

Section 1: Basic Data

Awarding institution/body: **UWE**

Teaching institution: **UWE**

Faculty responsible for programme: **FBE**

Programme accredited by: **N/A**

Highest award title: **MSc Urban and Rural Regeneration (DL)**

Default award title: **None**

Interim award title: **Postgraduate Certificate Urban and Rural Regeneration
Postgraduate Diploma Urban and Rural Regeneration**

Modular scheme title: **Faculty of the Built Environment Postgraduate Modular Scheme**

UCAS codes: **N/A**

QAA subject benchmarking group(s): **N/A**

Valid until:

Valid from: **2005**

Authorised by: **PG Modular Scheme Director** Date:

Version code: **2**

Version year: **2005**

Section 2: Educational aims of the programme

The Programme aims to:

1. Provide an in-depth analysis and critical overview of the academic debates and policy issues surrounding the topic of contemporary urban and rural regeneration.
2. Critically assess successive approaches to urban and rural regeneration during the postwar period.
3. Examine the wider nature and impacts of social and economic change in urban and rural areas.
4. Critically analyse quantitative and qualitative data available to regeneration researchers.
5. Develop an awareness of the contemporary debate on the institutions, organisations and processes which influence local governance, development and management.
6. Critically evaluate theories and concepts in the field of community and neighbourhood.
7. Enable students to develop the capacity for independent and critical thought via distance learning.
8. Encourage students to relate their own experience to professional work elsewhere, current research and the academic literature.
9. Encourage the development of transferable skills (e.g. investigation, communication, problem-solving and decision-making).
10. Enable students to explore the ethics, values and multiple perspectives that are relevant to contemporary urban and rural regeneration.
11. Provide, via distance learning, flexible study opportunities for those who may be constrained by work, domestic, financial or other personal circumstances.

Section 3: Learning outcomes of the programme

A: Knowledge and understanding

<p>By the end of the programme, the student should be able:</p> <ol style="list-style-type: none">1. To appreciate the nature and scale of the social and economic problems facing urban and rural areas in Britain.2. To critically assess successive approaches to urban and rural regeneration during the postwar period.3. To acquire an in-depth knowledge of contemporary urban and rural regeneration policies.4. To be critically aware of the governance and institutions underlying urban and rural regeneration policies.5. To critically evaluate theories and concepts relating to urban and rural communities and neighbourhoods.6. To develop an awareness of the politics and practice of evaluation and of the project appraisal system.	<p>Teaching/learning methods and strategies</p> <p>Support for module choice is provided by the Programme Leader for the MSc Urban and Rural Regeneration. Students must complete 90 credits of core modules and 30 credits of optional modules plus a 60 credit Dissertation for the MSc.</p> <p>All Urban and Rural Regeneration modules are delivered via distance learning. Students taking the distance learning modules are required to engage with the distance learning material, carry out the activities and undertake the reading specified. In addition students are expected to undertake independent reading to supplement and consolidate what is being learnt, thus broadening and/or deepening individual knowledge and understanding of the subject.</p> <p>Assessment</p> <p>Testing of the knowledge base is through a mixture of assessed coursework (including literature reviews, critical reviews, essays, log journals and projects). Examples of this combination of coursework methods are Regeneration and Community Renewal, Communities and Neighbourhoods B, Governance and Institutions B and Information and Intelligence for Urban and Rural Regeneration.</p>
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B: Intellectual skills

By the end of the programme, the student should be able:

1. To judge and evaluate the quality (validity, reliability and generalisability) of evidence which is used to support claims about theory and current problems in practice.
2. To demonstrate an understanding of methodologies applicable to their own research.
3. To appreciate the complexity of policy issues and the role of ethics and values in their definition and solution.
4. To tolerate and operate within an environment of uncertainty.
5. To formulate, present, and debate complex ideas, and engage with contested concepts.
6. To reflect on their own educational progress, and professional practice.
7. To demonstrate originality in the use and application of research.

