the opportunity to compare data collected by other students as the module progresses and to discuss the significance of their evidential findings. This will enable them to identify any weaknesses in either evidence or evaluation to address before the final, summative assessment is undertaken.

##### c. Indication of how students will get feedback and how this will support their learning

Formative feedback will be primarily through oral discussion and activities led by tutorial staff, with contributions from fellow students. This will assist students to evaluate their developing evidence base and to question their interpretation of the evidence before undertaking the summative assessment. Summative feedback will include written comments on the assessment and group feedback on strengths and weaknesses.

#### NOTIONAL STUDENT WORKLOAD

Mode of delivery (eg FT, PT, DL)

Please complete a separate column where the distribution of notional student workload differs for a particular delivery pattern PT

Lectures 6

Seminars 6

Tutorials

Laboratory/studio/practical work  
Directed learning 46  
Independent learning 23  
Placement/work experience learning/fieldwork  
Duration of examination(s)/test(s)  
Assessment  
20  
Total workload  
200 hours for 20 credit module, 100 for 10 credit module etc.) 100

## **BE1210 Understanding Sustainable Communities (CORE, 20 Credits)**

### SYNOPSIS OF MODULE

The aim of this module is to introduce students to the concept of the 'sustainable community' as a basis for further expansion of those themes throughout the Foundation Degree in Sustainable Communities. This is undertaken through the examination of the roots of the debate, the consideration of the wide range of definitions and models now available, and the linking together of the different elements that can impact on the ongoing sustainability of a community.

At the end of this module, students will be able to describe the key features of a sustainable community, describe the relationship between the key features of communities in contributing to sustainable outcomes, compare and contrast illustrative examples of sustainable communities, and relate the concept of sustainable communities to their own real life circumstances. Learning and teaching is delivered through lecture, seminar and directed work undertaken by students to relate academic materials to the workplace and local community settings.

### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

J Blewit (2008) Understanding Sustainable Development. London: Earthscan

Dresner S (2002). The Principles of Sustainability, London: Earthscan

H Barton (ed) (2000) Sustainable Communities, London: Earthscan

Bilton, T (2002) Introductory Sociology, Basingstoke: Palgrave

ODPM (2005) Sustainable Communities: Homes for All, A Five Year Plan from the Office of the Deputy Prime Minister. London: The Stationery Office.  
[www.communities.gov.uk](http://www.communities.gov.uk)

The Egan Review: Skills for Sustainable Communities (2004)  
<http://www.communities.gov.uk/publications/communities/eganreview>

M Taylor (2003) Public Policy in the Community. London: Palgrave.

### OUTLINE SYLLABUS

\* Understanding the concept of 'Community'

\* Definitions of Sustainable Communities.

\* The Elements of a Sustainable Community.

- o Governance
- o Transport and Connectivity
- o Services
- o Environmental factors
- o Equity
- o Economy
- o Housing and the Built Environment
- o Social and Cultural factors

\* Case Studies in developing Sustainable Communities (Liveability; :LA 21; Ec-Homes)

\* Sustainable Communities - Policy Challenges (The Sub-national Review, Community Empowerment and Climate Change)

### AIMS OF MODULE

The aims of this module are to:

\* introduce students to the concept of the community

- \* establish the link between sustainable development and the emergence of the sustainable communities agenda
- \* examine the different elements that can impact on the ongoing sustainability of a community
- \* assess the challenges faced in promoting sustainable communities

## LEARNING OUTCOMES

At the end of this module, students will be able to:

- \* Describe the key features of a sustainable community.
- \* Portray the relationship between the key features of communities in contributing to sustainable outcomes.
- \* Compare and contrast illustrative examples of sustainable communities.
- \* Relate the concept of sustainable communities to a real life example with which they are acquainted

## PREREQUISITES

n/a

## COREQUISITE(S)

n/a

## DISTANCE LEARNING DELIVERY

none

## LEARNING AND TEACHING STRATEGY

The module will be delivered through a combination of lectures and seminars.

The lectures introduce key concepts, while the practical implications of issues arising from the lecture topics will be explored in the seminars, making use of directed work undertaken by students between classroom sessions. Group presentations and exercises will also be utilised.

Students will be directed to specific texts and also be expected to undertake directed work to explore examples of the key concepts in their own workplace and local community settings

## ASSESSMENT AND FEEDBACK STRATEGY

a Summative assessment and rationale for tasks

There will be two components of assessment in this module:

- a 1500 word assignment aimed at assessing students understanding of the concept associated with the sustainable communities agenda (50%)
- Assessed group presentations focussing on the different policy components of the sustainable communities agenda. This will allow students to demonstrate the links between the core academic ideas on the module and professional practice/individual interest (50%).
- Additional formative assessment - detail of process and rationale

As part of the continuing assembly of their ongoing electronic PDP portfolio, students will be encouraged to engage in self-reflection on their learning experiences, their contributions to class-based discussions, and on their assessment feedback."

c. Indication of how students will get feedback and how this will support their learning

Informal feedback via group discussion following in-class exercises. Written assessment feedback sheets completed for each essay and returned to student within the agreed timeframe for handing back work.

## IMPLICATIONS FOR CHOICE

n/a

## NOTIONAL STUDENT WORKLOAD

Mode of delivery (eg FT, PT, DL)

Please complete a separate column where the distribution of notional student workload differs for a particular delivery pattern

Lectures 12

Seminars 12

Tutorials

Laboratory/studio/practical work

Directed learning 62

Independent learning 62

Placement/work experience learning/fieldwork 40

Duration of examination(s)/test(s) 12

Other (please give details of other hours indicated)

Total workload

200 hours for 20 credit module, 100 for 10 credit module etc.) 200

## **PS0405 Researching Sustainable Communities (CORE, 20 Credits)**

### SYNOPSIS OF MODULE

This module will focus on issues and techniques associated with engaging with communities in relation to developing and maintaining Sustainable Communities. It aims to introduce students to key concepts and theories, techniques and good practice of community engagement and research methods, alongside the challenges of engaging with communities. By the end of this module students will have a good understanding of the need to engage with communities, tools and techniques that can be used to research and consult with different parts of the community, ie young people, older people, BME communities, hard to reach groups etc

### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Bell, J. (1999) Doing your Research Project. 3rd ed. Buckingham. Open University Press

Leedy, P. D. (1997) Practical Research. 6th ed. Upper Saddle River NJ: Merrill.

Moore, N. (2000) How to do research. 3rd ed. London: Library Association.

Payne, G. and Payne, J. (2004) Key Concepts in Social Research, London: Sage

Pears, R. (2004) Cite them right: the essential guide to referencing and plagiarism, Pear Tree Publications

Community Led Estate Regeneration Handbook (<http://www.regenerate-uk.org/downloads/handbook.pdf>)

Joseph Rowntree Website (<http://www.jrf.org.uk>)

Macquire, K. & Truscott, F. Active governance: The value added by community involvement in governance through local strategic partnerships (2006)

Available

<http://www.jrf.org.uk/bookshop/details.asp?pubID=812>

Participation Works 21 techniques of community participation for the 21st century

available from the <http://www.neweconomics.org>

Thomas, S. & Duncan, P. (2000) Neighbourhood Regeneration: Resourcing Community Involvement. Policy Press.

