ACADEMIC DEVELOPMENT APPROVAL (REVALIDATION)
Form ADA(R)1
Request for planning approval

- This form is to be used to request planning approval for undergraduate programmes seeking revalidation <u>during 2011/12 ONLY</u>.
- The form may be used for a cluster of related programmes, e.g. a Foundation degree and BA/BSc Top Up, or a suite of award titles delivered by a subject group utilising a significant number of common modules.
- Joint Honours award combinations require specific planning approval.

1	**Faculty** (if more than one Faculty is involved in the proposal list the lead Faculty first)	**Institute for Educational Cybernetics (IEC)**
2	**Contact name** (please provide the name, phone number and email of the person leading the re-validation activities for these programmes)	**Name: Richard Millwood**
		Phone: 01204 903669
		Email: R.Millwood@bolton.ac.uk
3	**Programme areas**(a general description and brief rationale for the clustering of programmes covered by the ADA(R), e.g. Business Management)	1) IDIBL framework 2) Learning with Technology 3) Regeneration and Sustainable Communities **General Description & Rationale** The IDIBL framework and the programmes in Learning with Technologies and Regeneration and Sustainable Communities have been grouped together for revalidation as they share modules, and are currently being delivered jointly by IEC and AES. We are requesting for revalidation of Foundation, Bachelor and Masters level courses, as it is important for the IDIBL and JISC funded Co-educate projects to continue with their strategic research for the University. These courses are targeted at students involved in developing professional practices where subject disciplinary approaches are too limiting. Students undertake individual inquiries in their work context to fulfil the learning outcomes which they negotiate. It is a similar approach

		to a taught research masters/doctorate, at undergraduate/masters levels, which makes them unique in these fields. IDIBL courses enable students to gain knowledge and articulate and apply this in the workplace during the course, rather than sometime after employment. This was identified as an important aspect of employability and work-based learning (Wilson, 2011). The key is the recognition that the translation and application of knowledge happens during the course, such that graduates and employers can immediately identify how university training helped them do their jobs. It does not require separate cohorts for each workplace, as students can be combined in an online community of inquiry to benefit from each other's support, and to simplify and lower costs for the teaching team. This revalidation will allow the IDIBL team to combine students and lower costs, linked to a new proposal to locate all such students under an undergraduate/masters research heading based in IEC.	

4	**Cost centre/JACS Code** (see guidance attached for list of cost centres in use from 2012/13 and JACS Codes for the KIS) If a programme falls into more than one cost centre e.g. Joint Honours, both cost centres should be given	**Cost Centre**	**JACS Code**
		123 - Architecture, built environment and planning 133 - Business and management studies 135 - Education	K440 - Urban studies K900 - Others in architecture, building & planning N211 - Strategic management N214 - Change management N215 - Organisational Management N224 - Management & organisation of education N290 - Management studies not elsewhere classified N900 - Others in business & administrative studies X100 -Training teachers X200 - Research & study skills in education X210 - Research skills X300 - Academic studies in education X900 - Others in education
5	**External advisor** (name of the academic external advisor to the programme team- the external advisor should meet the criteria for nomination contained in Annex O)	**Name**: Jane Kettle **Current position and affiliation:** Discipline Lead - Built Environment, Higher Education Academy (HEA)	

6 PROGRAMMES SEEKING REVALIDATION

Award (e.g. MEng, BA, BSc, BDes, HND, HNC, FdA, FdSc)	Programme Title	Modes (e.g Full time, part-time, block delivery, intensive, distance learning)	Interim awards (list all interim awards)	Programme duration (e.g. I, 2 or 3 years or if less than 1 year, the number of weeks)	Locations (include all collaborative partners/delivery locations currently in approval)	Source(s) of funding (for Home/EU students e.g. tuition fees, HEFCE (price group B only), NHS)	Intake 11/12 (for UoB based courses please indicate actual intake for 2011/12 split by Home and Overseas)	Proposed intake 12/13 (for UoB based courses please indicate proposed intake for 11/12 split by Home and Overseas)
All of the IDIBL provisions at undergraduate and postgraduate levels are being presented for revalidation as they are jointly delivered by the IDIBL team. This is important for the continuation of the IDIBL and JISC funded Co-educate project, effective delivery and marketing of the programmes, and the proposed relationships with professional institutions. Also note that proposed intake for 2012/13 partly based on development of employer agreements currently ongoing. At the moment, one employer provides the minimum numbers for a cohort for each occurrence of a CPD module. Students undertaking the CPD module may also be registered for the degree programme.								
FdA/FdSc	Regeneration and Sustainable Communities	FT, PT, Online	Cert HE	14 weeks - 3 years	University of Bolton (Online only)	Self-funded/employer	H: 0	H: See BA/BSc below
							O: 0	O: 0
BA/BSc (Hons)	Regeneration and Sustainable Communities	FT, PT, Online	Cert HE, Dip HE, FdA/FdSc	14 weeks – 5 years	University of Bolton (Online only)	Self-funded/employer	H: Semester 1:15 Semester 2:12	H: 24
							O: 0	O: 0
MA/MSc	Regeneration and	FT, PT,	PG Cert,	15 months – 3	University of	Self-	H: 0	H: 6

MA/MSc	Sustainable Communities	Online	PG Dip	years	Bolton (Online only)	funded/employer	H: 0	H: 6
							O: 0	O: 0
MA	Learning with Technology	FT, PT, Online	PG Cert, PG Dip	15 months – 3 years	University of Bolton (Online only)	Self-funded/employer	H: 3	H: 6
							O: 0	O: 0

7	**Strategic fit**

Summary of Key Points
- **IDIBL design and delivery is a vital part of the JISC funded Co-educate project translating research into curriculum innovation for the University of Bolton**
- **The programme is developing new markets for widening participation**
- **It meets the University's requirements for flexibility**
- **It is in line with the structure of programmes for the undergraduate curriculum framework**
- **It delivers the core Bolton values**
- **It is a successful mechanism for improving employability**

This work is part externally funded by the JISC Co-educate project which runs until December 2012, established to explore new approaches to curriculum design technology support for the validation processes and 'soft skill' support for the people who implement them in the University of Bolton. The IDIBL framework addresses many of the strategic issues identified in the 2010-16 strategic plan, working to the Universities core strengths in providing flexible learning for 'professionals in practice' across various disciplines; and "*radically enhancing the ways in which we reach out to students*" (p.9) by developing imaginative new ways for learners to study. It offers an alternative approach for a new market of students for whom flexibility is an absolute requirement, learning must be directly meaningful, and assessments must build on their communicative and real-life strengths; providing access to an increasingly diverse student body including remote learners, those who are working full-time, and for whom university, as we currently organise it, does not fit well; to extend our student body. In developing our understanding of new pedagogical approaches, including the use of technology enabled learning, we are actively seeking to develop good working practices with colleagues across the University in line with Bolton's strategy.

The strategic plan 2010 - 2016 identified the following key objectives, met by this provision:
Develop strength as a flexible and responsive university
The programmes are modularised research degrees at undergraduate and masters levels. This innovative approach to provision of work-based learning is the only one of its kind in the UK for Regeneration and Sustainable Communities and Learning with Technology. As research and therefore content is negotiated with students and employers, it is extremely flexible and responsive to both stakeholders' requirements. The negotiation also enables learners to have recognised and assessed, knowledge and skills acquired through professional development, and opens up a new market of close collaboration with professional institutions. Courses can also be undertaken full-time, part-time or as CPD, with an option to accumulate credits towards an award;

widening participation to the full and part time employed or voluntary work-based learners.

Offer higher education opportunities to as diverse a community as possible
All the modules are designed to support students who may not otherwise attend the university because of work or personal commitments.
The combination of work and study and the avoidance of travel and attendance permits part-time study at a full-time loading. Equivalent acceleration may be possible for full-time students too, but with care, since it is expected that students are engaged in some form of employment which is an appropriate context for inquiry-based learning.

Build on our core academic strengths
Students will be recruited from the professional areas where opportunities exist for improvement in the work context since this is the basis for the learning process in the IDIBL model. These areas can be found in education, regeneration, facilities management and health - all of which are lent scholarly rigour through the University of Bolton's core academic discipline areas. Research and development in these core areas provide the necessary support to create the community of practice needed to support this approach to learning. The courses are flexible enough to share some modules with all 3 faculties, offering students the option to do a module through research, and offering IDIBL students the opportunity to attend class-based lectures through negotiation.