Teaching/learning methods and strategies

Skills 1, 3, and 4 are addressed through several modules (e.g. Regeneration and Community Renewal, Governance and Institutions B and Information and Intelligence for Urban and Rural Regeneration) and are directly linked to the work carried out in the research module (Research for Policy and Practice) and, later, the Dissertation. These skills are seen as the basis for the work undertaken on the M level modules generally. Skills 2 and 7 are specifically developed in Research for Policy and Practice and the Dissertation, respectively. Students are also encouraged to evaluate the research methods used when reviewing the literature during many of the modules, for example in Regeneration and Community Renewal. Again, skill 5 is developed in many modules, examples are Regeneration and Community Renewal, Communities and Neighbourhoods B, Governance and Institutions B and Regeneration Contexts: Societies and Economies, through the prepared distance learning material, essays, log journals, projects and literature reviews. Skill 6 is particularly emphasised in many of the modules which require students to submit a log journal (e.g. Regeneration and Community Renewal, Communities and Neighbourhoods B, Governance and Institutions B, Evaluation for Regeneration and Renewal and Project Appraisal for Regeneration and Renewal).

Assessment

A variety of assessment methods is employed. Many modules test the learner's ability to demonstrate these skills, but particular examples are: skills 1 and 2 are assessed in Research for Policy and Practice, and the Dissertation. Skill 5 is assessed in Regeneration and Community Renewal, Communities and Neighbourhoods B, Governance and Institutions B and Regeneration Contexts: Societies and Economies. Skill 6 is assessed in modules including Regeneration and Community Renewal, Communities and Neighbourhoods B, Governance and Institutions B, Evaluation for Regeneration and Renewal and Project Appraisal for Regeneration and Renewal. Skills 6 and 7 are also assessed via the Dissertation.

C: Subject, Professional and Practical Skills

<p>By the end of the programme, the student should be able:</p> <ol style="list-style-type: none">1. To evaluate the dynamics of collaborative working with professionals and the public, and participate in decision-making in complex and unpredictable situations.2. To analyse the links between the environmental, social, economic and cultural context, within which regeneration occurs, and explain its institutional and administrative context.3. To generate and implement policies of inclusivity.	<p>Teaching/learning methods and strategies</p> <p>Skill 1 is developed in many modules, examples are Regeneration and Community Renewal, Governance and Institutions B, Regeneration Contexts: Societies and Economies and Information and Intelligence for Urban and Rural Regeneration. Skill 2 is core to Regeneration and Community Renewal, Governance and Institutions B and Regeneration Contexts: Societies and Economies and features to a greater or lesser extent in all other Urban and Rural Regeneration modules. In addition, one attraction of this Programme is that it gives students the option of taking two modules concerned with Community Safety and Crime Prevention that are included in the Urban and Rural Regeneration Programme, namely: Town Centre and Workplace Safety and Youth Criminality and Personal Safety. In terms of Skill 3, issues of inclusivity are high on the agenda of both the Urban and Rural Regeneration and Community Safety and Crime Prevention Programmes, relating to both policy and practice. Specific modules where it figures are: Regeneration and Community Renewal, Communities and Neighbourhoods B and Regeneration Contexts: Societies and Economies.</p> <p>Assessment</p> <p>Assessments in the particular modules listed above, relate to the skills areas indicated. Skill 1 is assessed in Governance and Institutions B, Evaluation for Regeneration and Renewal and Project Appraisal for Regeneration and Renewal. Skill 2 is assessed in Regeneration and Community Renewal and Regeneration Contexts: Societies and Economies. Skill 3 is assessed in Communities and Neighbourhoods B.</p>
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D: Transferable skills and other attributes