Burns, D. Heywood, F. Wilde, P. (2004) What works in Assessing Community Participation?: Learning from the Regeneration Pilots. Policy Press.

Burns, D. Heywood, F. Taylor, M. (2004) Making Community Participation Meaningful: A Handbook for Development and Assessment. Policy Press

Community Led Estate Regeneration Handbook (<http://www.regenerate-uk.org/downloads/handbook.pdf>)

### OUTLINE SYLLABUS

Amongst the topics that will be addressed as part of this module:

- 1) Introduction: Understanding the need for Community Engagement
- 2) Theoretical concepts
- 3) Gaining Access to communities
- 4) Methods to research communities
- 5) Analysing research
- 6) Engaging hard to reach groups/ communities
- 7) Evaluation Techniques
- 8) Consulting Communities
- 9) Community Engagement Strategies
- 10) Presenting research to communities

## AIMS OF MODULE

This module aims to:

- 1) Give students a clear understanding of the need to engage communities in the process of developing and maintaining Sustainable Communities.
- 2) Equip students with information about different methods to engage with communities and their relative strengths and weaknesses for the purpose of obtaining information and evidence
- 3) Enable students to map communities in order to develop an inclusive approach to researching communities
- 4) Develop a understanding amongst students about hard to reach and communities and techniques for engaging them

## LEARNING OUTCOMES

On completion of this module students will be able to:

- 1) Understand the need for genuine community engagement for the purpose of developing and maintaining Sustainable Communities
- 2) Identify and discuss appropriate engagement and research techniques for a community context
- 3) Analyse research data
- 4) Implement community engagement strategies

## PREREQUISITE(S)

N/A

## COREREQUISITE(S)

N/A

## DISTANCE LEARNING DELIVERY

N/A

## LEARNING AND TEACHING STRATEGY

Students will be introduced to important concepts, techniques and critiques on which they can build and understanding of the need to engage communities. Teaching and learning will consist of lectures in order to provide students with an outline understanding of the core concepts and issues, which will then be explored in more detail through seminar style discussions, in which students will be encouraged to reflect on their own practice. Through directed reading students will begin to develop their knowledge base of this subject area, including identifying good and best practice.

## ASSESSMENT STRATEGY

a Summative assessment and rationale for tasks

The assessment for this module will consist of 2 elements.

- 1) The development of a community engagement strategy and action plan, which will involve developing engagement strategies for at least three different parts of the community along with an implementation action plan (This element will be worth 80% of the overall mark)
- 2) A ten minute presentation in which students will need to outline their approach for presenting research/ consultation findings to a community audience. Students will also need to submit a written summary of their approach (This element will be worth 20% of the overall mark)

b. Additional formative assessment - detail of process and rationale

As part of the continuing assembly of their ongoing electronic PDP portfolio, students will be encouraged to engage in self-reflection on their learning experiences, their contributions to class-based discussions, and on their assessment feedback."

c. Indication of how students will get feedback and how this will support their learning

Informal feedback via group discussion following in-class exercises. Written assessment feedback sheets completed for each assignment and returned to student within the agreed timeframe for handing back work.

## IMPLICATIONS FOR CHOICE

### NOTIONAL STUDENT WORKLOAD

Lectures 22

Seminars/Workshops 11

Assessment 40

Directed 85

Independent 42

*Please note: the information in this document is correct at the time of printing (10/09/2010) but may be subject to change.  
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## Foundation Degree Sustainable Communities: Year 2 Modules

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### **BE1117 Local Community Study (CORE, 10 Credits)**

#### SYNOPSIS

This module equips students to undertake a self-directed research project into the factors that have influenced the establishment and development of a community in a particular local area. Students will be presented with a background to the area and undertake exercises concerned with collecting and interpreting data. They will then undertake the research with regular support through personal tutorials and peer group seminars. The assessment will be a report identifying the historical, political, social and economic forces that have shaped the establishment and development of the community and physical environment within the area.

#### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Grant C (ed)(1992) Built to Last? Reflections on British Housing Policy, Shelter

Newcastle City Council website: <http://www.newcastle.gov.uk/default.htm>

Lancaster B (ed)(1994) Working Class Housing on Tyneside 1850-1939, Whitley Bay, Bewick Press

Robinson F (ed)(1989) Post Industrial Tyneside, Newcastle Libraries, Local studies section of Newcastle City Library  
Additional resources relevant to the local community chosen for the study.

#### OUTLINE SYLLABUS

Guided visits to the area with tutors and local residents.

Briefing sessions from tutors and outside speakers on community development issues, housing policy and its impact, housing management issues affecting the area, and construction and development issues - including environmental matters.

Briefing sessions from tutors on possible sources of information.

Practice exercises demonstrating the interpretation of relevant local statistics.

Personal tutorials discussing progress through the module

Peer group support sessions sharing ideas with other members of the course.

Independent work to collect information to include in the exhibition.

#### AIMS OF MODULE

Students will examine the factors affecting the establishment and development of a local community, through an exploration of historical data, and a consideration of policy its impact on the people and organisations with a stake in the local community. They will review how changing social and economic trends have shaped the local area. They will develop an understanding of the variety of the housing stock and its environment. To achieve these aims, students will first develop skills in information gathering and independent working.

#### LEARNING OUTCOMES

At the end of the module students will be able to:

1. Identify the role of the social, political and economic factors which have an impact on the establishment and development of communities.
2. Use local examples to demonstrate the effect of these factors, and of changing policy priorities.
3. Review the changing role of stakeholders involved in the local area, and the importance of partnerships between different stakeholders

#### PREREQUISITES

N/A

#### COREQUISITE(S)

N/A

#### DISTANCE LEARNING DELIVERY

N/A

#### LEARNING AND TEACHING STRATEGY

The module is intended to encourage students to develop independent study skills with intensive support from the module tutor. Students will be provided with some background information about the area they will study, and then pointed towards sources of information that will enable them to develop their understanding of the area and its community further. Personal tutorials, a formatively assessed presentation and peer groups support sessions will support them in their independent study.

Students will also be able to access materials via the elearning portal, which is also used for on-line engagement amongst students, and between students and the module tutor.

#### IMPLICATIONS FOR CHOICE

N/A

#### ASSESSMENT STRATEGY

##### Summative assessment

Students will write a report to demonstrate that they have developed an understanding of the impact of historical, political, social and economic factors on a modern day community. They will also produce an exhibition to present this information in a cohesive and concise form. In addition to a summative grade for the work, students will also receive formative feedback on their assessment.

##### Formative assessment

Formative support will be given after class discussions. The exhibition will be mounted in local community buildings, with residents and other stakeholders invited to view the exhibition and give feedback. Students will be encouraged to include this feedback and their reflections on the process in their electronic PDP portfolio.

Informal feedback will be given via group discussion following in-class exercises and peer group discussion sessions. Individual feedback on progress will be given via individual student tutorials.