Become a model of public engagement in the development of the economy and society of Bolton and the North West
The IDIBL learning model is of engagement within the work context, students taking action for improvement and making exhibitions to communicate outcomes and engage stakeholders. In these ways it directly has an effect on the local economy and society. Engagement with employers in regeneration for example, through the sponsorship of employees and residents has led to career development and progression for both staff and residents in regeneration. Figure 1 below shows the results of our 2011 'what did they do next' survey with past students on the Introduction to Regeneration module, a CPD module from the degree program. Of the 13% who got promoted after the course, more than half directly attributed the course to their change in role in the organisation. 47% of the students surveyed went on to undertake further studies.
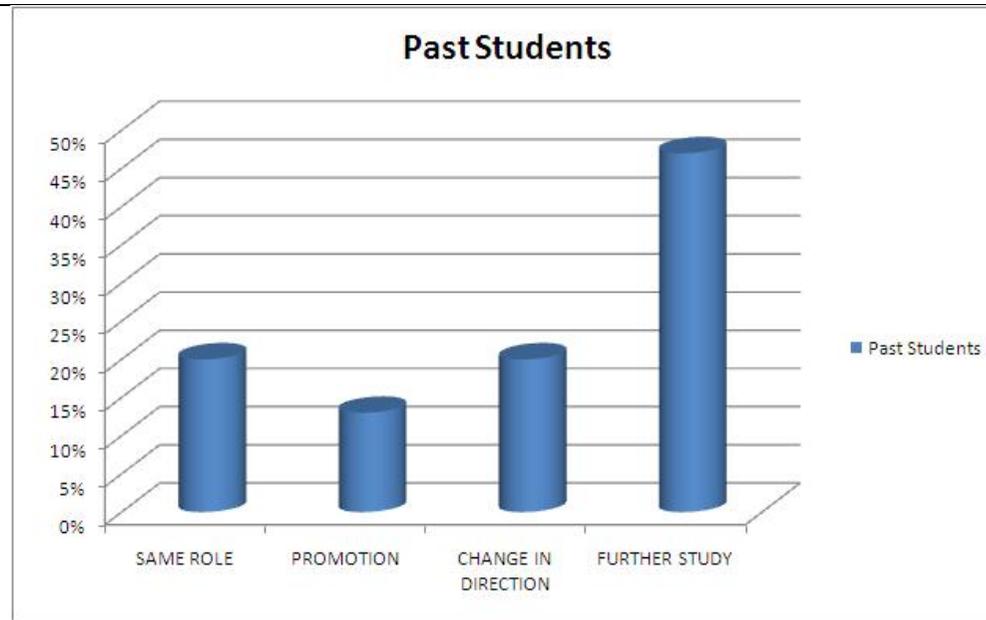
Figure 1 Introduction to Regeneration students 2008 - 2010

Be a leading supplier of international professional higher education
As the IDIBL framework was developed to be delivered online, there is the opportunity for overseas markets to be identified and established. Previous discussions with the RENG corporation in Malaysia for example, identified an interest in the use of the IDIBL model for professional development and the need to explore this further. There has also been interest shown in Egypt through Dr Elsayed's contacts. The use of a workplace advocate overcomes issues which may be related to local knowledge. As internalisation of UK education becomes more competitive, and more competitors from Europe and the USA enter the market to provide high quality education in English, the university will need to differentiate its offering in both the home and overseas markets. The IDIBL courses provide a medium of exchange between members of an online community of practice, enhancing learning across physical boundaries and adding value to the student's experience through peer support.

8	**Market demand and marketing**

Summary of Key Points
- **There is a higher demand for CPD, which can be flexibly provided**
- **It is an opportune time to position Bolton as main provider of Regeneration and Sustainability programmes in North West England**
- **Marketing should focus on developing employer-university partnerships**
- **It should be in close collaboration with FE colleges for progression**
- **It is working through professional institutions to provide routes to membership**
- **There are few others offering this approach, and less still at undergraduate level**

IDIBL students have mostly come from the Greater Manchester (GM) area, although there have been several enquiries from the rest of the UK and overseas. This year has seen recruitment from outside of the GM area. Research by the project team has identified market demand for negotiated work-based learning from prospective students, employers, skills council (Asset Skills) and professional institutions, namely: Royal Society of Arts (RSA), British Institute of Facilities Management (BIFM), Chartered Management Institute (CMI), Chartered Institute for Architectural Technology (CIAT), and the Baker-Dearing Trust who are responsible for the development of University Technical Colleges. The idea of the 'practitioner researcher' was very attractive to the BIFM, and discussions are currently ongoing to develop the IDIBL framework into a dual award with the institution. These discussions also include Manchester Open Learning (MOL) and the exploration of delivery of the Foundation level in Facilities Management using the IDIBL framework. We have a further meeting in December with Marie Gilluley and Mike Morris at Bolton Community College to discuss closer collaboration in regeneration using the framework. Discussions with the CIAT have informed strategic thinking at the institution leading to further exploration of the use of the framework for demonstrating professional competency. This work will form part of a PhD project supervised by Dr Nelson, looking at developing the 21st century profession in Architectural Technology.

We will be exploring current government push towards university - employer collaboration. We already have a relationship with Bolton at Home regarding the Introduction to Regeneration module which they helped develop. This relationship is to be developed further following a meeting held between Dr Nelson and Jon Lord, CEO of Bolton at Home on the 17th of November. A follow up meeting is being planned between senior management of Bolton at Home and the University. We plan to develop similar relationships with other employers (local and national) in support of the findings of the recent Wilson (2011) report which stated that "*If we can align a greater understanding of workplace needs with a clearer articulation of graduate skills, we will advance university-industry collaboration significantly.*"

The demand for IDIBL so far lies in the mature student market. However it could provide an opportunity for the 16 – 18 year olds on the apprenticeship or similar schemes to progress into Higher Education. This however needs to be fully investigated, especially the role of the higher apprenticeships. Discussions have already begun with Asset Skills Council and Bolton at Home to explore the possibility of using the framework for higher apprenticeships. These discussions need to be held with other skills councils.

The student market for Regeneration and Sustainable Communities is quite diverse as regeneration goes across multiple professions and sectors. So far we have had students from a diverse range of backgrounds including housing, project management, customer service, administration, volunteers, education, and development. Previous reports (ODPM, 2004; Academy for Sustainable Communities, 2007; Leech, 2009) identified skills shortages in regeneration and sustainable communities. The ODPM (2004) report identified barriers to addressing the skill shortages in regeneration to include:

- Lack of clear identity and career pathway/structure in regeneration
- Lack of specific training around leadership
- Time invested by staff in training often not directly rewarded by annual review
- Employees often take an individual approach to learning

The IDIBL framework is particularly important in addressing these barriers as it is flexible to enable negotiation of personalised learning, and training will be directly rewarded by annual review as it is integrated with work. The report also highlighted the fact that CPD modules and Certificates were more popular in this sector than full degree programmes. This is supported by the fact that the University of Salford recently discontinued its Foundation degree in Sustainable Communities but replaced this with CPD provision from the programme. Our framework would enable learners accumulate credit from CPD modules to earn an award.

With the recent change in emphasis by the coalition government, no reports are as yet published about skills shortages for the Big Society or Localism. Although the Communities and Local Government Committee of the House of Commons agree with the Government that "*it is right to move towards a localist approach to regeneration*", it recommended the need for a national regeneration strategy which should include "*actions to mitigate the risk of a skills shortage in regeneration*". With emphasis on the important role to be played by the voluntary and community sector in enabling the Big Society and Localism, IDIBL will provide one of the lacking practical mechanisms to address the aspirations of community-led regeneration.

Marketing and promotion of the Regeneration programmes were through leaflets, posters given to employers, exhibitions and conferences (with corporate gifts), University of Bolton website, social media (Facebook and Ning), advertising in regeneration related magazines/websites and word of mouth. Of these posters and engagement with employers, word of mouth and the university website have been the most successful. Although 47% of past students surveyed have gone on to further studies only 20% of these were conversions onto Bolton degrees. The main reason students gave for not continuing with Bolton was related to our admissions process which they found too complex (Nelson, 2010). The other reason was related to funding and the preference for bite-size CPD modules but with the option to accumulate credits.

An evaluation of the Masters in Learning with Technology programme (Millwood, 2010) identified that in 2008, 26 prospective students expressed an interest in the programme but only 7 were converted to enrolments. Marketing, promotion and recruitment activities were limited to leaflets and bookmarks, direct mailings to University of Bolton partner organisations, approaches to partnership for schools, direct mailing of city Learning Centres and advertising at JISC RSC conferences.