<p>By the end of the programme, the student should be able:</p> <ol style="list-style-type: none">1. To communicate and present complex material effectively in written and graphic forms to specialist and non-specialist audiences.2. To think critically and evaluate the debates surrounding urban and rural regeneration.3. To initiate and manage the research process, utilising appropriate methodologies.4. To act autonomously in planning and implementing tasks at a professional level.5. To self-direct and manage the learning process, exercising initiative and taking personal responsibility.	<p>Teaching/learning methods and strategies</p> <p>With regard to skill 1 this takes place in most modules through the various forms of assessment associated with the distance learning material provided to students. Distance learning students are encouraged to develop 'presentations', and oral skills are developed further on some modules at the optional workshops. These exercises and some written work require that the student addresses a specified audience. Skill 2 is developed through the synthesis of the relevant academic and policy literature for the core modules on the Programme, for example in Regeneration and Community Renewal. For skill 5, because students are studying at a distance, they are encouraged by staff, and supported by the materials, to develop this approach to their study (again the log journals on some of the Urban and Rural Regeneration modules encourage this). Skill 3 is fully developed in Research for Policy and Practice and the Dissertation. Skills 4 and 5 are developed throughout the Programme.</p> <p>Assessment</p> <p>The written communication aspects of skill 1 are assessed in all modules. Skill 2 is assessed in all core modules through the completion of literature reviews, critical reviews and essay questions. Skill 3 is assessed by Research for Policy and Practice and the Dissertation, whilst skills 4 and 5 are developed and tested, for example, Information and Intelligence for Urban and Rural Regeneration, Evaluation for Regeneration and Renewal and Project Appraisal for Regeneration and Renewal and on other modules which require log journals (e.g. Regeneration and Community Renewal, Communities and Neighbourhoods B and Governance and Institutions B), and indirectly throughout the Programme.</p>
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Section 4: Programme structure

Modules usually taken one at a time

Regeneration and Community Renewal UBHM7K-15-M 15C	Regeneration Contexts: Societies and Economies UBHM9F-15-M 15C	PG Certificate: 60 credits at Level M (excluding Dissertation)
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Information and Intelligence for Urban and Rural Regeneration UBHM8U-15-M 15C	Research for Policy and Practice UBIM7E-15-M 15C
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Governance and Institutions B UBHM8X-15-M 15C	Communities and Neighbourhoods B UBHM7F-15-M 15C	PG Dip <hr/> Dissertation UBIM4M-60-M 60C
Option* 15C	Option* 15C	

MSc

* Options
 Evaluation for Regeneration and Renewal - UBHM8S-15-M (also option for CSCP)
 Project Appraisal for Regeneration and Renewal - UBHM8T-15-M
 Town Centre and Workplace Safety - UBHM8V-15-M - (core CSCP)
 Youth Criminality and Personal Safety - UBHM8W-15-M (core CSCP)