#### NOTIONAL STUDENT WORKLOAD

Mode of delivery (eg FT, PT, DL)

Please complete a separate column where the distribution of notional student workload differs for a particular delivery pattern PT

Lectures\* 2

Seminars\* 2

Tutorials\* 2

Laboratory work\*

Directed learning\* 48

Independent learning\* 23

Placement/work experience learning\*

Summative assessment hours 20

Other (guided visits to the local area) 3

Total workload

200 hours for 20 credit module, 100 for 10 credit module etc.) 100

Details of other hours indicated

### **BE1121 Managing Organisations (CORE, 20 Credits)**

#### SYNOPSIS

The module aims to introduce students to the concepts of organisational behaviour, management and human resource management. Once introduced to these different concepts students can explore each in more depth through their application to the real world. Taught by a range of seminars and workshops the module will have directed activities for students to complete between each monthly session. The module is assessed by three pieces of work - two individual pieces of coursework and a group presentation

#### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Mullins LJ (2008) Management and Organisational Behaviour 8th ed Pitman

## OUTLINE SYLLABUS

Organisational Behaviour  
Organisational development and learning  
Culture  
Change - pressures for change  
Structure  
Emerging organisational issues

Management  
Defining management  
Styles of management  
Functions of management  
Leadership  
Managing the process of change  
Emerging management issues

Human Resource Management  
Human resource management as a concept  
Resourcing the organisation  
Enhancing the human resource

## AIMS OF MODULE

The module aims to introduce students to the theories of organisational behaviour and management that will help them to understand how to ensure organisations are managed to maximise their performance in a changing world. Students will then apply their knowledge through researching case studies and reporting back in workshops on emerging organisational and management issues.

## LEARNING OUTCOMES

Apply appropriate theories of organisational behaviour and management  
Analyse the pressures on organisations to change  
Evaluate the effectiveness of change management planning  
Analyse the emerging trends in the management and leadership of organisations  
Evaluate the contribution human resource management can make to effective performance.

## PREREQUISITES

N/A

## COREQUISITE(S)

N/A

## DISTANCE LEARNING DELIVERY

N/A

## LEARNING AND TEACHING STRATEGY

This module will be delivered in eight sessions over the course of the academic year. The learning and teaching strategy supports this mode of delivery. There will be regular class contact and these sessions will enable students to explore the key academic themes contained within the syllabus. Workshops and associated activities will enable students to explore and develop their understanding as the module progresses. Students will carry out

directed learning tasks between sessions in order to prepare them for seminar discussions. In addition students will be expected to undertake independent research into case studies which they will report back to their peers. This process will allow for the in depth analysis of research by all members of the group.

#### IMPLICATIONS FOR CHOICE

N/A

#### ASSESSMENT STRATEGY

##### a Summative assessment and rationale for task

This module is assessed by three pieces of work. The rationale for this is that it enables students to analyse and evaluate current trends in modern organisations covering each of the three areas of the syllabus while at the same time developing appropriate academic and practical skills transferable outside of their study.

In the first summative assessment students will write a briefing paper to a board of management identifying the pressures to change faced by their chosen organisation and will determine a strategy to manage the process of change.

The second piece of summative assessment will allow students to analyse the emerging trends amongst organisations as to how they are managed.

The final summative assessment is a group presentation evaluating the contribution Human resource Management can make to effective performance

##### b. Additional formative assessment - detail of process and rationale

Formative assessment will occur throughout the module and will take the form of formative feedback from the tutor and peer group Activities, tasks and exercises will be carried out and analysed within the workshop which will provide a vehicle to facilitate feedback

##### c. Indication of how students will get feedback and how this will support their learning

Students will receive verbal formative feedback throughout the module and written summative feedback after each assessment which will inform future assessment.

#### NOTIONAL STUDENT WORKLOAD

Mode of delivery (eg FT, PT, DL)

Please complete a separate column where the distribution of notional student workload differs for a particular delivery pattern

Lectures

Seminars 24

Tutorials

Laboratory/studio/practical work

Directed learning 86

Independent learning 90

Placement/work experience learning/fieldwork

Duration of examination(s)/test(s)

Other (please give details of other hours indicated)

Total workload

200 hours for 20 credit module, 100 for 10 credit module etc.) 200

### **BE1122 Community Safety (CORE, 10 Credits)**

#### SYNOPSIS

This module is designed to examine the debates around community safety and the factors influencing safety in local areas. Teaching and learning is undertaken through a combination of lectures to establish key issues, and seminars to give students the opportunity to examine those issues in greater depth. Seminars will support learning around each of these topics, with students allocated seminar groups and seminar paper topics at the start of the semester.

#### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

- Hughes, G., (ed.) (2002), Crime Prevention and Community Safety, London: SAGE

- Home Office (2007) National Community Safety Plan, London: HMSO

- Matthews, R., & Pitts, J., (eds.) (2001) Crime, Disorder and Community Safety, London: Routledge

- Squires, P (ed.) (2006) Community safety: critical perspectives on policy and practice, Bristol: Policy Press

## OUTLINE SYLLABUS

This module will cover:

causes of crime and anti-social behaviour;  
explanations and solutions;  
issues in community safety;  
Government Initiatives to ensure community safety; and  
the implications of these for local community stakeholders.

## AIMS OF MODULE

This module aims to examine the debates around community safety and the factors influencing safety in local areas. It introduces students to the changing social and policy context contributing to the current issues affecting the safety of local communities and examines potential solutions to achieving safer communities.

## LEARNING OUTCOMES

At the end of the module students will be able to:

1. Define the term 'community safety' and identify the varied elements included within it by policy makers
2. Discuss different explanations of the causes of crime and anti-social behaviour
3. Explain the range of measures which might be employed to deal with crime in residential settings
4. Examine policies and measures adopted to ensure 'community safety'

## PREREQUISITES

N/A

## COREQUISITE(S)

N/A

## DISTANCE LEARNING DELIVERY

N/A

## LEARNING AND TEACHING STRATEGY

Teaching and learning is undertaken through a combination of lectures to establish key issues, and seminars to give students the opportunity to examine those issues in greater depth. Seminars are designed to support learning around each of these topics, with students allocated seminar groups and seminar paper topics to lead discussion on the practical implications of issues covered within the lecture programme.

## IMPLICATIONS FOR CHOICE

N/A

## ASSESSMENT STRATEGY

Summative assessment and rationale for tasks

There will be one piece of assessment in this module, a 1500 word written assignment aimed at testing whether the students have satisfied the learning outcomes. In addition to the summative feedback given through assessment, written formative feedback will also be provided.

Formative support will also be given during class based seminar discussions, via group discussion following the presentation of seminar papers.

As part of the continuing assembly of their ongoing electronic PDP portfolio, students will be encouraged to engage in self-reflection on their contributions to class-based discussions, and on their assessment feedback.

## NOTIONAL STUDENT WORKLOAD

Mode of delivery (eg FT, PT, DL)

Please complete a separate column where the distribution of notional student workload differs for a particular delivery pattern PT

Lectures\* 6  
Seminars\* 6  
Tutorials\*  
Laboratory work\*  
Directed learning\* 45  
Independent learning\* 23  
Placement/work experience learning\*  
Summative assessment hours 20  
Other (illustrative site visits to examine different examples of design approaches in practice)  
Total workload  
200 hours for 20 credit module, 100 for 10 credit module etc.) 100  
Details of other hours indicated

## **BE1211 Work Based Project Sustainable Communities (CORE, 20 Credits)**

### SYNOPSIS OF MODULE

This module is designed to promote personal development and a range of inter-personal, intellectual and practical (functional) skills based around and demonstrated through an individually negotiated real-time work-based project that will be of benefit to the learner's employing organisation. It seeks to raise the learner's awareness of the workplace as a learning environment and extend their capability and enhance their individual effectiveness, employability and business competitiveness. It will focus on organisational-based issues and seek to develop skills in the diagnosis of problems, research and analysis, development of strategies to address problems, and techniques of presentation. Learners will be expected to reflect on the learning derived from carrying out the project.

### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

- Bell, J. (1993) *Doing Your Research Project*, Buckingham: Open University
- Berry, R. (1994) *The Research Project. How to Write It*, 3rd ed., London: Routledge.
- Gomm, R., Hammersley, M. & Foster, P. (ed.) (2000) *Case Study Method*, London: Sage.
- Kane, E. (1991) *Doing Your Own Research*, London: Marion Boyars
- Leedy, P. (1997) *Practical Research: planning and design*, Merrill.
- Luck, M. (1999) *Your Research Project*, Aldershot: Gower.
- Moore, N. (2000) *How To Do Research: the complete guide to designing and managing research*, 3rd ed. London: Library Association
- Sharp, J. & Howard, K. (1996) *The Management of a student research project*, London: Gower.
- Sussams, J. (1998) *How to Write Effective Reports*, 3rd ed. Aldershot: Gower

### OUTLINE SYLLABUS

Identifying a work-based issue related to an aspect of the Sustainable Communities agenda.

Contextualising work-based learning within an academic framework

Negotiating the scope of the topic to be researched with the supervisor and own line manager

Identifying personal and professional learning goals relating to the work-based project

- Identifying skills needs
- Identifying sources of information
- Choosing and using research methods
- Project planning
- Drawing up an analytical framework
- Gathering empirical information
- Interpreting and analysing information
- Appropriate styles for writing up
- Presenting findings
- Reviewing knowledge, skills development and the achievement of learning goals
- Receiving and acting on feedback

## AIMS OF MODULE

To facilitate work-based learning within the framework of academic study:

- To enable the student to identify a work-based issue for investigation within their own organisation
- To provide the means by which students can develop applied research skills in the workplace
- To assist the student in applying appropriate research methods in the workplace
- To facilitate the development of links between learning at work and the acquisition of specialist subject knowledge in higher education
- To enhance the skills of independent and active learning
- To encourage the development of critical analytical skills within independent study

## LEARNING OUTCOMES

On completion of the module, the student will be able to:

- Manage own work-based learning within the framework of academic study
- Identify a work-based issue for investigation within their own organisation
- Demonstrate the development of applied research skills
- Apply appropriate research methods
- Forge links between learning at work and the acquisition of specialist subject knowledge in higher education
- Demonstrate the skills of independent and active learning
- Apply critical analytical skills within independent study

## PREREQUISITES

n/a

## COREQUISITE(S)

n/a

## DISTANCE LEARNING DELIVERY

none

## LEARNING AND TEACHING STRATEGY

An introduction to project planning in relation to the work-based project will be introduced in a day school. Thereafter, students will have access to further learning support via Blackboard and email contact with an allocated tutor who will act as the project supervisor.

The focus of the module is on work-based learning within a framework of academic study. Students will apply subject knowledge gained in the Project Design & Delivery module in year 2.

The module is assessed by:

- A Project Proposal (750 words)
- A Project Report (2000 words)

## ASSESSMENT AND FEEDBACK STRATEGY

a. Summative assessment and rationale for tasks

The assessment for this module will consist of two elements:

- 1) The development of a project proposal (750 words), to illustrate the area that the student intends to research, the aims and objectives of the study and the methodology for the project. (this element will be worth 20% of the overall mark)
- 2) A completed project report (2000 words) which details the findings of the research project and an assessment of the strengths and weaknesses in the student's approach to the research project. (this element will be worth 80% of the overall mark)

b. Additional formative assessment - details of process and rationale

As part of the continuing assembly of their ongoing electronic PDP portfolio, students will be encouraged to engage in self-reflection on their learning experiences, their contributions to class-based discussions, and on their assessment feedback.

c. Indication of how students will get feedback and how this will support their learning

Tutorial discussion with the designated project supervisor, written assessment feedback about the project proposal (returned to students within the agreed timeframe for handing back work).

#### IMPLICATIONS FOR CHOICE

n/a

#### NOTIONAL STUDENT WORKLOAD

Mode of delivery (eg FT, PT, DL)

Please complete a separate column where the distribution of notional student workload differs for a particular delivery pattern

Lectures\* 12

Seminars\* 12

Tutorials\* 1

Laboratory work\*

Directed learning\* 45

Independent learning\* 60

Placement/work experience learning\* 45

Summative assessment hours 25

Other

Total workload

200 hours for 20 credit module, 100 for 10 credit module etc.) 200

### **PS0406 Project Design and Delivery (CORE, 20 Credits)**

#### SYNOPSIS OF MODULE

This module will focus on theories, concepts and practical tools and techniques for designing and delivering projects for implementation within a Sustainable Communities context. It aims to introduce students to key concepts, key stages, good practice and techniques for developing and delivering projects. By the end of this module students will have a good understanding of the project development process, and will be able to apply their learning to practical situations.

#### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Developing Delivery Plans (2000) DETR Available from  
<http://www.neighbourhood.gov.uk/publications.asp?did=131>

De Boer, B. (2007) Project skills : a practical guide to successful project management. Huddersfield. My Skills.

NDC Outcomes and Milestones (2000) DETR Available from <http://www.neighbourhood.gov.uk/publications.asp?did=296>

Jackson, A.C. & Donovan, F.H. (1999) Managing to Survive: Managerial Practice in not for profit organisations. Open University Press. New York. Wiley

Martin, P. & Tate, K. (2001) Getting started in project management

Barker, S. & Cole, R. (2007) Brilliant Project Management. Prentice Hall

NDC Delivering Change (2000) DETR Available from <http://www.neighbourhood.gov.uk/publications.asp?did=129>

Haynes, M.E (1989) Project Management from idea to implementation. London. Kogan Page.

NDC Race Equality Guidance (2000) DETR Available from <http://www.neighbourhood.gov.uk/publications.asp?did=366>

#### OUTLINE SYLLABUS

Amongst the topics that will be addressed as part of this module:

- 1) Introduction
- 2) Developing project ideas and Engaging Stakeholders
- 3) Identifying Outcomes, Outputs and Milestones
- 4) Financial Planning and Value for Money
- 5) Writing Project Applications

- 6) Identifying Skills and Team Members
- 7) Project Delivery and Monitoring
- 8) Project Review and Evaluation
- 9) Employing Staff or Consultants
- 10) Time Management
- 11) Risk Management

#### AIMS OF MODULE

The module aims too;

- 1) Given students a clear understanding of the project management process
- 2) Equip students with knowledge about the different stages required for successful project management and techniques to support successful delivery
- 3) Enable students to design robust projects based on evidence of need, realistic and achievable outcomes and sound financial planning.
- 4) Equip students with the skills and knowledge to successfully implement, review and evaluate projects.