Millwood and Powell (2011) further identified that face-to-face meetings with employers' representatives produced enthusiasm and encouragement for the programme. The employer engagement approach would appear to be the ideal mode of marketing the programme effectively. For future recruitment therefore, the IDIBL research team would be aiming to undertake marketing in the following ways:
- Emphasis on CPD / short courses market
- Emphasis on credit accumulation
- Engagement with more employers in relevant sectors
- Engagement with professional institutions for joint validation/accreditation or recognition
- Engagement with FE colleges to develop progression routes from Foundation Degree to higher level qualifications at Bolton
- Engagement with Skills Councils on signposting employers and development of qualifications for higher apprenticeships
- Generic title for IDIBL courses with negotiation of final award title

- Exploring opportunities for new areas to use the framework such as Facilities Management
- Employer SLAs similar to arrangement with NHS

The students on the IDIBL programmes are all in either paid or voluntary employment. This is a requirement of the programmes as they are focused on work-based learning, although work is broadly defined and must offer opportunity for action to improve. We previously had Environmental Management students at the university undertaking regeneration modules as options on their programme of study, but this is no longer available as
a) the environmental studies programme is no longer recruiting, and
b) the new undergraduate curriculum framework makes no allowance for options at HE levels 4 and 5.

Students come with a mixture of experience and previous qualifications, ranging from GCE or no formal qualifications to Masters Degrees. Nevertheless entry requirements will focus primarily on the interests of & benefits to the student, considering their occupational context and readiness for the level of study. Students' job profiles have ranged from the administrative to middle management. There is a current push to attract senior management unto the programme. This supports the University's widening participation agenda.

There is the opportunity to expand recruitment beyond the Greater Manchester area and to overseas students. An on-going discussion with Dr Adel Elsayed has also identified a market for these programmes in Egypt which Dr Elsayed is currently exploring with support from the project team. Previous exploration of the Malaysian market needs to be followed up, and the potential of the EU market explored initially through our ERASMUS bilateral partners. There is also the opportunity to expand into other sectors beyond Regeneration and Learning with Technology. To this end, we have ongoing discussions with the BIFM and MOL regarding Facilities Management. MOL already has a cohort of learners on the BIFM qualification, who will be looking for a progression route next year to accumulate credits towards an undergraduate award.

The IDIBL framework could provide a unique selling point for the University to support inquiry based learning in HE. It provides for a progression route from a HE Certificate at level 4 through to a Masters level 7 qualification, and feeds into the existing University PhD via Practice framework at HE level 8. Mixing and matching with the Professional Development framework and APEL would give it further flexibility to appeal to a niche market enabling widening participation and enhancing employability. Currently existing provisions in these sectors in Greater Manchester are not in direct competition in this market. However they do provide an alternative for students, if our processes are perceived to be too complicated as has happened previously (Nelson, 2010).

Provisions at other Greater Manchester and North West universities are mainly based on the traditional classroom-based approach. Appendix 1 shows a table of related courses primarily in the North West of England in Regeneration and / or Sustainable Communities, and Learning with Technology. The closest programmes to IDIBL can be found at UCLAN (Telstar project) and the University of Chester (Centre for Work Focused Studies) in terms of flexibility of delivery, assessment via coursework and work-based learning. The bulk of the provision is at postgraduate level.

The entry requirements previously validated for the IDIBL framework are listed here and comparisons noted with other competing courses:

Entry requirement for IDIBL model	Competing programmes analysis
In general, the Open University model is followed by IDIBL programmes, based on a duty of care to the applicant and primarily concerned with readiness for and sustainability of study.	Other programmes look for proof of scholarly experience, but leave the door open for applicants without formal qualifications to apply against unpublished criteria.
1. The work context of the potential student researcher is appropriate to the theme of the course employing the framework, and will benefit from the inter-professional discourse ensuing from the course online community;	Many welcome professionals in practice but only two require it. The IDIBL programme requires this since work is the focus for learning. It should clarify further that action for improvement is possible in the work context and that work may include voluntary and caring occupations.
2. Student researchers are admitted to a programme on the basis of a judgement that they are able to benefit from the study involved;	This is rarely stated clearly, instead most start by stating formal levels of qualification finishing with a phrase such as "Exceptional entry is offered to professionals who have an equivalent to the above through extensive professional experience."
3. Student researchers are admitted to a programme on the basis of a judgement that they are capable of succeeding in obtaining the intended award;	Hidden in this statement is the anticipation that the assessment process in IDIBL will empower student researchers them to complete. No other programmes discuss this issue which is key for retention.
4. There is a willingness to support other students and seek the support of other students in the online community;	This is only explicitly mentioned by the Anglia Ruskin programme, which is natural as it is the evolutionary predecessor of IDIBL!
5. Active steps are taken to ensure equality of opportunity for all applicants;	This is particularly focussed on students who are unable to attend at a timetabled time. It is less of an entry requirement and more of an opportunity through online asynchronous delivery.
6. ICT literacy is sufficiently advanced so that student researchers may successfully manage the course expectations;	Rarely explicitly referred to, vital for IDIBL programmes which require online competence in particular, but also the ability to prepare assessment products in digital form.

9	**Proposed tuition fees**

Programme	Band 1 FT £8,400	Band 2 FT £7,200	Band 3 FT £6,300	Band X (partner colleges) FT £5,100
1. Undergraduate IDIBL (Foundation and Bachelors)			X	
2. Postgraduate IDIBL		X		

The University intends charging a course based fee for part time students from 2012. Please indicate below the % of a FT course which will be undertaken by part-time students for each year of the course. Part-time students will only be eligible for a student loan if studying between 25-75% intensity of a FTE (25% =30 credits, 75% = 90 credits).

Indicate for each year the number of credits to be attempted by part-time students

Programme	Year 1	Year 2	Year 3	Year 4	Year 5	Total e.g 360 for degree
MA/MSc	33.33%	33.33%	33.34%	-	-	180
BA/BSc (Hons)	66.67%	66.67%	66.67%	66.67%	33.33%	360
BA/BSc (Ordinary)	66.67%	66.67%	66.67%	50%		300
FdA/FdSc	66.67%	66.67%	66.67%			240

10	**Distinctive features of the programmes**

Summary of distinctive features
- "Learn while you earn"
- No examinations
- Use of portfolio-based patchwork media/text for assessment
- Study focused on improvements to work and practice
- Negotiated and personalised learning
- Students join an online community of learners
- Flexibility to change with work demands through the period of study

The learning outcomes are process-oriented and linked to graduate outcomes at the appropriate level. Each student negotiates how they will complete

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the learning outcomes and meet the assessment criteria. They are encouraged to use work-related activities and outcomes as assessment products. Students from a range of work-contexts can readily benefit from each other's support both in process and knowledge, leading to well-rounded graduates who are confident in communicating with other professionals and able to continue improvements in their organisation. The programmes aim to meet the needs of non-traditional students, can equally work with overseas students and enhance accessibility by not demanding attendance at any particular time nor place. Costs for the university may be reduced since students add no burden to estates or timetabling and staff may be efficiently deployed to match student numbers rather than timetabled lectures.

The IDIBL framework enables an understanding of workplaces as interdisciplinary contexts, as the interdisciplinary nature of the workplace is reflected on the course, giving a more realistic environment to the student learner. The value of this approach is supported by the Wilson report (2011) into work based learning. The use of hot-seat guest lecturers from industry helps bring professionals in practice into academia enhancing the strengths of the course to the practitioner researcher. IDIBL supports "*responsiveness to unexpected pressures and tasks... reaction to changing circumstances and disruptive interventions*" which is contrary to established frameworks of formal assessment (Wilson, 2011).

11	**Graduate prospects**

Summary of Key Points
- **The majority of students experience profound positive change in their careers as a result of studying with this approach**
- **Those experiencing less change nevertheless report improved effectiveness in their post**

This IDIBL programmes are only suitable for students who are in work (either paid or voluntary). They must have an inquiry and the opportunity to undertake the action required. A survey of past students on the regeneration and sustainable communities' courses revealed the current activities of the alumni, and also provided insight into the contribution of the course to their career development. Data obtained from the survey is plotted below.

