# Programme Specification

**Postgraduate**

Applicable to postgraduate programmes

Please click [here](#) for guidance on completing this specification template.

### Part A: Programme Summary Information

1. **Title of programme:** MSc Urban Regeneration & Management

2. **Programme Code:** CDMU

3. **Entry Award(s):**
   - ☐ MA
   - ☒ MSc 180
   - ☐ PGDip
   - ☐ PGCert
   - ☐ DPS
   - ☐ CPS
   - ☐ Other (please specify below):

4. **Exit Awards:**
   - ☒ PGDip 120
   - ☒ PGCert 60
   - ☐ CPS

Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:

5. **Date of first intake:** September 2005

6. **Frequency of intake:** Annually in September

7. **Duration and mode of:** Full-time 1 year; part-time 2 year
study:

<table>
<thead>
<tr>
<th>8. Applicable framework:</th>
<th>University Framework for Full-time and Part-time Postgraduate Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework exemption required:</td>
<td>☒ No (please go to section 9)</td>
</tr>
<tr>
<td>Please indicate the applicable boxes:</td>
<td>☐ Yes (please provide a brief summary below)</td>
</tr>
<tr>
<td>Date exemption approved by AQSC:</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

9. Applicable Ordinance: General Ordinance for Modular Master’s Degrees, Postgraduate Diplomas and Postgraduate Certificates.

| New/revised Ordinance required: | ☒ No (please go to section 10) |
| Please indicate the applicable boxes: | ☐ Yes (please provide a brief summary below) |
| Date new/revised Ordinance approved by Council: | Not applicable |

10. Faculty: Faculty of Science & Engineering

11: Level 2 School/Institute: School of Environmental Sciences

12. Level 1 unit: Geography & Planning

13. Campus: The Liverpool Campus

14. Other contributors from UoL: Sociology and the Management School

15: Teaching other than at UoL: Not applicable

16: Director of Studies: Professor Dave Shaw

17: Board of Studies: School of Environmental Sciences

18: Board of Examiners: School of Environmental Sciences

19. External Examiner(s): Ms Leonora Rozee, Planning Consultant Prof Geoff Vigar, Newcastle University, Professor of Urban Planning and Director of Research

20. Professional, Statutory or Regulatory body: Not applicable
Part B: Programme Aims & Objectives

26. Aims of the Programme

The aim of the programme is to provide students with a critical understanding of the interventions needed to ensure that cities and regions are able to regenerate themselves.

More particularly the course aims:

1. To develop an understanding of the national and regional policy contexts surrounding urban regeneration;
2. To develop reflective skills to achieve prescribed tasks in urban regeneration;
3. To develop a critical and analytical approach to decision making and the formulation of policy, strategy and implementation relevant to urban regeneration;
4. To develop a critical appreciation of the role of business management in the delivery of urban regeneration interventions;
5. To design, develop and implement critical research related to an urban regeneration issue.

27. Learning Outcomes

No. Learning outcomes – Master’s degree

Students will be able to:

1. have a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of urban regeneration;
2. have a comprehensive understanding of techniques applicable to urban regeneration;
3. demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in urban regeneration;
4. demonstrate conceptual understanding that enables the student: to evaluate
5. critically current research and advanced scholarship in urban regeneration;
6. evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the MSc will be able to:
7. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
8. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
9. continue to advance their knowledge and understanding, and to develop new skills to a high level;

and will have:
10. the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility;
11. decision-making in complex and unpredictable situations;

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td></td>
<td>have a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of urban regeneration;</td>
</tr>
<tr>
<td>2.</td>
<td>have a comprehensive understanding of techniques applicable to urban regeneration;</td>
</tr>
<tr>
<td>3.</td>
<td>demonstrate conceptual understanding that enables the student: to evaluate critically current research and advanced scholarship in urban regeneration;</td>
</tr>
<tr>
<td>4.</td>
<td>deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;</td>
</tr>
<tr>
<td>5.</td>
<td>continue to advance their knowledge and understanding, and to develop new skills to a high level;</td>
</tr>
<tr>
<td></td>
<td>and will have:</td>
</tr>
<tr>
<td>6.</td>
<td>the qualities and transferable skills necessary for employment requiring:</td>
</tr>
<tr>
<td>7.</td>
<td>the exercise of initiative and personal responsibility;</td>
</tr>
<tr>
<td>8.</td>
<td>decision-making in complex and unpredictable situations;</td>
</tr>
</tbody>
</table>
9. the independent learning ability required for continuing professional development.