Core modules	Optional modules	Target Award													
<table border="1"> <tr> <td data-bbox="178 273 726 320">Level M</td> </tr> <tr> <td data-bbox="178 320 726 389">UBHM7F-15-M: Communities and Neighbourhoods B (15)</td> </tr> <tr> <td data-bbox="178 389 726 436">UBIM4M-60-M: Dissertation (60)</td> </tr> <tr> <td data-bbox="178 436 726 483">UBHM8X-15-M: Governance and Institutions B (15)</td> </tr> <tr> <td data-bbox="178 483 726 553">UBHM8U-15-M: Information and Intelligence for Urban and Rural Regeneration (15)</td> </tr> <tr> <td data-bbox="178 553 726 622">UBHM7K-15-M: Regeneration and Community Renewal (15)</td> </tr> <tr> <td data-bbox="178 622 726 692">UBHM9F-15-M: Regeneration Contexts: Societies and Economies (15)</td> </tr> <tr> <td data-bbox="178 692 726 728">UBIM7E-15-M: Research for Policy and Practice (15)</td> </tr> </table>	Level M	UBHM7F-15-M: Communities and Neighbourhoods B (15)	UBIM4M-60-M: Dissertation (60)	UBHM8X-15-M: Governance and Institutions B (15)	UBHM8U-15-M: Information and Intelligence for Urban and Rural Regeneration (15)	UBHM7K-15-M: Regeneration and Community Renewal (15)	UBHM9F-15-M: Regeneration Contexts: Societies and Economies (15)	UBIM7E-15-M: Research for Policy and Practice (15)	<table border="1"> <tr> <td data-bbox="799 273 1136 342">Students must take 30 credits of options from the following:</td> </tr> <tr> <td data-bbox="799 342 1136 412">UBHM8S-15-M: Evaluation for Regeneration and Renewal (15)</td> </tr> <tr> <td data-bbox="799 412 1136 504">UBHM8T-15-M: Project Appraisal for Regeneration and Renewal (15)</td> </tr> <tr> <td data-bbox="799 504 1136 573">UBHM8V-15-M: Town Centre and Workplace Safety (15)</td> </tr> <tr> <td data-bbox="799 573 1136 665">UBHM8W-15-M: Youth Criminality and Personal Safety (15)</td> </tr> </table>	Students must take 30 credits of options from the following:	UBHM8S-15-M: Evaluation for Regeneration and Renewal (15)	UBHM8T-15-M: Project Appraisal for Regeneration and Renewal (15)	UBHM8V-15-M: Town Centre and Workplace Safety (15)	UBHM8W-15-M: Youth Criminality and Personal Safety (15)	<p data-bbox="1206 264 1345 230">Target Award</p> <p data-bbox="1206 264 1426 320">MSc Urban and Rural Regeneration (DL)</p> <p data-bbox="1206 353 1469 454">180 credits, comprising the 120 credits of the PG Diploma plus the 60 credit Dissertation</p> <p data-bbox="1206 551 1350 573">Default Award</p> <p data-bbox="1206 611 1262 633">None</p> <p data-bbox="1206 734 1362 757">Interim Awards</p> <p data-bbox="1206 920 1450 999">Postgraduate Diploma Urban and Rural Regeneration</p> <p data-bbox="1206 1032 1450 1200">120 credits at level M, comprising Research for Policy and Practice, plus 105 credits from the core and optional modules as specified (excluding the Dissertation).</p> <p data-bbox="1206 1240 1469 1319">Postgraduate Certificate Urban and Rural Regeneration</p> <p data-bbox="1206 1352 1453 1408">60 credits at level M, excluding the Dissertation</p>
Level M															
UBHM7F-15-M: Communities and Neighbourhoods B (15)															
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Section 5: Entry requirements

The usual entry requirement for this programme is a first degree of 2:2 or above. Applicants without a first degree are also considered if an appropriate professional qualification or substantial relevant experience of more than two years is demonstrated. This consideration may involve an interview, the production of a portfolio, or the writing of an essay on a subject set by the Programme Leader.

Students can enrol on the Programme at any point during the academic year.

The Programme mainly focuses on UK policy and practice, and it may therefore be less suitable for international students intending to work in their home countries.

Section 6: Assessment Regulations

This programme is assessed under the current version of the University's Modular Assessment Regulations (MAR).

Section 7: Student learning: distinctive features and support

The distance learning structure of this programme gives students the advantage of flexibility. Hence learning at a distance, which may be desirable or necessary for personal or employment reasons, offers students the opportunities to develop the theoretical and practical knowledge necessary to inform their professional practice.

Learning is resource-based and module materials are prepared by recognised academic and practitioner experts working in different areas of Urban and Rural Regeneration. The materials are regularly updated to reflect the changing nature of Urban and Rural Regeneration. Active researchers and consultants on issues of urban and rural regeneration are involved in module delivery and are in a position to link academic enquiry and theory with contemporary regeneration policy and practice issues.

Because it is recognised that some students/subjects will require a longer period of study than others, the length of the programme is flexible and there is a choice of submission dates. The minimum time for completion is 28 months. A Postgraduate Student Adviser provides additional support for students and is the 'first point of call' for problems. Module leaders can be contacted at any time via telephone, e-mail or arranged meetings.

Section 8: Reference points/benchmarks

There are no relevant QAA subject benchmarks.

The Faculty's teaching and learning policy applies to this programme, and is supported by Faculty guidelines for distance learning.

Research in the Faculty underpins the programme. The programme is supported by research undertaken by staff in and attached to the Faculty's Cities Research Centre. Among the research themes of direct relevance to the programme are projects relating to a number of current concerns including social exclusion, neighbourhood and community renewal, modernising local government, partnerships and governance, community capacity, and sustainability and quality of life. The Cities Research Centre has a good established track record of attracting central government, local government and research council funding, and is committed to both pure and applied research in the field of urban and rural regeneration.