Table 1 Regeneration and Sustainable Communities Students Survey 2011

Same Role	Promotion	Change in Direction	Further Study
20%	13%	20%	47%

(Note: At the time of this analysis, of the total 72 past students, 48 were yet to respond and 9 were not contactable. Analysis based on data obtained from 15 responses received)

Since completing the Introduction to Regeneration CPD programme, 20% of past students have remained in the same role within their organisations including local authorities and housing associations. Despite remaining in the same positions within their organisations, respondents credited the course with giving them a better understanding of their practice as well as how their respective roles fit into the wider context of regeneration. Two thirds of them had also recommended the course to others.

- 13% of the respondents directly attributed a promotion or career development to the course. Having progressed within their organisations (local authority and housing organisation) respondents cited the course a driver for their career development not only equipping them with the qualifications required for senior promotions but giving them the confidence to actually put themselves forward. Interest was also expressed in attending other short courses relevant to their current roles.
- 20% of respondents have changed career direction. There were various reasons for this change, from budget cuts to internal re-deployment. Despite the fact that respondents stated they had not been in a position to directly apply the knowledge gained on the course, respondents still stated that they found the course both interesting and informative.
- 47% of past students have gone on to further study both within regeneration and other related fields. Alumni have gone on to study at different levels ranging from Foundation to PhD (3 of who are currently enrolled at the University of Bolton).

It is too early to report on graduates from the Masters in Learning with Technology but the degree should enable them to sustain their practice, which continues to be assailed by technological and organisational developments. In research undertaken in 2009/10 by the IDIBL project, the impact of the Ultraversity degree, the evolutionary predecessor of IDIBL, was evaluated. Of the 146 graduates who entered in 2003 and graduated in 2006, some 25 responded to an invitation to report career progress 3 years after graduating. Of these 52% had a profound change to their careers, with 24% each having moderate or no change to their careers (table 2). The full results are shown in appendix 2.

Table 2 Ultraversity Students Survey 2009

Profound Change to Career	Moderate change	No change
52%	24%	24%

The programmes provide a means of acquiring qualifications for the employed whilst working. For the voluntary worker, it is a means of getting qualifications, in some cases, to get a job as has been demonstrated by some of our Introduction to Regeneration graduates. Ongoing discussions in the media of late about the value of a university degree in this current climate where experience is perceived to matter more than qualifications, has highlighted the importance of the IDIBL provision. Figures from previous surveys show up to 20% of graduates unemployed 6 months after graduation (BBC, Times, Guardian). As IDIBL students are already in employment through the course of their programmes, they would boost the employability rate for the university if counted with graduate numbers. It would also ensure that our graduates have the work experience to back up their qualifications for career progression.

The IDIBL model develops required skills, and expects students to assess their needs at all levels and to propose action(s) to address those that they can - in this way the programme is designed to meet such needs at all levels. Secondly, it is argued that at all these levels we need graduates who are experienced, rigorous 'improvers' who know how to benefit from knowledge acquisition and sharing online and can operate effectively in inter-disciplinary contexts, which employers are increasingly requesting for.

12	**Curriculum**

External reference points

The external reference points for the IDIBL programme will depend on the background of the student and which theme they would like to follow. Based on the current and expected students, we have identified a number of relevant professional and accreditation bodies, some of which we have already started dialogue with. These are:

British Institute for Facilities Management (BIFM): The eligibility of FM students to gain the professional membership of BIFM is linked to FM qualifications and the demonstration of experience through competences. This is supported by the entry requirement on BIFM website, "you may be eligible to join BIFM at Member grade (MBIFM) if you have an FM-related qualification and/or you are able to demonstrate expertise and practical experience across a wide range of competences". Moreover, students of UoB will gain HE degree with their FM qualification. Importantly, they will be eligible to use their time study and course to demonstrate their competences and experience supported by their level 4 or 5 FM qualification delivered by other partners. See appendix 3 for more information.

Chartered Management Institute (CMI): Students have the option of obtaining CMI membership at different levels depending on experience. Membership can be obtained by providing a portfolio of evidence (e.g. as a PDP document), which can be built into the course framework. See appendix 4 for more information.

Chartered Institute of Architectural Technologists (CIAT): Students can apply for different levels of membership and incorporate the development of a Professional and Occupational Performance (POP) Records portfolio into their studies, with the view to applying for chartered membership. See appendices 5 and 6 for more information.

Association for Learning Technology (ALT): A peer-based accreditation scheme for learning technologists, CMALT, offers certification through the presentation of a portfolio of work. Students could make the portfolio required map directly onto the learning outcomes for the Analysing the Professional Context module under the IDIBL framework.

The above named professional and accreditation bodies will be consulted as advisers during the revalidation process. They will provide feedback to us to ensure that their requirements for professional membership through the experience route have been met by our provision.

Curriculum structure

- Are the programmes structured around 20 credit modules and a 40 credit project/dissertation module?   YES/~~NO~~
  (If NO please give a rationale for the use of non-standard module sizes)

- Are all single 20 modules one semester in length – YES/~~NO~~
  (If NO please give a rationale)

- Are the programmes comprised of core modules at Levels 4 and 5 with optionality/specialisation reserved for level 6 YES/~~NO~~

(If No please explain why not)

- Are the programmes available in both full and part-time mode? YES/~~NO~~
(if NO please explain why not or provide plans to develop flexible delivery modes)

- Are significant amounts of the programme(s) available for delivery online? YES/~~NO~~
(if NO please explain why not/plans to develop the provision)

- Can the programme(s) be delivered intensively i.e. a full time honours degree over two years? YES/~~NO~~

- Do all 20 credit modules have no more than 5 learning outcomes? YES/~~NO~~
(if NO please explain why not)

Curriculum content

In addition to the expected subject knowledge/skills for the award, the planned curriculum addresses the university requirements relating to:

- Information/Study Skills
The programme encourages students to synthesize sources and communicate orally, in writing, and in appropriate media, in academic and professional contexts making well informed, coherent and persuasive arguments. It supports evaluation of technology for its contribution to communication, co-ordination and an organisation's enterprise activities.
The design of the framework means that learners in progressing through the course develop their IT skills and become more fluent in the use of technology in the context of their relevant practice.

- Research methods (How are programmes planning to offer research methods modules across programmes?)
Research skills are introduced within an action research approach and methods are tackled as negotiated for each module to meet the needs of students to gather and analyse data;
The programme supports students to independently identify opportunities to take actions for improvement at an organisational level, systematically implement innovative solutions and critically evaluate the outcomes. It also expects them to undertake a significant piece of research that fully and critically explores key issues demonstrating rigor in the research process.
Online delivery supports what they do in their workplace rather than presentation of materials. It represents a dialogue between professionals and scholars. The programme enables critical analysis and evaluation of complex issues, and develops the ability to lead reasoned argument around topics of debate or controversy drawing on knowledge at the forefront of their field including a historical perspective;
It enables students take a leadership role to articulate philosophies of lifelong learning, the applications of technology, and the way organisations work.

- Employability and professional development, including opportunities to undertake work related activities or study abroad
Students are all work-based learners, and focus is on their work practice and personal development;

The programme enables bringing employer engagement to the forefront of the University's activities at various levels, including development of negotiated learning outcomes, use of workplace advocate;
Students are expected to actively engage their employer in their studies;
The use of organisational theories to inform analysis and evaluation of the students work context at strategic level, enables a critique of local and national policies and supports development of recommendations for change.
The programme design reduces the time it takes between knowledge acquisition and application, as both happen concurrently;
Reduces time spent out of office by students.

- Internationalisation
Online provision enables international participants in the online community;
Students will be expected to address local and global issues in their inquiry;
Students have the option to take languages as part of the programme;
Use of workplace advocates supports acquisition of local knowledge;
Professional knowledge, acquisition and sharing across the online community supports creation of globally employable graduates as per the University's internalisation policy.

- Environmental sustainability
The programmes are delivered online, resulting in:
Use of less paper through utilisation of virtual learning environments and web-based applications;
Reduced carbon footprint as there is no requirement for students (or staff) to travel to university;
Less need for university accommodation, and therefore less space costs including lighting and heating;

- Social, public and ethical responsibility
The programme supports the analysis and management of the implications of ethical dilemmas including social implications of activities, and collaborative working to formulate solutions. It also promotes Corporate Social Responsibility as we are working directly with employers in negotiating learning with their employees;
In support of our responsibility to creating the right student experience, the use of online delivery mechanism enables the student to choose the right environment for their learning to take place, reduces travel expenses making education more affordable, and removes the need for commute and attendant stresses caused by traffic and transport issues, which could impact on the learning experience;
Professionals in practice can become isolated. The online community of practice supports students and prevents their isolation through being part of this online community.