#### LEARNING OUTCOMES

On completion of this module students will be able to:

- 1) Design good, robust project plans
- 2) Identify and discuss appropriate project outputs and outcomes
- 3) Implement project delivery plans
- 4) Monitor project outcomes and project spend
- 5) Establish Evaluation processes.

#### PREREQUISITES

N/A

#### COREQUISITE(S)

N/A

#### DISTANCE LEARNING DELIVERY

N/A

#### LEARNING AND TEACHING STRATEGY

Students will be introduced to important concepts, theories and techniques on which they can build an understanding of project design and delivery. Teaching and learning will consist of lectures in order to provide students with an outline understanding of the core concepts and issues. These will then be explored in more detail through seminar style discussions which will involve exploring relevant documentation such as project plans, delivery plans, project descriptions and outcomes etc. Through directed reading students will begin to develop their knowledge base of this subject area, including identifying good and best practice, and sources of knowledge of assistance.

#### ASSESSMENT STRATEGY

a Summative assessment and rationale for tasks

The assessment for this module will consist of 2 elements.

- 1) Submission of project plan and delivery plan to address a particular issue or problem within their local area.  
This element will be worth 80% of the overall mark

- 1) A ten minute presentation to a panel of academics and employers outlining their approach to delivery.

This element will be worth 20% of the overall mark

b. Additional formative assessment - detail of process and rationale

As part of the continuing assembly of their ongoing electronic PDP portfolio, students will be encouraged to engage in self-reflection on their learning experiences, their contributions to class-based discussions, and on their assessment feedback."

c. Indication of how students will get feedback and how this will support their learning

Informal feedback via group discussion following in-class exercises. Written assessment feedback sheets completed for each assignment and returned to student within the agreed timeframe for handing back work.

#### IMPLICATIONS FOR CHOICE

NOTIONAL STUDENT WORKLOAD

*Please note: the information in this document is correct at the time of printing (10/09/2010) but may be subject to change.  
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## Foundation Degree Sustainable Communities: Year 3 Modules

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### **BE0783 Contemporary Housing System (OPTION, 20 Credits)**

#### SYNOPSIS OF MODULE

How does the financial and policy framework impact on housing policy in practice? The module introduces students to the financial framework that housing providers and customers operate in, examining some of challenges that face contemporary housing organisations within a dynamic financial context. This module also explores the interactions of the housing policy process, examining the role of the diverse actors and agencies that are involved in the housing policy community at national, sub-national, regional and local levels. In the assessment students will be encouraged to apply the frameworks provided to housing examples.

#### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Hill, M. (1997) "The Policy Process in the Modern State". London: Prentice-Hall.  
Newman, J. (2001) "Modernising governance: new labour, policy and society". London: Sage  
Aughton, H. & Malpass, P. (1999) "Housing Finance: a basic guide". 5th Ed. Shelter.  
Harriott, S. & Matthews, L. (2004) "Introducing Social Housing". Chartered Institute of Housing. (Chapter 3).  
Gibb, K., Munro, M. & Satsangi M, 1999, "Housing Finance in the UK - an introduction". 2nd Ed. Macmillan.  
[www.ukonline.gov.uk](http://www.ukonline.gov.uk)

#### OUTLINE SYLLABUS

Housing policy formulation, implementation and evaluation  
The housing policy community and the changing governance of housing  
National, sub-national, regional and local policy frameworks  
Types and implications of housing subsidies  
Financial framework for housing provision in all sectors

#### AIMS OF MODULE

This module aims to:

Explore the housing policy process and framework, including the influence of devolution,

Examine the role of key players in the UK housing policy process at national, sub national, regional and local levels.

Examine the nature and operation of the financial framework for housing provision and assess the implications of this for providers and customers.

#### LEARNING OUTCOMES

On completion of this module, students will be able to:

Explain the policy process and the current housing policy framework.

Evaluate the role of key housing actors and agencies in influencing policy at all levels (including national, sub national, regional and local levels).

Evaluate the reasons for and nature of subsidy in the housing system.

Assess the operation of the financial framework and assess its implications for providers and customers.

#### PREREQUISITES

#### COREQUISITE(S)

#### DISTANCE LEARNING DELIVERY

#### LEARNING, TEACHING AND ASSESSMENT STRATEGY

A lecture programme will provide a framework within which student-led workshops and seminars will encourage students to apply their skills and understanding to practical examples. Students will be required to carry out directed and independent research in preparation for the the presentation of seminar papers and workshop activities.

Student's understanding of the dynamics of the policy process and the relative influences of diverse actors will be assessed via an essay. They will be encouraged to incorporate illustrative policy examples as evidence, drawing upon formative feedback from seminar/workshop discussions. Students appreciation of the complexities of the financial framework is assessed by a briefing paper.

#### IMPLICATIONS FOR CHOICE

## **BE1123 Developing Professional Practice (CORE, 20 Credits)**

### SYNOPSIS

The module aims to provide students with an opportunity to apply academic learning in a practice environment, through the production of an academic framework for evaluating the impact of policy on their professional practice in real life situations.

Students will explore key issues in relation to professional practice and approaches to becoming a reflective practitioner as applied in different professions. This knowledge is then applied to a work or community based situation as the student reflects on, and analyses the impact of a chosen policy area on the way in which they carry out their role or function.

### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Baguely, P., (2003) Project Management, London: Teach Yourself  
Denscombe, M., (2003) The Good Research Guide - 2nd edition, Maidenhead: OUP  
Fook, J & Gardner, F (2007) Practising critical reflection : a resource handbook, Oxford: OUP  
Housing Corporation (2004) Regulatory Code Good Practice Note 8: Equality and Diversity ([www.housingcorp.gov.uk/upload/pdf/gpn8\\_1.pdf](http://www.housingcorp.gov.uk/upload/pdf/gpn8_1.pdf))  
Laffin M (1998) Beyond Bureaucracy: The Professions in the Contemporary Public Sector, Aldershot: Ashgate  
Schon, D.A. (1991) The Reflective Practitioner: How Professionals Think In Action, London: Arena  
Zikmund, W G, (2003) Business Research Methods - 7th edition, Dryden Press

Subject content based materials negotiated with the tutor.

Work based learning resources - the student's own work setting/organisation; the student's work place supervisors and colleagues.

### OUTLINE SYLLABUS

Initial contextual lectures and seminars will establish the topic and the learning process, exploring some key issues in professional practice and in the management of an academic project.

Following this contextual learning the student and tutor will agree a negotiated Learning Contract which identifies:

That a worthwhile, appropriate and feasible topic has been selected and agreed.

That relevant research and other published material has been identified for use as an academic context for the work based research project.

That the project has been well designed and can be carried out within the time scale.

That appropriate means of presenting and analysing data have been identified.

That the findings can be satisfactorily written up in a case study report of approximately 2500 words.

### AIMS OF MODULE

The module aims to provide students with an opportunity to apply academic learning in a practice environment, through the production of an academic framework for evaluating the impact of policy in practice situations.

### LEARNING OUTCOMES

On completion of this module, students will be able to:

1. Analyse the academic literature on a chosen policy area.
2. Analyse the implication of the policy area within a chosen practice setting.

- Evaluate the operation of the policy area within a chosen practice setting.
- Critically reflect on their own professional practice and potential for future development.