### Learning Outcomes

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1.</td>
<td>have a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of urban regeneration;</td>
</tr>
<tr>
<td>2.</td>
<td>have a comprehensive understanding of techniques applicable to urban regeneration; and will have:</td>
</tr>
<tr>
<td>3.</td>
<td>the qualities and transferable skills necessary for employment requiring:</td>
</tr>
<tr>
<td>4.</td>
<td>the exercise of initiative and personal responsibility;</td>
</tr>
<tr>
<td>5.</td>
<td>decision-making in complex and unpredictable situations;</td>
</tr>
<tr>
<td>6.</td>
<td>the independent learning ability required for continuing professional development.</td>
</tr>
</tbody>
</table>

### Mapping of subject-based learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,4,6,8 8,6 1,2,3 1,3 2,3,5 3,5,4,6,8,7,911</td>
<td>ENVS411 ENVS432 ENVS439 ENVS459 ENVS469 ENVS491</td>
<td>Exam/Seminar Paper Assignment/Exam Appraisal/Assessment/Proposal 2 Essays Project Report/2 Exercises Research Plan/Presentation Final Dissertation</td>
<td>Not applicable Not applicable Not applicable Not applicable Not applicable Not applicable</td>
</tr>
<tr>
<td>2,4,6</td>
<td>ENVS529</td>
<td>Seminar Paper/Presentation/Exam</td>
<td>Not applicable</td>
</tr>
<tr>
<td>1,2,3,4 1,3,5,7,11</td>
<td>ENVS536 ENVS557</td>
<td>Seminar Paper/Presentation/Report Overview Paper/ Presentation/Seminar Paper</td>
<td>Not applicable Not applicable</td>
</tr>
<tr>
<td>2,6,10,11</td>
<td>ENVS563</td>
<td>Essay/Exam/Report</td>
<td>Not applicable</td>
</tr>
<tr>
<td>1,4,5,11</td>
<td>ENVS569</td>
<td>Project report/presentation</td>
<td>Not applicable</td>
</tr>
<tr>
<td>1,2,3,6,7,10 2,4,7,11</td>
<td>ENVS584 ULMS782</td>
<td>Essay Group Assignment/Exam Essay/Report</td>
<td>Not applicable Not applicable</td>
</tr>
<tr>
<td>1,2,4</td>
<td>ULMS527</td>
<td></td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

### Skills and Other Attributes
The programme places great emphasis on the development of transferable skills. There are numerous opportunities for students to learn, to practise and to be assessed in the following key skills:

1. Communication Skills
2. Numeracy Skills
3. Information and Communication Technology Skills
4. Group Working Skills
5. Time Management
6. Management of Own Learning

<table>
<thead>
<tr>
<th>Key Skill</th>
<th>Taught</th>
<th>Opportunity to Practice</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Written</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>(ii) Oral</td>
<td>ENVS458, ENVS536, ENVS557, ENVS411, BAPA219</td>
<td>All</td>
<td>ENVS458, ENVS536, ENVS411</td>
</tr>
<tr>
<td>Numeracy</td>
<td>ENVS469, ENVS482, ULMS782</td>
<td>ENVS469, ENVS482, ULMS782</td>
<td>ENVS469, ENVS482, ULMS782</td>
</tr>
<tr>
<td>Information and Communication Technology</td>
<td>ENVS469, ENVS482</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Group Working</td>
<td>ENVS458, BAPA216</td>
<td>ENVS458, ENVS459, ENVS529, BAPA216</td>
<td>ENVS458, BAPA216</td>
</tr>
<tr>
<td>Time Management</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Management of Own Learning</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
</tbody>
</table>