- Personal development planning
The whole of the programme is based around the notion of personal development planning and continuous improvement of practice. PDP is embedded in all the modules, and reviewed at each level of the programme.

Assessment

- Are learning outcomes only assessed once in each module? YES/~~NO~~
  (If NO please explain why not)

- Will the programmes fit with the University's assessment requirements i.e. achievement of a pass at module will be determined on the basis of an average pass mark of 40% and have no more than two assessment items for each module? YES/~~NO~~ If not, please explain why.

- Are there any other proposed exceptions to the University's assessment regulations ~~YES~~/NO

13	Indicative programme structure and staffing

Awards titles:
1. **Foundation Art or Science degree in the Management of Innovation (in Negotiated title)**
   240 credits at levels 4 and 5 below
2. **Bachelor (Honours) Art or Science degree in the Management of Innovation (in Negotiated title)**
   360 credits at levels 4, 5 & 6 below
3. **Masters of Art or Science in the Management of Innovation (in Negotiated title)**
   180 credits at level 7 below

Level Level 3/4/5/6/7	Module title (and designation e.g. Core/Option/Elective)	Credit value	Sem length	Expected student numbers at UoB	Number of module occurrences	Staff grade	Staff hours	Accommodation	Specialist Equipment
4	Introduction to the Professional Context of [theme]	20	1	0	1	GTA	48	N/A	VLE, VoiP
4	Introduction to Reflective Practice (Core)	20	1	0	1	GTA	48	N/A	VLE, VoiP
4	Professional Practice 1 (Core)	40	1	0	1	GTA	96	N/A	VLE, VoiP
4	Introduction to Action Research (Core)	40	1	0	1	GTA	96	N/A	VLE, VoiP
5	Organisational Impact in [theme] (Core)	20	1	0	1	PL or GTA	48	N/A	VLE, VoiP
5	Reflection on Practice in [theme]	20	1	0	1	PL or GTA	48	N/A	VLE, VoiP

Level	Module								
5	Professional Practice 2 (Core)	40	1	0	1	PL or GTA	96	N/A	VLE, VoiP
5	Action Research in [theme] (Core)	40	1	0	1	PL or GTA	96	N/A	VLE, VoiP
6	Professional Practice 3 (Option)	40	1	0	1	PL or GTA	96	N/A	VLE, VoiP
6	Strategic Planning for Innovation (Core)	20	1	0	1	PL or GTA	48	N/A	VLE, VoiP
6	Elective (Option)*	20	1				48		
6	Elective (Option)*	20	1				48		
6	Action Research Project in [theme]	20	1	0	1	PL or GTA	48		VLE, VoiP
6	Exhibition, Validation and Synthesis (Core)	40	1	0	1	PL	96	N/A	VLE, VoiP
7	Analysing the Professional Context (Core)	30	1	0	1	PL	75	N/A	VLE, VoiP
7	Organisational Improvement (Core)	30	1	0	1	PL	75	N/A	VLE, VoiP
7	Action Research Methods (Core)	30	1	0	1	PL	75	N/A	VLE, VoiP
7	Professional Practice 4 (Option)	30	1	0	1	PL	75	N/A	VLE, VoiP
7	Elective (Option)*	30	1				75		
7	Action Research, Exhibition, Validation and Synthesis (Core)	60	1	0	1	PL	75	N/A	VLE, VoiP

* Students to be given the option to undertake choice of modules from University module database relevant to their area of study including Languages, Sustainability, Entrepreneurship

14	**Learning activities (KIS entry)**

For each programme calculate the % learning time in each category. If there are full and part-time versions of the programme base your calculations on the Ft version

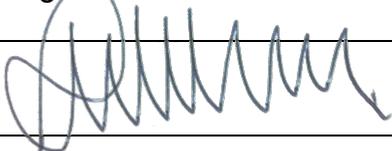| Programme				
	Year 1*	Year 2*	Year 3*	Masters
Scheduled learning and teaching activities (scheduled time with staff member or affiliate)	25%	25%	25%	25%
Guided independent study	40%	40%	40%	40%
Placement/study abroad	35%	35%	35%	35%

*If studied full time

15	**Arrangements for continuing students**

Please outline your proposals for 'teaching out' students on current programmes.

Continuing students on the IDIBL programmes will not be adversely affected by the proposed changes to the programme. They will be able to continue through to finish with the named award they applied for in the first instance, namely Regeneration and Sustainable Communities and Learning with Technology supervised under current arrangements.

16	**Signatures**

- Completion of the boxes confirms that the details contained in this request are correct and have the support of the Dean

Dean of Faculty (print name)	Signature	Date
Paul Hollins		21/11/2011

| 17 | **Decision of the Academic Planning and Resources Committee** |

Date of meeting:

✓	Decision	Comments
	Approved to proceed to validation	
	Referred back to the Faculty	
	Not approved	

References

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Paton, G. (2011), Graduate unemployment hits 15 year high, The Telegraph, 26 January, Available at URL http://www.telegraph.co.uk/education/educationnews/8283862/Graduate-unemployment-hits-15-year-high.html

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Appendix 1

List of current related degrees at other Universities

Course	Institution	Status	Entry Requirements
Creating Sustainable Communities CPD module	University of Salford, Faculty of Science, Engineering & Environment, School of Environment & Life Sciences		The course doesn't run for individuals, only for organisations who can send about 20 staff.
Social & Economic Context for Housing & Regeneration CPD module	University of Salford, Faculty of Science, Engineering & Environment, School of Environment & Life Sciences		The course doesn't run for individuals, only for organisations who can send about 20 staff.
Foundation Degree/BSc (Hons) Housing Practice	University of Salford, Faculty of Science, Engineering & Environment, School of Environment & Life Sciences	CiH accredited Fees provided by individual fee calculator Funding is usually via your employer, but you may also be eligible for a fee grant	For the Foundation Degree: a pass in 1 subject at Advanced GCE level or 2 subjects at AS level Ordinary National Certificate ??or equivalent qualifications Please ask if you are employed in this sector but do not meet the above formal entry requirements. We welcome enquiries from mature students with relevant experience, individuals on access programmes, and those seeking accreditation of prior learning or experience, wide use of which will be made in order to accept students onto the programme. The FdSc in Housing Practice or equivalent qualification is needed for entry to the BSc(Hons) programme. **Duration** Foundation Degree: 3 years part-time. BSc (Hons): 18 months part-time (4 and a half

			years in all including the FdSc). One day per week throughout
BA (Hons) in Urban Regeneration and Planning	University of Liverpool, School of Environmental Sciences, Department of Civic Design	Strong links with the Royal Town Planning Institute **World-leading planning school** Department celebrated its centenary in 2009 and is the world's oldest planning school. Editors of the Town Planning Review Fees to be determined by Fee Status Questionnaire	A level offer: BBB Scottish Higher: Not accepted without Advanced Highers at grades BBB Irish Leaving Certificate: BBBBB Btec: Applications considered Access: Access to HE Diploma in a relevant subject including Distinctions in units in Geography 14-19 Advanced Diploma: Construction & the Built Environment; Creative & Media; Environmental & Land-Based Studies; Information Technology; Society, Health & Development accepted Principal and Generic Learning grade B required Extended Project grade B required Additional and Specialist Learning A level in preferably Geography but History or English would be acceptable grade B required Advanced Welsh Baccalaureate: Accepted including 2 A levels at BB Key Skills: Not accepted General Studies: Acceptable Subject Requirements: Geography is an advantage International Entry Requirements: Country Specific Requirements
MA Cities, Culture and Regeneration	University of Liverpool, School of Law & Social Justice, Department of Sociology & Social Policy	Strong links with the Royal Town Planning Institute **World-leading planning school** Department celebrated its centenary in 2009 and is the	Students commencing the MA Cities, Culture and Regeneration should normally have a good Honours degree (2:1 or above) in any social science disciplines, although candidates with a good Honours degree in other subject areas will also be considered. Experience of working in an urban policy or cultural industry context would

		world's oldest planning school. Editors of the Town Planning Review Fees to be determined by Fee Status Questionnaire	be an advantage
MA Urban Regeneration and Development	University of Manchester, School of Environment and Development	Accredited by the Royal Institution of Chartered Surveyors (RICS) under their Planning and Development (P&D) specialism. It is also accredited by the Royal Town Planning Institute (RTPI) as a specialist masters degree. ● **MA (full-time)** ● UK/EU students (per annum): £5,000 ● International students (per annum): £12,300 ● **MA (part-time)** ● UK/EU students (per annum): £2,500 ● International students (per annum): £6,150	Applicants should have a Bachelors degree with a minimum classification of Second Class Honours, Upper Division (2:1) or its International equivalent. Admission of candidates who do not meet this criterion may be approved if satisfactory evidence of postgraduate study, research or professional experience can be provided. Please contact the School's admissions office for further guidance
MA/PgDip Regeneration and Social Inclusion	University of Salford, Faculty of Arts, Media & Social Sciences, School of English, Sociology, Politics & Contemporary History	Closed/ Relaunched as **MSc/PgDip Urban Design and Regeneration (SEE BELOW)**	

| MSc/PgDip Urban Design and Regeneration | | Developed with the assistance of the UK Royal Town Planning Institute

More Built Environment Focused

Full-time Postgraduate 2011-2012: £8,570

Part-time Postgraduate 2011-2012: £3,632

Full-time International 2011-2012: £10,140
Part time International: £5,070 | Applicants to this course must have:
● A minimum of a second class undergraduate honours degree in a relevant discipline, *or*
● A minimum of a second class undergraduate honours degree in an unrelated discipline and significant relevant work experience, or
● A recognised appropriate professional qualification
International students must provide evidence of proficiency in English - IELTS 6.0 with no band below 5.0 or an equivalent qualification are proof of this.

