

Institution:	Leeds Metropolitan University
Programme:	Built Environment Modular Scheme
Module:	Urban & Regional Regeneration (EQ2.31)
Activity:	Developing an understanding of urban and regional regeneration issues
Level/Year:	2
Learning Hours:	Not monitored

Work-related learning outcome(s)

To develop:

- an understanding of the need to address social, economic and environmental issues in regeneration practice;
- group working, communication, and organisational skills.

Description of the teaching activity which achieves the learning outcome(s)

This module brings together students on courses related to human geography, urban and regional planning, surveying and housing. It is focussed upon actual regeneration projects in and around the city of Leeds. Students work in small groups to examine regeneration strategies such as property-led, community-led, and housing-led approaches. A major part of the teaching activity centres on practitioner-led site visits supported by documentation from relevant organisations. Students, working in pairs, compare and contrast their individual regeneration project evaluations with those of two other pairs of students investigating other projects.

Rationale for the selection of the teaching activity

This module has been selected because students are able to examine the issues, policy stances, and mechanisms for intervention within a tightly organised framework. The module aims to provide an appropriate balance between tutor- and student-directed study, and provides a carefully structured support framework appropriate for students studying at Level 2. They have the opportunity to develop reflection and data collection skills leading to a greater social and environmental awareness. They are also able to practise communication, presentation and group working skills. Students on this module are a mixture of full-time undergraduate students and part-time students studying a professional course, and this module provides them with a structure and forum through which they can learn from each other by sharing experiences and ideas.

Assessment - approach and detail (see Assignment Brief below)

The learning outcomes for the module are that students should be able to:

- develop a theoretical and practical understanding of the range of explanations for decline in urban areas;
- critically examine urban and regional regeneration policies;
- compare the different and complementary roles of the partners in urban regeneration;
- appreciate the influence of land development, housing and related agencies and the physical planning system on the achievement of urban regeneration;
- critically appraise the potential for local communities to pursue their own regeneration.

The work-related skills which are developed and practised in this module are:

1. **Inter-disciplinary and inter-professional skills** and in particular social and environmental awareness - central to this module is an understanding of the need to address social, economic and environmental issues in regeneration practice;
2. **Reflection** - this module requires students to consider the wider ethical context of their everyday practices, as citizens and as professionals;
3. **Research and data collection** - implementation of data collection strategies and the interpretation of various forms of data, including those from real life projects and organisations, are critical to the completion of coursework;
4. **Communication** - both written and oral presentation is a key feature of this module, as is the ability to engage in group discussion;
5. **Working in teams** - the resolution of a practical problem requires an ability to work collaboratively.

Students are allocated to a partner and placed in a group of three pairs. Each pair within the group is allocated a different case study site. During the first four weeks of the semester students attend keynote lectures and workshops in which they are able to clarify the nature of their task and agree group working protocols. An initial accompanied visit to each site takes place around Week 5. These are followed up on an individual basis. In Week 8, students present assignment progress reports and attend a compulsory progress and presentation strategy tutorial in Week 10. During Week 12 or 13, each pair makes a final formal presentation to the other four members of the group, and to staff and practitioners. This is followed by a discussion and evaluation of the different regeneration practices, which is formalised within a written summary.

Assignment Brief - key elements of the assignment

There are three key stages to the work, with a percentage of the mark allocated to each:

1. Progress report (15% total mark)

This comprises a short report to the class and a written summary of no more than two sides of A4 to be submitted in Week 8. As a minimum it must include:

- some basic information about the area, including some statistical data;
- an outline structure of students' final report;
- two book/journal references and two web sites that have been accessed, all properly referenced showing full bibliographical details;
- any problems or issues for discussion or help required.

Marks are allocated evenly between these areas and reflect the extent to which the work has been thought through and progressed.

2. Case Study Project (70% total mark)

The main piece of work should set the case study in a wider context of urban theories, policies and practice, as well as detail the key elements of the case study, its objectives, and views on its successes and limitations. In detail, each study should:

- describe the locational context, outlining and explaining recent social, economic, and environmental changes and the reasons for intervention;
- explain the aims and objectives of past and current interventions, drawing both on theory and upon empirical material;
- locate the case study in its appropriate theoretical, policy and practical context;
- assess the achievements and limitations of the project and its impact in terms of regenerating the immediate and wider area. This assessment should make reference to the stated aims of the initiative, as well as an objective and independent interpretation of both the aims of this form of intervention and of regeneration policy intervention generally.

The case study areas may be at different stages of the regeneration process, and evaluations should reflect this. Halton Moor, in particular, is at a later stage, and the critique should therefore consider the approaches which have been and are being adopted. It should also assess their potential for success given evidence from the location and from the literature.

The case study is presented to the other two pairs in a group in either Week 12 or Week 13. The presentation should be 20 minutes long, including time for questions. Appropriate audio-visual aids should be used.

The written submission should be around 2,500 words. Written reports should be handed to the tutor at the presentation session.

The assessment criteria are negotiated with the students during the workshop session in Week 2. The ones negotiated and agreed in 2001/02 are:

- 20% for research and referencing - quality and use of information; this includes statistical information about the area, information from agencies and publications, primary research such as visits and interviews, and web-based sources;
- 20% for presentation - time management, pace, use of audio-visual materials, clarity, originality, and dealing with questions;
- 30% for content - relevance to brief, balance between description, explanations and analysis, reference to urban policy, evaluations and reflection.

3. Concluding summary (15%)

This is produced by the full group of 6 following the presentations. Here the requirement is to compare and contrast the case studies and provide a shared conclusion as to their appropriateness and effectiveness. It could take the form, for example, of a list of strengths and weaknesses, and a list of common principles or good practice points. This should be drawn up collectively in the form of bullet points and handed to the tutor at the end of the session. Marks reflect the extent to which the group demonstrates an understanding of the principles and issues raised by the case studies, and on the analytical and critical skills demonstrated. A group mark is awarded for this element of the work. However, the discussion is observed by the tutor and anyone failing to make a reasonable contribution receives a mark that reflects his or her unsatisfactory effort.

Future Developments

This module is reviewed following each delivery as part of the University's annual review process. It has already been changed in order to develop further the real world focus and to enhance the opportunities for students to develop work-related skills. Further development will focus on the relevance, currency and accessibility of regeneration sites, the input and role of practitioners, and the nature of the assessment task. Student evaluation and performance will play a central role in future review and further development.

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