The programme is also designed so as to cover the skills and behaviours specified by the Egan Review (Office of the Deputy Prime Minister, 2004). The Egan Review focussed on the generic skills required in urban regeneration. The MSc programme has been designed so that the particular skills and behaviours are covered in particular modules, rather than as a separate module within the programme. The table indicates which modules are used to introduce the skills and behaviours identified as important by Egan. It is assumed that students taking the MSc programme will obtain professional experience of urban regeneration, during their period of study (part-time students) or after the period of study (full-time students) in so doing building upon the skills and behaviours that have been introduced in the programme.
<table>
<thead>
<tr>
<th>Management</th>
<th>Ways of thinking:</th>
<th>Ways of acting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive visioning</td>
<td>Creativity</td>
<td>Entrepreneurial</td>
</tr>
</tbody>
</table>
| Project management | Strategic thinking | Can-do mentality | ENVS411  
                   |                   | ENVS584  |
| Leadership | Open to change | Co-operation | ENVS584 |
| Breakthrough thinking/brokerage | Awareness of limitations | Able to seek help | ENVS459  
                                  |                   | ENVS411  |
| Team/partnership working within and between teams, based on shared sense of purpose | Challenging assumptions | Humility | ENVS529  
                                  |                   | ENVS584  
                                  |                   | ENVS536 |
| Making it happen given constraints | Flexible | Committed to making it happen | ENVS459  
                                  |                   | ENVS313  
                                  |                   | ENVS529  
                                  |                   | ULMS782  
                                  |                   | ENVS536 |
| Process management/change management | Clear | Respect for diversity and equal opportunity | ENVS459  
                                  |                   | ENVS557 |
| Financial management and appraisal | Decisive | Able to take action | ENVS529  
                                  |                   | ULMS782  |
| Stakeholder management - including ability to work with local residents and residents/community groups | Respect for and awareness of the contribution of other professionals | Having a shared sense of purpose | ENVS557  
                                  |                   | ENVS459  
                                  |                   | ENVS536  
                                  |                   | ENVS529  
                                  |                   | ENVS521  
                                  |                   | ENVS313 |
| Analysis, decision making, evaluation, learning from mistakes |                    |                   | ENVS469  
                                  |                   | ENVS536  
                                  |                   | ENVS482 |
| Communication - including intelligent listening to the community, and promotion of development solutions |                    |                   | ENVS584 |
| Conflict resolution |                    |                   | ENVS529  
                                  |                   | ENVS521  
                                  |                   | ENVS411 |
| Customer awareness and how to secure feedback |                    |                   | ENVS536  
                                  |                   | ENVS584  
                                  |                   | ENVS411 |

28a. Mapping of skills and other attributes:
### Skills and other attributes No.

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,3,5,6</td>
<td>ENVS411</td>
<td>LS/RS</td>
<td>Exam/Seminar Paper</td>
</tr>
<tr>
<td>1,5,6</td>
<td>ENVS432</td>
<td>LS/RS</td>
<td>Assignment/Exam</td>
</tr>
<tr>
<td>1,3,4,5,6</td>
<td>ENVS439</td>
<td>LS/ES</td>
<td>Appraisal/Assessment/Proposal</td>
</tr>
<tr>
<td>2,3,4</td>
<td>ENVS459</td>
<td>LS/RS</td>
<td>2 Essays</td>
</tr>
<tr>
<td>2,3,4</td>
<td>ENVS469</td>
<td>LS</td>
<td>Project Report/2 Exercises</td>
</tr>
<tr>
<td>1,5,6</td>
<td>ENVS491</td>
<td>ES/RS</td>
<td>Research Plan/Presentation Final</td>
</tr>
<tr>
<td>1,5,6</td>
<td>ENVS529</td>
<td>LS/RS</td>
<td>Seminar Paper/Presentation/ Exam</td>
</tr>
<tr>
<td>1,5</td>
<td>ENVS536</td>
<td>LS/RS</td>
<td>Seminar Paper/Presentation/Report</td>
</tr>
<tr>
<td>1,2,5,6</td>
<td>ENVS557</td>
<td>LS/RS</td>
<td>Overview Paper/ Presentation/Seminar Paper</td>
</tr>
<tr>
<td>2,3</td>
<td>ENVS563</td>
<td>LS/ES</td>
<td>Essay/Report</td>
</tr>
<tr>
<td>2,3</td>
<td>ENVS609</td>
<td>LS/ES</td>
<td>2 assignments</td>
</tr>
<tr>
<td>1,2</td>
<td>ENVS569</td>
<td>LS/RS</td>
<td>Project Report/Presentation</td>
</tr>
<tr>
<td>1,4,5,6</td>
<td>ENVS584</td>
<td>LS/ES</td>
<td>Essay</td>
</tr>
<tr>
<td>2,4,5</td>
<td>ULMS782</td>
<td>LS/RS</td>
<td>Group Assignment/Exam</td>
</tr>
<tr>
<td>1,5,6</td>
<td>ULMS527</td>
<td>LS/RS</td>
<td>Essay Report</td>
</tr>
</tbody>
</table>

#### 29. Career opportunities:
- Regeneration agencies, including local, regional and national;
- Agencies with regeneration interests e.g. local authorities, housing associations, businesses;
- Research institutions;
- Consultancies.