English Language Requirements

International applicants will be required to show a proficiency in English. An IELTS score of 6.0 (no element below 5.5) is proof of this.

Suitable For

This course is primarily for graduate students and practitioners of architecture, urban planning, regeneration and other related disciplines.   The course will also assist individuals who wish to pursue a research career in this area. |
| MSc Environment and Sustainable Technology | University of Manchester, School of Chemical | Programme has an engineering base and requires a significant | **Academic entry qualification overview:**
MSc - At least a 2(i) (upper second class |

	Engineering and Analytical Science	level of mathematical competence ● **MSc (full-time)** ● UK/EU students (per annum): £9,000 ● International students (per annum): £17,800 ● **PGCert (full-time)** ● UK/EU students (per annum): £4,500 ● International students (per annum): £8,900 ● **PGDip (full-time)** ● UK/EU students (per annum): £9,000 ● International students (per annum): £17,800	honours) degree or equivalent in a relevant subject. Postgraduate Diploma - At least a 2(ii) honours degree or equivalent in a relevant subject. Postgraduate Certificate - Any relevant degree (or equivalent). Examples of relevant disciplines for your first degree are: analytical chemistry, analytical science, bioengineering, chemical engineering, chemistry, electronic engineering, electrical engineering, environmental technology, manufacturing engineering, mathematics, offshore engineering, petroleum engineering, physics and process engineering. Applicants from a life sciences background should note that this programme has an engineering base and requires a significant level of mathematical competence. Applicants with professional experience or non-academic qualifications will also be considered. Should you remain uncertain about the relevance of your academic qualifications please contact us at pgt-ceas@manchester.ac.uk **English language:** Applicants who do not have English as their first language will need to demonstrate competency. We generally require applicants to hold one of the following qualifications (although other qualifications may be considered): ● IELTS: 6.5 (with no sub score less than 5.5) ● TOEFL PB: 570 (with a minimum TWE of 5.0) ● TOEFL CB: 230 (with a minimum TWE of 5.0) ● IBTOEFL of at least 90

			If you are offered a place on a course and fail to meet the level of competency required, please contact us. It may be possible to gain admission on the agreement that you attend additional English language classes while you are studying, or prior to commencing your course. English language support is available and we encourage all new international students to attend a free assessment which can help identify any particular needs. For further information contact: englang@manchester.ac.uk . **Other international entry requirements:** We accept a range of qualification from different countries. See details of entry requirements for your country at: www.manchester.ac.uk/international/country. **Professional entry qualification:** A combination of educational and professional qualifications and experience may be accepted. Our approach to entry requirements is very flexible to enable practising professionals to benefit. Through the 'progressive entry' system, performance in Units completed as stand alone short courses can be taken into account.
MSc Sustainable Built Environment	Liverpool John Moores University, School of the Built Environment	The programme is designed for all professionals currently working for organisations connected with the built environment from architecture, engineering, cost and project management, construction and property development.	Applicants would normally require one of the following: An appropriate Honours degree from an approved University A degree together with such professional or work experience as is deemed appropriate by the School. Exceptionally, a qualification that, in the opinion of the School, is

		Fee Info Provided Upon Enquiry with faculty	equivalent to one of the above described requirements. **Mature entry** Applicants will normally be expected to hold a degree at 2.1 or above in a cognate or semi-cognate subject. Alternatively, candidates may possess a relevant professional qualification or may qualify for entry to the course on the basis of relevant experience deemed appropriate by the School
MSc Urban Regeneration and Management	University of Liverpool, School of Environmental Sciences, Department of Civic Design	Strong links with the Royal Town Planning Institute **World-leading planning school** Department celebrated its centenary in 2009 and is the world's oldest planning school. Editors of the Town Planning Review Fees to be determined by Fee Status Questionnaire	The normal entry requirement for all our postgraduate programmes is a good first degree (2:1) or above, in a related area from an approved university or equivalent. Applications from those with non traditional qualifications and relevant work experience are also welcomed and will be considered on their individual merits.
PG Cert/PG Dip/MA/MSc Regeneration	University of Chester, Geography and Development Studies Department	Programme is located within the larger Work Based and Integrative Studies (WBIS) framework. Modules are delivered using a blend of distance/electronic learning, tutorial support, workshops and short courses. There is no need for day release. Each module is assessed by means of coursework.	In most instances candidate should have a good first degree or equivalent. It is likely that many applicants will have considerable experience as practitioners. Those without formal qualifications are nonetheless encouraged to discuss making an application for this programme of learning. Due the flexible nature of the programme and the fact that it is delivered within the WBIS framework, where relevant, students are also able to acquire credits at undergraduate level in advance of

			progressing to postgraduate level.
		No Fee Info Provided	
PgCert/PgDip/MSc in Housing, Regeneration & Sustainability	University of Salford, Faculty of Science, Engineering & Environment, School of Environment & Life Sciences	Launched October 2010

No Fee Info Provided. Though it is stated that "Funding is usually via your employer" | Applicants should possess at least a UK lower second class honours degree (2.2) or equivalent in any subject.
Please ask if you are employed in this sector but do not have the above formal entry requirements as we welcome enquiries from people with relevant experience seeking accreditation of prior learning or experience.
Duration
PGCert - 1 year
PGDip - 2 years
MSc 3 years
(all part time routes) |
| PgDip/MSc Housing Practice, | University of Salford, Faculty of Science, Engineering & Environment, School of Environment & Life Sciences | CiH accredited

No Fee Info Provided | These courses are for graduates already employed in a housing organisation, whether experienced in the profession or relatively new to the field. The course is validated by the Chartered Institute of Housing (CIH) and successful completion of the Postgraduate Diploma course after 2 years of part-time study will enable you to gain chartered membership (MCIH) of the organisation without further study. For the MSc in Housing Practice, you continue for a third year of part-time study.

This vocational course will help you acquire the skills and knowledge to practice more effectively in the housing profession. Learning |

			to link theory and research to housing practice will improve both your personal and professional skills. On registering for the course, you automatically become a student member of CIH with a range of associated benefits.
Professional Certificate, Certificate in Higher Education, Foundation Degree in Housing Practice (Learning Pathways)	University of Chester, Geography and Development Studies Department	The Faculty of Lifelong Learning, in partnership with the Faculty of Social Science, delivers Learning Pathways for Housing Practice using the WBIS framework. **No Fee Info Provided**	UCAS points: None Specified GCE A Level: None Specified BTEC:None Specified Irish/Scottish:None Specified International Baccalaureate:None Specified QAA:None Specified Extra Information: It is likely that many applicants will have a good standard of education. However the emphasis will be on work based practice to determine the appropriate level of entry to the course. Those without formal qualifications are therefore encouraged to discuss making an application for this programme of learning. Due the flexible nature of the programme and the fact that it is delivered within the WBIS framework, where relevant, students are also able to acquire credits at undergraduate level in advance of progressing to postgraduate level. The development and delivery of Learning Pathways for Housing Practitioners has been funded through by the North West Universities Association (NWUA) Higher Learning Skills Partnership.