#### PREREQUISITES

N/A

#### COREQUISITE(S)

N/A

#### DISTANCE LEARNING DELIVERY

N/A

#### LEARNING AND TEACHING STRATEGY

Initial lectures to establish some key themes, followed by tutorials/progress seminars. Students will negotiate with their employers and their university tutor(s), an agreement in which they will identify:

- The subject for and scope of the project, which must be agreed with the tutor to ensure they meet the learning outcomes for the module
- The method by which the outcomes will be achieved
- The resources needed, including materials, equipment, time and support from work colleagues and the University
- Major progress review points
- Target dates for assessment

The intention of this approach is to allow students to employ and explore knowledge, understanding and intellectual and transferable skills in the context of a professional practice situation. Through this approach students will be drawing together knowledge gained throughout their programme of study, applying it in a practice setting and reflecting on their personal and skills development.

#### IMPLICATIONS FOR CHOICE

N/A

#### ASSESSMENT STRATEGY

Summative assessment

Assessment is by the student's submission of a project report based on their specific agreed title, and assessed in accordance with the learning outcomes for the module.

The rationale for this approach to assessment is to encourage the student to develop their academic skills through researching and using key academic texts; and to use this literature as the basis for an exploration of professional practice.

Students will demonstrate their independent learning through the development and completion of a work based project on the impact on their practice of a key policy area.

Formative assessment

Formative assessment is provided at key stages of the module. Students receive feedback on their proposed policy area, discussion of how their reflective skills have developed throughout the FD programme by discussing their electronic PDP with the module tutor, and on their final submitted work.

#### NOTIONAL STUDENT WORKLOAD

Mode of delivery (eg FT, PT, DL)

Please complete a separate column where the distribution of notional student workload differs for a particular delivery pattern

Lectures 4

Seminars 8

Tutorials 8

Laboratory/studio/practical work

Directed learning 44

Independent learning 56

Placement/work experience learning/fieldwork 80

Duration of examination(s)/test(s)

Other (please give details of other hours indicated)

Total workload

200 hours for 20 credit module, 100 for 10 credit module etc.) 200

### **BE1124 Developing Communities And Partnerships (CORE, 20 Credits)**

#### SYNOPSIS

The module will initially explore the concepts of empowerment and community involvement, and the value of networking and partnership working. The module aims to provide students with an opportunity to apply academic learning in a practice environment, through the production of an academic framework for evaluating practical examples of partnership working in a work based environment. The module will allow students to further develop their research and evaluation skills.

Assessment will be by in-course assessment.

The summative assessment has two parts. For the first part, students will produce an individual conference paper in which they evaluate strategies for community involvement and development in relation to a chosen case study in order to demonstrate their ability to analyse the operation of partnering or partnership arrangements in a practice setting. The second part of the assessment will involve the student group in working as a team to plan a conference at which their papers will be presented to fellow students and various stakeholders from local communities and professional practice. Each student will produce a self-reflective commentary of their role and experiences in the planning and delivery of the conference, and this commentary will be assessed.

#### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Hill D (2000) *Urban Policy and Politics*, London: MacMillan

Carley M (2000) *Regeneration in the 21st Century*, York: JRF

Chanan G et al (1999) *Regeneration and Sustainable Communities*, London: CDF

*Housing Studies* (1998) Vol 13, No 6, Special Social Exclusion Edition

Other Sources:

[www.regeneration.dtlr.gov](http://www.regeneration.dtlr.gov)

[www.cdf.org.uk](http://www.cdf.org.uk)

#### OUTLINE SYLLABUS

Empowerment and community involvement  
Sustainable communities  
Social exclusion and its impact on communities  
Customer focused services  
Contemporary issues relating to regeneration  
Concepts of sustainability and its application in a housing context  
Measuring sustainability  
Working in partnership to provide community based solutions  
Neighbourhood management and neighbourhood renewal  
Evaluating partnership working strategies

#### AIMS OF MODULE

The module aims to allow students to examine the nature of community involvement and its role in the sustainable renewal of neighbourhoods. Having explored empowerment the module aims to analyse and evaluate the value and role of partnership working.

#### LEARNING OUTCOMES

On completion of the module students will be able to:

Analyse the concept of community empowerment sustainability and community involvement.

Analyse the concept of social exclusion/inclusion and the consequences for housing practice.

Critically examine the role of partnership working in providing community based solutions.

Evaluate government policy in relation to sustainable regeneration and neighbourhood renewal.

Evaluate strategies for involving communities in regeneration and renewal.

#### PREREQUISITES

N/A

#### COREQUISITE(S)

N/A

#### DISTANCE LEARNING DELIVERY

N/A

#### LEARNING AND TEACHING STRATEGY

The module will be taught by a combination of lectures and seminars. Lectures will focus upon the delivery of information core to the unit syllabus. The lectures will allow for student interaction through small group work tasks and open discussion. Seminars will provide opportunities for students to develop their understanding of the issues at an analytical level through guided reading and discussions around specified topics. Seminars will also make use of directed work activities undertaken by students in their own local settings between attendance days at University.

Students will be expected to undertake considerable independent research particularly in relation to the web based sources of information for their assignments.

#### IMPLICATIONS FOR CHOICE

N/A

#### ASSESSMENT STRATEGY

Two elements will form the summative assessment for the module. Students will produce an individual conference paper based on a chosen case study. The second part of the assessment will involve the student group in working as a team to plan a conference at which their papers will be presented to fellow students and various stakeholders from local communities and professional practice. Each student will produce a self-reflective commentary of their role and experiences in the planning and delivery of the conference, and this commentary will be assessed.

Formative support will be given during class based seminar discussions, and via group discussion following the completion of seminar activities. As part of the continuing assembly of their ongoing electronic PDP portfolio, students will be encouraged to engage in self-reflection on their contributions to class-based discussions, and on their assessment feedback.

#### NOTIONAL STUDENT WORKLOAD

Mode of delivery (eg FT, PT, DL)

Please complete a separate column where the distribution of notional student workload differs for a particular delivery pattern

Lectures 12

Seminars 12

Tutorials

Laboratory/studio/practical work

Directed learning 86

Independent learning 90

Placement/work experience learning/fieldwork

Duration of examination(s)/test(s)

Other (please give details of other hours indicated)

Total workload

200 hours for 20 credit module, 100 for 10 credit module etc.) 200

### **BE1125 Supporting People In The Community (OPTION, 20 Credits)**

#### SYNOPSIS

This module is designed to raise students' awareness of the opportunities for individuals to receive support to enable them to live independent lives within the community.

It will cover the background to policies, their implementation and an evaluation of different approaches to planning, funding and delivering support.

Teaching and learning is undertaken through a combination of lectures to establish key issues, directed learning and seminars to give students the opportunity to examine those issues in greater depth.

For the assessment students produce a report, examining approaches taken in practice.

#### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Barnes, M., (1997), Care, Communities and Citizens, Longman

Cowen, H., (1999), Community Care, Ideology and Social Policy, Prentice Hall

Sharkey, P., (2000), The Essentials of Community Care: a guide for practitioners, Macmillan

Joseph Rowntree Foundation website at [www.jrf.org.uk](http://www.jrf.org.uk)

## OUTLINE SYLLABUS

This module will cover:

the history of policies and changing attitudes to individuals who need support to enable them to live independently in the community; the concept of community care; models of disability; the planning and funding of services; independent living; partnership working between the different agencies involved; the role of research and issues for the future.