#### Part C: Entrance Requirements

#### 30. Academic Requirements:
- a good honours degree (2:1 or above) in a discipline relevant to regeneration;
- a degree in a non-cognate disciplines may be acceptable for applicants who can demonstrate relevant experience and interest in urban regeneration. The standard University procedure and criteria for APL are adhered to.

#### 31. Work experience:
- relevant professional qualifications may be acceptable if applicants can demonstrate their ability to work at Masters level;
- mature candidates with substantial experience, and in a senior position, in urban regeneration, supported by recommendations and samples of work.

#### 32. Other requirements:
- Not applicable

#### Part D: Programme Structure
33. **Programme Structure:**

The programme will form part of the University’s modular Master’s degree structure in which 180 unit credits will need to be accumulated to satisfy the requirements of the MSc in Urban Regeneration and Management. The basic building block for the course will be 12 units (each with 15 credits) offered in single or quadruple blocks.

**Exit Points**

A Postgraduate Certificate will be available to those students who have successfully completed 4 taught modules only (60 credits). A Postgraduate Diploma will be available to those students who have successfully completed 8 taught course modules only (120 credits). The MSc award will be available to students who have successfully completed 8 taught course modules (120 credits) and a dissertation (60 credits). The exit awards for Postgraduate Certificates and Diplomas will be available for those students who through individual circumstance do not wish, or are unable to continue with their studies at a particular moment in time. These awards will therefore reflect a student’s level of achievement.

For both the MSc and the Postgraduate Diploma an award with Distinction is to be available to those who perform at a consistently high level.

**Course Components**

The MSc programme has three distinct components. The first component consists of a range of modules grouped under the Management theme; while the second component consists of a range of modules grouped under the Urban Regeneration theme. The third component is students’ individual research on an approved aspect of Urban Regeneration.

**Component 1: Management**

Students are required to take up to two Management modules, each worth 15 credits. All are intended to contribute towards the core components of any MSc (public management) programme.

- Public Finance (ULMS782)
- Social Enterprise (ULMS527)

**Component 2: Urban Regeneration**

For the second component of the programme, students are required to take Urban Regeneration modules, each worth 15 credits. The following two modules are compulsory:

- Urban and Regional Regeneration (ENVS536)
- Urban and Regional Regeneration Project (ENVS584)
- Planning and Property Development (ENVS569)

Two further modules are chosen from a range of options, which include:

**Semester 1**

Geographic Data Science (ENVS563)
Geographic Information Science (ENVS609)
Spatial Planning Challenges (ENVS411)
Urban Design and Regeneration (ENVS521)
Techniques in Environmental Planning and Management (ENVS529)
Theory Power and Ethics (ENVS432)
The Cultural Economy of Cities (SOCI327)
Semester 2
Implementing and Managing Change (ENVS459)
Trends, Outcomes and Impacts (ENVS469)
Social and Spatial Inequalities (ENVS557)
Making Places (ENVS439)
Planning and the Historic Environment (ENVS596)

Component 3: Research
For the third component of the programme, students are required to produce a 12-15,000 word dissertation on an approved aspect of Urban Regeneration. The dissertation will be supported by integral research methods course and individual dissertation supervision. The integral research methods course will be included within the credit weighting of the dissertation.

For students undertaking the course on a part-time basis, every effort will be made to ensure that attendance can take the form of a day release basis. Clearly if options are chosen outside the lead Department this may necessitate a more fragmented attendance pattern, with students having to attend at least two sessions (morning or afternoon) during the week depending on the timetabling of specific units.

It is possible for part-time students to take up to six taught modules in any year. Clearly this will necessitate greater attendance but will enable them to undertake six modules in year two (two taught and a four module dissertation).

List of Modules
The following table lists the information relating to the modules which will form a required or optional part of the MSc in Urban Regeneration and Management.

The list of optional courses is provisional and subject to the caveat that not all will be necessarily available in any given year. Furthermore other options may be appropriate to individual student needs and students may be permitted to undertake such courses subject to approval by the Course Director and the Director of Teaching and Learning offering the course.