Sustainability for Built Environment Practice PgCert/PgDip/MSc/MA	Kingston University London	Links with the Universoty's Centre for Sustainable communities Achieved through Integrated Professional Education **Home and European Union 2011/12** ● MA full time £6,530 ● MA/MSc part time £3,265 ● MSc full time £6,530 ● MSc part time £3,265 **Overseas (not EU) 2011/12** ● MA full time £11,000 ● MA/MSc part time £5,500 ● MSc full time £11,000 ● MSc part time £5,500	Applicants should: ● have a good honours degree or equivalent in a built environment discipline; or ● be a member of a Chartered built environment discipline (such as RICS, RTPI, RIBA, CIOB) etc; or ● have a proven knowledge and understanding of built environment practice and a good honours degree in any subject.
MSc/PgDip/PgCert Urban Regeneration	Sheffield Hallam University	After you enrol you can apply for the Royal Institution of Chartered Surveyors' (RICS) Assessment of Professional Competence, leading to MRICS (membership) status Recognised by the Institute of Economic Development (IED)	Typically you need a degree, or at least two years experience in a related field. If English is not your first language you will need an IELTS 6.0 score with a minimum of 5.5 in all skills or equivalent. If your English language skill is currently below IELTS 6.0 or equivalent we recommend you consider a Sheffield Hallam University Pre-sessional English course which will enable you to achieve an equivalent English score

		International field study week, which for the last five years has been to Shanghai, China. **2011/12 academic year** Full-time – typically £4,560 Part-time – typically £1,520 a stage for PgCert, PgDip and MSc Plus an additional mandatory field trip fee, which in 2010/11 was £700.	
● Foundation Certificate ● Foundation Degree ● BA (Hons) Degree	UCLAN	These awards have been designed to reflect the experience and knowledge that individuals have gained within the workplace. The Professional Practice Awards allow flexible work-based learning programmes to suit both the individual and the needs of their organisation*. The awards can be undertaken either as an individual or as part of a larger cohort within an organisation. *Learners need not be in employment to undertake these awards	**We recognise a special responsibility towards:** ● Those who for domestic, cultural, physical or other reasons need to come to this University. ● Those who are seeking to re-enter the education system after a period away from study. ● Those with alternative experience in lieu of the normal entry requirements. In all cases, applicants with alternative qualifications and\or experience may apply and will be considered. Many professional qualifications give graduate status in their own right whilst professional, technical and experiential learning can be assessed in terms of their appropriateness for individual

			programmes of study. Applications from all candidates will be considered on their merits and in the light of the nature and scope of the programme or work proposed. Informal inquiries are welcomed and will normally be followed by an initial advisory interview.
Outside GM			
MA Learning Through Technology	Institution: Anglia Ruskin University Faculty: Education	The MA Learning Through Technology offers high level accreditation for work-based learners, from a variety of occupations, who are seeking a challenging programme of study and research; through a reflective and action based approach students gain skills and insights that are of benefit to both themselves and their organisations; for those in work (private, public or voluntary), the MA Learning Through Technology offers the ideal platform from which to move on or to move up; central to the degree is the exchange of ideas in a vibrant online community, facilitated by skilled and experienced tutors; at every stage personal, social and academic support is at hand; the curriculum is designed to scaffold success; to encourage articulate, critically reflective problem solvers; it builds upon	1. First degree at min 2:2 2. Students must be in Employment and have ongoing access to the internet The most essential requirement is an open attitude to change along with a willingness to share and to learn through dialogue. An honours degree in a related field 2:2. To be in employment. Exceptional entry is offered to professionals who have an equivalent to the above through extensive professional experience.

		the online success of the BA (Hons) Learning Technology and Research and the BA (Hons) Learning Through Technology.	
MSc Technology for Teaching and Learning	Institution: University of Glamorgan Faculty: Advanced Technology	This course is designed to aid development of candidates aspiring to be teachers or trainers who want to learn how modern computing technology can be used for the benefit of teaching and learning; it is particularly relevant for secondary school and FE professionals who want to enhance and update their skills.	A minimum 2:2 Honours degree or equivalent in any discipline. The course welcomes international applicants Face to face

Manchester University, Salford University and Manchester Metropolitan do not appear to have an equivalent masters programme for Learning with Technology.

Appendix 2 Ultraversity Project Survey 2009

Job role 2003	Job role 2009
teaching assistant	Parent Support Advisor
Teaching Assistant	Teaching Assistant
Teaching Assistant	Primary school teacher
ICT Technician	ICT Support Teacher and Technician
Unqualified teacher	Qualified teacher & Head of Year 11
Learning Support Assistant	Community Care Worker (Learning Disabilities Team)
Learning Support Assistant	Full time Primary School Class Teacher
Learning Mentor	Teacher with TLR for Pupil Well Being
Teaching Assistant	Teaching Assistant
ICT Director Of Services	Security Engineer
Teaching Assistant	Class Teacher
Case officer	Project officer
Member of Senior Management Team - Office Manager / Headmaster's PA / Clerk to the Governors	The job title has not changed - I am just more confident in undertaking it.
Teaching Assistant	Associate Teacher
Clinical System Trainer	Clinical system team leader

Admin Officer	Admin Officer
Teaching Assistant	Graduate Teacher Programme student
School Administrator	School Admin Manager, Extended Schools Co-ordinator and Children's University Co-ordinator
owner / manager of pre school playgroup	owner / manager of pre school playgroup / Early Years Professional
Teaching Assistant	Higher Level Teaching Assistant
Teaching Assistant	ICT support for County VLE project
Teaching Assistant Level 2	Teaching Assistant Level 3
Instructor	ASDAN Coordinator
Graphic designer	Product developer
Teaching assistant	Year 6 class teacher & science coordinator

Note: the darker colour indicates more profound change

Appendix 3 Membership Criteria for BIFM

Member Grade (MBIFM)
To be awarded this grade you need to meet one of the following criteria
- MBIFM route a) Three years' management, two years' FM experience and passed the BIFM Level 4 Diploma or at least one years' managerial and FM experience and have passed the BIFM Level 5 Diploma
- MBIFM route b) Three years' management, two years' FM experience and passed the BIFM Part I examinations
- MBIFM route c) Three years' management, two years' FM experience and have other relevant qualifications. The qualification must be FM related and be at Level 4 or 5
- MBIFM route d) Five years' FM and three years' management experience.

Associate grade (ABIFM)
You may be eligible to join BIFM at Associate grade (ABIFM) if you have an FM-related qualification at Level 3 or above or have two years facilities management experience.
To be awarded this grade of membership you need to meet one of the following criteria:
- ABIFM route a) Two years facilities management experience at non-management level
- ABIFM route b) One year's facilities management experience and a FM related qualification at Level 3 or above

Certified Member Grade (CBIFM)
If you hold a facilities management-related qualification at Level 6 (Degree level), and have three years or more management and FM experience, you may be eligible to join BIFM at Certified Member Grade (CBIFM). To be awarded this grade you need to meet one of the following criteria:
- CBIFM route a) Three years or more management and FM experience and passed BIFM Level 6 Diploma
- CBIFM route b) Three years or more management and FM experience and completed BIFM Part II
- CBIFM route c) Three years or more management and FM experience and completed BIFM Accredited HE course at Level 6. Visit the HE providers section for more information on BIFM Accredited HE courses
- CBIFM route d) Three years or more management and FM experience and have exempting qualifying criteria

FELLOW (FBIFM)
Fellowship of the BIFM is the most prestigious grade of BIFM membership – a true mark of distinction and an aspiration for all, and the designation of fellowship is now more than ever a badge of achievement. The attainment of fellowship should be the goal for all, and is the level at which other professions will measure you and BIFM.

To become a Fellow of the institute individuals are required to hold the Certified member status and are expected to have at least five years senior facilities management experience.

This guide explains how the process of assessment for FBIFM works, as well as giving you some guidance on how to complete the application at each stage.

Appendix 4 Membership Criteria for CMI

Associate (ACMI)
For those with a management qualification at Certificate, Diploma or S/NVQ level OR a minimum of 3 years management experience.
Associate members are entitled to use the letters ACMI after their name.

Member (MCMI)
EITHER for those with a management qualification at degree level/equivalent and a minimum of 3 years' management experience
OR for those who do not have a management qualification at degree level/equivalent but have a minimum of 5 years' management experience
Members are entitled to use the letters MCMI after their name.

Fellow (FCMI)
For those who have a minimum of 10 years' management experience with at least 3 at strategic level
Fellows are entitled to use the letters FCMI after their name.