## AIMS OF MODULE

This module is designed to raise students' awareness of the opportunities for individuals to receive support to enable them to live independent lives within the community.

It will cover the background to policies, their implementation and an evaluation of different approaches to planning, funding and delivering support.

## LEARNING OUTCOMES

Students will be able to:

1. identify key themes in the development of policies to enable people who need support to live independently
2. analyse the interface between the different agencies involved in the planning, funding and delivery of services
3. evaluate the policies and provision involved in enabling people to sustain independent living

## PREREQUISITES

none

## COREQUISITE(S)

None

## DISTANCE LEARNING DELIVERY

N/A

## LEARNING AND TEACHING STRATEGY

The teaching and learning strategies have been developed to encourage a confidence-building exploratory, self-determined and deeper approach to individual and collaborative learning that supports and extends teaching sessions. An amalgamation of interactive lecture and seminar sessions will provide the framework for exploratory discussions and group work.

## IMPLICATIONS FOR CHOICE

None

## ASSESSMENT STRATEGY

- a Summative assessment

Summative assessment will be through the production of a 3000 word report to test whether the students have achieved the learning outcomes.

- b Formative assessment and rationale for tasks

Formative assessment will take place in seminars and through directed learning where students will examine case studies, assess good and poor practice and report back to the whole group for discussion

- c. Feedback strategy

Feedback on summative assessment will be through written individual and class feedback, the latter will also be placed on the eLP

## NOTIONAL STUDENT WORKLOAD

Mode of delivery (eg FT, PT, DL)

Please complete a separate column where the distribution of notional student workload differs for a particular delivery pattern PT

Lectures\* 12

Seminars\* 12

Tutorials\*

Laboratory work\*

Directed learning\* 80

Independent learning\* 72  
Placement/work experience learning\*  
Summative assessment hours 24  
Other  
Total workload  
200 hours for 20 credit module, 100 for 10 credit module etc.) 200  
Details of other hours indicated

## **BE1126 Housing Management (FD) (OPTION, 20 Credits)**

### SYNOPSIS

This module will provide students with an introduction to the main types of housing organisations that provide social housing in Britain. It will introduce students to the principal housing management functions carried out by housing organisations, and will consider these functions in relation to the law, best practice and current issues.  
The module will be taught using lectures and seminars with case studies and class discussions; and field study trips to examine housing management approaches in practice.  
The assessment will be by coursework.

### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

- Chartered Institute of Housing (2008) The Housing Manual, London: CIH (Available on line at CIH website: [www.cih.org](http://www.cih.org))
- Harriott, S., and Matthews, L., (2004), Introducing Social Housing, London: CIH
- King, P., (2003), A Social Philosophy of Housing, Ashgate
- Lund, B., (2006), Understanding Housing Policy, Bristol: Policy Press
- Mullins, D., and Murie, A., (2006), Housing Policy in the UK, Basingstoke: Palgrave Macmillan
- Housing Studies Journal

### OUTLINE SYLLABUS

This module will cover:

Housing management organisations and structures in the public, private and voluntary sectors including local authorities, registered social landlords, neighbourhood management and resident involvement.

Housing management functions including; rent setting, rent collection and rent arrears, estate management and the enforcement of tenancy conditions, empty property management, repairs and maintenance, lettings, homelessness, welfare benefits, tenant involvement and equality and diversity issues.

### AIMS OF MODULE

This module is intended to introduce housing management functions and the main types of housing organisations.

It will enable students to develop an awareness of the different ways that housing organisations are structured to facilitate the delivery of housing management functions.

Students will develop an understanding of the importance of equality and diversity issues, and consultation in relation to housing management and will be introduced to the law and best practice in relation to this subject.

### LEARNING OUTCOMES

Students will be able to:

1. Identify the main types of housing organisations and the variety of management structures
2. Analyse the delivery of the main housing management functions in different housing organisations
3. Evaluate methods for encouraging equality, diversity and consultation
4. Demonstrate an understanding of the law and best practice in relation to housing management functions

### PREREQUISITES

none

### COREQUISITE(S)

None

### DISTANCE LEARNING DELIVERY

N/A

### LEARNING AND TEACHING STRATEGY

The module will be delivered by lectures, seminars, group work and directed study, drawing on the workplace and other experience of students. The lectures will cover the key concepts and the seminars will be used to examine complex issues in more detail. Students will be encouraged to direct their learning towards the lecture and seminar topics with selected reading and practical research activities for each teaching session. Students will also be taken on site visits to examine key issues in housing management in local areas, with guidance from local housing management staff.

#### IMPLICATIONS FOR CHOICE

None

#### ASSESSMENT STRATEGY

a Formative assessment and rationale for tasks

Formative assessment will take place in seminars and through directed learning where students will examine case studies, assess good and poor practice and report back to the whole group for discussion. This will provide an opportunity for students to explore concepts introduced in the lectures in greater depth in the context of real situations.

b Summative assessment

There will be two summative assessments.

The first assessment will assess learning outcomes 3 and 4 through a case study.

Using a detailed scenario involving a legal problem in a case study will provide the means for students to demonstrate a clear understanding of the law and best practice and methods for delivering customer care and consultation.

The second assessment will assess learning outcomes 1 and 2 using an essay.

This will provide an opportunity for students to demonstrate their knowledge and understanding through a description of the main types of housing organisations and management structures and to examine how housing management functions are delivered in different ways.

c. Feedback strategy

Feedback on summative assessment will be through written individual and class feedback, the latter will also be placed on the eLearning Portal.

#### NOTIONAL STUDENT WORKLOAD

Mode of delivery (eg FT, PT, DL)

Please complete a separate column where the distribution of notional student workload differs for a particular delivery pattern PT

Lectures\* 12

Seminars\* 6

Tutorials\*

Laboratory work\*

Directed learning\* 80

Independent learning\* 72

Placement/work experience learning\*

Summative assessment hours 24

Other (site visits to examine housing management issues in practice) 6

Total workload

200 hours for 20 credit module, 100 for 10 credit module etc.) 200

Details of other hours indicated

### **BE1212 Governing Sustainable Communities (CORE, 20 Credits)**

#### SYNOPSIS OF MODULE

This module aims to identify and assess the contribution 'good governance' can make to the development of Sustainable Communities. It will examine the consequences of the shift from 'government to governance' and the rise of multi-level governance, and also assess the changing nature of devolved governance in the UK. The module will also aim to identify the main challenges in developing governance approaches that allow for effective and inclusive participation, representation, and leadership. The module will also be informed by the recent emphasis on 'place-shaping', 'well-being' and community empowerment.

#### INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

B Evans et al (2005) *Governing Sustainable Cities*. London: Earth Scan

I Smith et al (2007) *Disadvantaged by where you live: neighbourhood governance in contemporary urban policy*. Bristol: Policy Press

M Taylor (2003) *Public Policy in the Community*. London: Palgrave.