Table 1: Recommended structure for the Full-time MSc Urban Regeneration and Management
<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Required Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS536 Urban and Regional Regeneration (15 credits)</td>
<td></td>
</tr>
<tr>
<td>ENVS569 Planning and Property Development (15 credits)</td>
<td></td>
</tr>
<tr>
<td>+ Two 15 credit optional modules</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>Required Modules</td>
</tr>
<tr>
<td>ULMS782 Public Finance (15 credits)</td>
<td></td>
</tr>
<tr>
<td>ENVS584 Urban &amp; Regional Regeneration Project (15 credits)</td>
<td></td>
</tr>
<tr>
<td>+ Two 15 credit optional modules</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>Required Module</td>
</tr>
<tr>
<td>ENVS491 Dissertation (60 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Recommended structure for the Part-time MSc in Urban Regeneration and Management

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>ENVS569 Planning and Property Development (15 credits)</th>
<th>ENVS536 Urban and Regional Regeneration (15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>ENVS584 Urban and Regional Regeneration Project (15 credits))</td>
<td>ULMS782 Public Finance (15 credits)</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>Semester 1</td>
<td>Two x 15 credit optional modules</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>Two x 15 credit optional modules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>ENVS491 Dissertation (60 credits)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34. **Industrial placement/work placement/year abroad:**
- all students have to participate in a client-based urban regeneration project;
- students may organise work placements while undertaking their research for their dissertations.

35. **Liaison between the Level 2 Schools/Institutes involved:**
Director of Studies liaises within the School, and where necessary with Programme Directors in other Schools, most notably with ULMS (for compulsory modules) and the School of Law and Social Justice (for optional modules).
36. **Learning, Teaching and Assessment Strategies:**

The aims and objectives of the course will be realised through teaching, learning and assessment strategies adopted. The extent to which objectives are realised will be judged through the assessment process. A number of teaching approaches and assessment mechanisms will be employed throughout the courses. The learning outcomes will be evaluated using the methods of assessment, which are appropriate to match the requirements of the course module.

36a. **Learning, Teaching and Assessment methods:**

The Course is delivered using various teaching methods. Each method provides students with different learning experience. The teaching methods to be employed and students’ learning experience are listed below:

- **Lectures.** Designed to provide students with information, principles, concepts and course topic areas. The lectures should also guide students towards further reading.
- **Seminars.** Enable students to develop higher-level intellectual skills, such as reasoning, problem solving, and the acquisition of interpersonal skills such as listening, discussing and presentation of papers, through participation of all present.
- **Tutorials.** Enable students to meet on an individual or small group basis to discuss issues with course tutors and problems relating to modules.
- **Workshops.** Enable students to appreciate and practice a range of skills and techniques within a supervised framework.
- **Field Study.** Visits to projects and areas to demonstrate how particular practitioners are addressing contemporary issues, within a variety of political and resource constraints. This enables an evaluation to be undertaken of the approaches adopted.
- **Group Projects.** Enable students to develop skills of working together as part of a team in order to tackle large and complex tasks.
- **Dissertation.** Enable students, with minimal but sufficient supervision, to devise, organise and execute a major individual assignment.
- **Private study.** Enables students to deepen and widen their understanding of the subject matter, through further reading and completion of various forms of course work assignment.

37. **Assessment information for students:**

**Code of Practice on Assessment**

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University’s expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The framework for modular, postgraduate programmes;
- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
The University’s policy on making adjustments to exam arrangements for disabled students.
The code of practice relating to external examining (see also below)
The Academic Integrity Policy, which covers matters such as plagiarism and collusion
and includes guidance for students;
The policy relating to mitigating circumstances which explains what you should do if you
have mitigating circumstances that have affected assessment; and
The policy on providing students with feedback on assessment.

Please click here to access the Code of Practice on Assessment and its appendices; this
link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’
handbook.

**Marking criteria:**

A range of approaches to assessment will be adopted in order to evaluate the extent
to which the learning outcomes have been achieved. Each module will be assessed on
an individual basis. However, all modules have been designed to be comparable in
terms of student effort. The assessment in any particular module undertaken by
students on the MSc in Urban Regeneration and Management will be the same as for
all other students taking that module.

The assessment criteria are those used by the School of Environmental Sciences and
made available to students in their student handbooks

There are three basic modules to student assessment.

- **Coursework Only.** The basis of assessment is 2 pieces of coursework
  of up to 3,000 words in length (or their equivalent). This assumes each
  piece of coursework is worth 50% of the module;
- **Coursework and Exam.** One piece of coursework (up to 3,000
  words) plus one two-hour exam, assuming the coursework and
  examination are each worth 50% of the module marks;
- **Exam Only.** One three-hour exam.