What do we mean by "Management experience"?
Management experience can cover the full spectrum of responsibility for managing people and other resources, ranging from the management of teams and direct reports through to project management. In addition, as a Fellow you must have held strategic level accountability for at least 3 years including the setting and implementing of business strategy. In a large organisation, this is likely to mean that you are at business unit director level or equivalent, delegating authority to several middle managers. In a smaller organisation, you are likely to be at Board director level or equivalent. In the case of consulting roles without direct line responsibility, you should be advising people at director level or equivalent in significant sized organisations.

Supporting evidence
We ask new members to submit evidence of qualifications in the form of copies of their certificates. Management experience is assessed from evidence such as CVs, job descriptions and organisational charts. All documents submitted as evidence for membership applications are non-returnable.

Appendix 5 Membership Criteria for CIAT

Profile Membership (also Student)
Who can apply?
Any candidate in self-employment, or without a formal qualification or with an unrecognised qualification.
There are three types of profile candidate:
Type A: for applicants who have not completed a recognised qualification **or have a non-recognised qualification with experience within the industry**.
Type B: for applicants who have a recognised qualification but are self-employed as a sole practitioner, partner, director or LLP member. You will be required to register your practice, as per the Institute's Code of Conduct, within three months of the date of your membership acknowledgement letter. Failure to comply will mean that your membership application will be rejected and application fee forfeited. If you require a holding letter to obtain professional indemnity insurance, this will be issued upon receipt of your completed application.
Type C: for applicants who previously held Chartered Membership but have allowed it to become inactive for more than three years. You must complete the professional practice units of the Chartered Architectural Technologist POP Record (Units 15–17) and successfully attend the Professional Practice Re-entry Interview.

Associate Membership
Who can apply?
Any candidate with a recognised qualification. Those who are self-employed as sole practitioners, partners, directors, and LLP members must apply to become a profile candidate.

What qualifications do I need?
- Architectural Technology Honours degree
- Architectural Technology degree
- a degree in architecture or a built environment subject with a technology base
- a UK Higher National Certificate/Diploma in Architectural Technology, building studies or construction
- a Foundation/Associate degree in Architectural Technology
- overseas qualification equivalent to Higher National or above
- other qualifications are reviewed on an individual basis

Chartered/ Technician Membership
Full membership is obtained by completion of the Professional and Occupational Performance (POP) Records and undertaking a Professional Practice Interview. Units for performance standards to be demonstrated in the portfolio of work – Appendix 6.

Professional Practice Interview

The Professional Practice Interview is the final stage of assessment if you are seeking to attain Chartered Membership. If you are progressing as a professionally qualified Architectural Technician, you do not attend an interview.

The Professional Practice Interview allows the Institute's membership Assessors to assess your level of professional competence in Architectural Technology. Your technical competence is assessed via the POP Record. The Professional Practice Interview is based on the professional practice units of the Chartered Architectural Technologist POP Record. You will be expected to bring a portfolio of your work and evidence which clearly illustrates your involvement in the areas listed in units 15–17 of the POP Record (see below). For overseas members, the Interview is held via video conferencing on Skype.

Unit 15 Management of Meetings

15.1 Manage meetings

15.2 Make analytical contributions to meetings

Unit 16 Professional Relationships

16.1 Develop and maintain relationships with people who are affected by your work*

16.2 Present technical information and provide advice on technical problems*

16.3 Identify, summarise and analyse complex, indeterminate problems*

16.4 Contribute to the protection of individual and community interests*

Unit 17 Continual Professional Development

17.1 Identify, record and analyse personal development aims and progress*

17.2 Allocate and monitor the progress and quality of work in your area of responsibility*

17.3 Contribute to advances in occupational knowledge and practice*

Appendix 6 Performance standards for the CIAT

Performance Standards for a Chartered Architectural Technologist, MCIAT

1. Client and user requirements
1.1 Identify, assess and challenge client requirements
1.2 Identify, analyse and challenge user and community factors

2. Feasibility studies
2.1 Assess survey requirements, data standards and outputs
2.2 Select critical investigation requirements
2.3 Investigate and evaluate development factors, likely problems and potential solutions

3. Sustainable development
3.1 Identify and evaluate resource availability
3.2 Investigate and evaluate sustainable development requirements

3.3 Establish arrangements for sustainable development impact
3.4 Assess environmental impact of development proposals

4. Project planning
4.1 Select and agree procurement procedures with clients
4.2 Recommend and agree forms of contract
4.3 Select and form a design team
4.4 Confirm and agree design team responsibilities and processes
4.5 Establish and monitor design team working methods
4.6 Establish project team partnering

5. Health and safety
5.1 Identify and assess hazards and risks

5.2   Make design choices to reduce health and safety risks

5.3   Ensure your actions reduce risks to health and safety

6. Regulations

6.1 Assess regulatory requirements and constraints

6.2 Assess and advise upon options for potential developments

6.3 Assess and advise on legal requirements and constraints

6.4 Confirm statutory control and consent requirements and their implications

7. Concept design development

7.1 Prepare, present and agree proposals for briefs

7.2 Develop design programmes which meet the requirements of the brief

7.3 Assess and develop significant parameters affecting the project design

7.4 Select, test and develop design options

8. Design proposals

8.1 Present and justify project design recommendations

8.2 Advise clients on the selection and modification of design proposals

8.3 Assess detailed design implications of design recommendations

9. Technical design development

9.1 Identify the purpose, methods and techniques for preparing detailed designs

9.2 Evaluate and select materials, components and systems

9.3 Investigate, calculate, analyse and resolve detailed design solutions

10. Design information management

10.1 Set up systems for controlling document production

10.2 Integrate, evaluate and recommend changes to design information

11. Specifications

11.1 Draft prescriptive technical specifications

11.2	Define technical performance specification requirements

12. Tenders and contracts

12.1	Select and evaluate forms of tender and potential tenderers
12.2	Formulate, estimate, bid and tender enquiries
12.3	Evaluate, select and agree estimates, bids and tenders
12.4	Negotiate and agree contracts
12.5	Issue and enforce certification for contracts

13. Control compliance

13.1	Control contracts against agreed quality standards
13.2	Control contract compliance with legal and statutory requirements
13.3	Control contract progress against agreed programmes
13.4	Control costs against agreed budgets

14. Project completion

14.1	Manage project handover and completion
14.2	Obtain and evaluate feedback information and promote improvements
14.3	Specify information and guidance to support and use maintenance planning of property, systems and services

15. Management of meetings

15.1	Manage meetings
15.2	Make analytical contributions to meetings

16. Professional relationships

16.1	Develop and maintain relationships with people who are affected by your work
16.2	Present technical information and provide on technical problems
16.3	Identify, summarise and analyse complex, indeterminate problems
16.4	Contribute to the protection of individual and community interests

17. Continuing professional development

17.1	Identify, record and analyse personal development aims and progress
17.2	Allocate and monitor the progress and quality of work in your area of responsibility
17.3	Contribute to advances in occupational knowledge and practice

Performance Standards for an Architectural Technician, TCIAT

1   Client and user requirements
1.1 Identify user and community factors
1.2 Investigate development factors and likely problems

2   Feasibility studies
2.1 Identify survey requirements, data standards and outputs
2.2 Observe and record measurements
2.3 Check and present survey data

3   Health and safety
3.1 Identify hazards and risks
3.2 Check design choices to reduce health and safety risks
3.3 Ensure your actions reduce risks to health and safety

4   Regulations
4.1 Identify regulatory requirements on development
4.2 Identify statutory consent requirements and prepare applications

5   Design proposals
5.1 Prepare and present design proposals
5.2 Provide information to agree detailed design
5.3 Identify detailed design interactions and methods for maintaining design
coherence

6   Technical design development
6.1 Identify, analyse and record construction criteria and detailed design solutions
6.2 Investigate, calculate, test and present detailed design solutions

7   Design information management
7.1   Control document production
7.2   Check and evaluate design information
7.3   Prepare drawing and associated graphical information
7.4   Prepare schedules
7.5   Draft prescriptive technical specifications
7.6   Organise technical information systems

8   Tenders and contracts
8.1   Obtain estimates, bids and tenders
8.2   Check estimates, bids and tenders

9   Contract compliance
9.1   Monitor construction work against agreed quality standards
9.2   Monitor contract compliance with legal and statutory requirements

10   Professional communications
10.1 Make contributions to meetings
10.2 Maintain relationships with people who are affected by your work
10.3 Present technical information
10.4 Identify and summarise problems and criteria for solutions
10.5 Contribute to the protection of client interests

11   Continuing professional development
11.1 Identify, record and analyse personal development aims and progress