J Morphet (2008) *Modern Local Government*. London: Sage

M Lyons (2006) *National Prosperity, Local Choice, and Civic Engagement*. London: HMT

HMT (2007) *Sub-National Economic Development and Regeneration Review*. London: HMT

D Satterthwaite (ed) (1999) *The Earthscan Reader in Sustainable Cities*. London: Earthscan

## OUTLINE SYLLABUS

1. From Government to Governance
2. Devolved Governance in the UK
3. Governing for Sustainable Development (LA 21 and the Liveability Agenda)
4. Neighbourhood Governance
5. Empowering Communities
6. Local Governance and Place Shaping
7. Sub-Regional and Regional Governance - the SNR (2007)
8. Climate Change and the Challenge for Governance
9. Participatory Governance
10. Governance and Leadership

## AIMS OF MODULE

This module aims to:

- \* Depict the shift from government to governance
- \* Identify the key features of Multi-Level Governance
- \* Assess the changing agenda for sub-national governance in England
- \* Discuss the main challenges involved in developing sustainable approaches to governance that allow for effective and inclusive participation, representation, and leadership

## LEARNING OUTCOMES

At the end of this module students will be able to:

- \* Understand the wider context of governing sustainable communities
- \* Distinguish between different approaches to developing community/neighbourhood governance
- \* Compare and contrast different local approaches to promoting sustainability

Analyse the major challenges of multi-level governance and governing

## PREREQUISITES

n/a

## COREQUISITE(S)

n/a

## DISTANCE LEARNING DELIVERY

none

## LEARNING AND TEACHING STRATEGY

The module will be delivered through a combination of lectures and seminars.

The lectures introduce key concepts, while the practical implications of issues arising from the lecture topics will be explored in the seminars, making use of directed work undertaken by students between classroom sessions. Group presentations and exercises will also be utilised. Students will be directed to specific texts and also be expected to undertake directed work to explore examples of the key concepts in their own workplace and local community settings

## ASSESSMENT AND FEEDBACK STRATEGY

a Summative assessment and rationale for tasks

There will be two components of assessment in this module:

- a) a 1500 word assignment aimed at assessing students understanding of the complexities of sub-national governance in relation to the promotion of sustainable communities agenda (50%)
  - b) A 1500 evaluation report that assesses the strength and weaknesses of a local/community engagement strategy employed in a relevant local authority or partnership (50%).
- b. Additional formative assessment - detail of process and rationale

As part of the continuing assembly of their ongoing electronic PDP portfolio, students will be encouraged to engage in self-reflection on their learning experiences, their contributions to class-based discussions, and on their assessment feedback."

c. Indication of how students will get feedback and how this will support their learning

Informal feedback via group discussion following in-class exercises. Written assessment feedback sheets completed for each essay and returned to student within the agreed timeframe for handing back work.

#### IMPLICATIONS FOR CHOICE

n/a

#### NOTIONAL STUDENT WORKLOAD

Mode of delivery (eg FT, PT, DL)

Please complete a separate column where the distribution of notional student workload differs for a particular delivery pattern

Lectures 12

Seminars 12

Tutorials

Laboratory/studio/practical work

Directed learning 62

Independent learning 62

Placement/work experience learning/fieldwork 40

Duration of examination(s)/test(s) 12

Other (please give details of other hours indicated)

Total workload

200 hours for 20 credit module, 100 for 10 credit module etc.) 200

### **PS0505 Environmental Crisis? (OPTION, 20 Credits)**

#### SYNOPSIS OF MODULE

The increasing attention to the environment by today's policy makers reflects the growing concern with what many claim to be an impending environmental crisis. This module aims to provide an introduction to the key debates around environmental politics, starting with an exploration of the philosophical debates and moving onto assess how politicians and policy makers have sought to address the current environmental challenges. There is a taught element to the module, which supports student led discussion and activities. Tutorial time will be given. The assessments aim to demonstrate an awareness of the key debates together with an evaluation of how environmental policy is being implemented.

#### INDICATIVE READING LIST

Baker S (2006), Sustainable Development, London, Routledge

Baker S, Kousis M, Richardson D and Young Stephen eds (1997, The Politics of Sustainable Development, London, Routledge

Carter N (2001), The Politics of the environment, Cambridge, Cambridge University Press

Dobson, Andrew (1995), Green Political Thought, second edition, London, Routledge

Doyle T and McEachern (1998), Environment and Politics, London, Routledge

Drysek, J S (1997), The Politics of the Earth, Oxford, Oxford University Press

#### OUTLINE SYLLABUS

1. An overview of the contemporary environmental 'crisis'
2. Environmental philosophy
3. Environmental justice
4. The role of green parties and environmental groups
5. The new green politics agenda
6. The environment and policy making
7. The concept of sustainable development and Ecological modernisation
8. International environmental politics
9. The greening of the European Union
10. Policy instruments
11. Implementation of environmental policy

#### AIMS OF MODULE

1. Introduce students to the subject of environmental politics
2. Explore how the environment has emerged in political debates
3. Investigate how policy makers at different levels have sought to address environmental challenges
4. Explore the implementation of environmental policy

#### LEARNING OUTCOMES

1. Identify the key debates which explore the concept of the environment and sustainable development.
2. Explain the historical basis of environmental policy making within the UK and abroad .
3. Demonstrate an awareness of the different perspectives about the environment
4. Evaluate how the implementation of environmental policy has taken place

5. Provide written evidence of their ability to think critically about the politics of environmental issues.

#### PREREQUISITES

None

#### COREQUISITES

None

#### DISTANCE LEARNING DELIVERY

Blackboard available for distance learners

#### LEARNING AND TEACHING STRATEGY

The learning and teaching strategy will employ a variety of methods that are appropriate for Level 5 students. Directed learning will take the form of a workshop sessions which include a taught element where the Module Tutor will set out the main topics, perspectives and debates, thus providing a framework for the student's independent learning. This will be supported by interactive sessions, including student-led discussion and use of case study material. This will draw upon the student's reading, their deconstruction of the literature and the key debates, thus encouraging critical thinking. Tutorial time will also be given to support student development.

#### ASSESSMENT STRATEGY

##### a) Summative assessment and rationale for tasks

The assessment strategy is linked to the module aims and learning outcomes in the sense that the summative essay will provide the students with the opportunity to gather, organise and deploy information from a wide variety of sources in order to construct a coherent political argument. Students will be encouraged to relate academic learning to a case study which will provide the students with an opportunity to demonstrate the extent of their reading, evidence of independent learning and critical thinking in the context of a policy example.

The summative assessment is a 3000-word essay

##### b. Additional formative assessment - detail of process and rationale

Through presentation work during sessions and individual feedback on contribution

##### c. Indication of how students will get feedback and how this will support their learning

Written feedback is provided on all summative assessment on the department's approved feedback form, offering a broad assessment of the skills utilised in the assessment as well as particular comments on the content of the work.

#### IMPLICATIONS FOR CHOICE

#### NOTIONAL STUDENT WORKLOAD

Lectures \* 22 hours

Seminars \* 11 hours

Independent learning \* 64 hours

Directed learning 40 hours

Summative assessment hours 40 hours

Total workload 200 hours

*Please note: the information in this document is correct at the time of printing (10/09/2010) but may be subject to change.  
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