These three models provide the framework for assessment. The balance of
assessments between the modules should broadly conform to what has been outlined
above, through the weighting between coursework and examination can vary on a pro
rata basis. More specifically, the precise form, function and nature of assessment
methods will vary according to the requirements of individual modules but normally
consist of a combination of the methods outlined below:

- **Examinations:** to test students’ knowledge and understanding of a
  range of material covered in the course and their ability to reflect
critically on that material.
- **Essays, Reports, Seminar and Discussion Papers:** to enable
  students to demonstrate and develop an argument in depth, using a
  range of different writing styles, suitable for different audience.
- **Seminar Presentations:** to enable students to develop and to
demonstrate an ability to present and defend an argument using oral
mean of communication.
- **Practical Exercises:** to enable students to demonstrate the
  acquisition of particular skills and techniques and to use such skills in
  undertaking problem solving activities.
• **Group Project Exercises**: to enable small groups of students to demonstrate, through verbal presentations and written report preparation, their ability to work as part of a team to resolve large and complex problems. Group work will be assessed on a group basis but a combination of peer group review, supervision of the group and individual contributions to group presentations will enable, where necessary, individuals marks to be awarded to group members.

• **Dissertation (12-15,000 words)**: to enable students to demonstrate their ability to define an appropriate topic, to develop research skills and sustained logical and analytical discussion of the subject under consideration. In common with all other Masters programmes offered by the Department of Civic Design, the dissertation preparation process for the MSc in Urban Regeneration and Management includes a 3,000 words research proposal that is assessed as part of the overall mark for the dissertation.

38. **Student representation and feedback:**

A new campus-wide structure for student representation comes into place in September 2013, underpinned by a focus on Course Reps as partners in learning, and flexibility and variation within the system to ensure effective representation of students.

Course Reps are seen as an essential link between staff and students and will focus, chiefly, on larger developmental issues affecting the students they represent. They are recruited by the School and their core task is to find out what issues are affecting students on their course and identify ways to tackle them. There will be, at least, one Course Rep per programme, per year of study and they will meet with the Head of Department or School to identify one or two key issues on their programme and then collect student feedback, using a range of methods, on how to address those issues.

The Reps should spend one hour a week talking to students about their key areas of focus for development, which may include learning and teaching (e.g. teaching methods, resources), the curriculum, quality and standards (e.g. module evaluation forms), learning resources, assessment and feedback.

Training sessions are put on by the Guild throughout the year to help Course Reps develop their skills (e.g. chairing a meeting or conflict management).

Course Reps will also attend Staff-Student Liaison Committees (SSLCs). The aim of the new developmental issue-specific approach to gathering student feedback is to focus the SSLCs, so that there is a stronger sense of progression and development between staff and students on key issues within the School. Within the School of Environmental Sciences, there is one PG SSLC which deals with all of the postgraduate taught and postgraduate research within the School. SSLCs may be held two or three times during the year and can be used to develop student commentaries for Periodic or Holistic Reviews and the Annual Subject Review.

The Faculty also has a dedicated Student Voice Co-ordinator based in the Guild who attends the SSLC, and provides further support for the Course Reps. Representatives of the Teaching and Library staff also attend the SSLCs.

The Minutes of each meeting are considered by the School’s Learning and Teaching Committee and important matters are forwarded to the School’s Board of Studies and/or the Head of School. In addition, students have direct representation on the School Board of Studies via nominees put forward by the SSLC Course Reps.
Additional student feedback is formally solicited via routine module and year evaluation questionnaires, the summary results from which are reviewed by the relevant SSLC, and posted on VITAL. Programme Directors will also have year meetings at least once a semester to provide programme feedback in a two-way process.

Finally, all students are encouraged to provide informal feedback, in person or by email, either direct with the teaching staff concerned, or via their allocated Personal and Academic Advisor(s).

### Part F: Status of Professional, Statutory or Regulatory Body Accreditation

39. **Status of Professional, Statutory or Regulatory Body Accreditation:**

   | Not applicable |

### Part G: Diversity & Equality of Opportunity and Widening Participation

40. **Diversity & Equality of Opportunity and Widening Participation:**

   This programme complies with the University’s Policies on Diversity and Equal Opportunity which can be found at: [http://www.liv.ac.uk/hr/diversity_equality/Policies%2C_Schemes_and_Action_Plans.htm](http://www.liv.ac.uk/hr/diversity_equality/Policies%2C_Schemes_and_Action_Plans.htm)

### ANNEX 1

**Annex Of Modifications Made To The Programme**

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>New optional GIS module added ENVS609 – students can opt to take ENVS563 or ENVS609 depending on prior GIS experience.</td>
<td></td>
<td></td>
<td>2016/17</td>
<td></td>
</tr>
</tbody>
</table>