Programme Specification Undergraduate

Applicable to all non-clinical undergraduate programmes*

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

*Excluding Integrated Master's degrees.

### Part A: Programme Summary Information

<table>
<thead>
<tr>
<th>1. Title of programme:</th>
<th>BA Urban Regeneration and Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Programme Code:</td>
<td>K430 - BA Urban Regeneration and Planning</td>
</tr>
</tbody>
</table>

**3. Entry Award:**

| ☒ BA (Hons) | 360 Credits | Year 1: Pass 120 credits with the majority of credit at level 4. Year 2: Pass 120 credits with the majority of credit at level 5. Year 3: Pass at least 90 credits at level 6 |
| ☐ BSc (Hons) | | |
| ☐ Other (please specify below): | | |

**4. Exit Awards:**

| ☒ Diploma in Higher Education (Dip HE) | 240 Credits | Year 1: Pass 120 credits with the majority of credit at level 4. Year 2: Pass 120 credits with the majority of credit at level 5. |
| ☒ Certificate in Higher Education (Cert HE) | 120 Credits | Year 1: Pass 120 credits with the majority of credit at level 4 |

<table>
<thead>
<tr>
<th>5. Date of first intake:</th>
<th>K430 - September 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Frequency of intake:</td>
<td>Annually, in September</td>
</tr>
<tr>
<td>7. Duration and mode of study:</td>
<td>3 Years Full time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Applicable framework:</th>
<th>Model for Non-Clinical First Degree Programme</th>
</tr>
</thead>
</table>

**Framework exemption required:**

| ☒ No (please go to section 9) | |

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TQSD/16.17  
2016-17 v.1  
1 of 18
Please indicate the applicable boxes:

| ☐ | Yes (please provide a brief summary below) |

Date exemption approved by AQSC:

**9. Applicable Ordinance:**

General Ordinance for Undergraduate Degrees

**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:

**10. Faculty:**

Faculty of Science and Engineering

**11: Level 2 School/Institute:**

School of Environmental Sciences

**12. Level 1 unit:**

Department of Geography and Planning

**13. Campus:**

Liverpool

**14. Other contributors from UoL:**

Sociology

**15: Teaching other than at UoL:**

None

**16: Director of Studies:**

Director of Learning and Teaching: Professor Dave Shaw
Programme Director: Dr Ian Mell

**17: Board of Studies:**

School of Environmental Sciences

**18: Board of Examiners:**

School of Environmental Sciences

**19. External Examiner(s):**

Name: Martin Willey – has she been replaced by Catriona Riddel
Institution: Geraint Ellis

**20. Professional, Statutory or Regulatory body:**


**21: QAA Subject benchmark Statements(s):**

Town and Country Planning 2008

**22. Other reference points:**

RTPI Education Guidelines

**23. Fees:**

Standard University Fees apply
24. **Additional costs to the student:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No charge</td>
</tr>
<tr>
<td>2</td>
<td>£130</td>
</tr>
<tr>
<td>3</td>
<td>£300</td>
</tr>
<tr>
<td>4</td>
<td>£400 (for field trips)</td>
</tr>
</tbody>
</table>

25: **AQSC approval:**

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### Part B: Programme Aims & Objectives

#### 26. Aims of the Programme

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The programme has been designed with a broad aim of providing students with an understanding of the changing challenges facing modern society, and the aims and means of developing and renewing urban areas reconciling aspirations for human health, social equity, and economic growth and development with the needs of protecting and conserving the environment and living with environmental change. In this respect, the aim of the programme is consistent with the expansion of the skills base relating to planning for sustainable development promoted by the United Nations and in the UK context by national government.</td>
</tr>
<tr>
<td></td>
<td>The first two years (FHEQ Level 4 and 5): of the K4L7 degree programme is identical to BA Urban Regeneration and Planning (K430). The programmes are broad in scope and content and enable students to explore a range of issues from a variety of different perspectives. A pervasive theme that can be traced throughout these programmes is a concern with the regeneration and environmental dimensions of the problems faced by society and the policies and other measures adopted in seeking to overcome those problems.</td>
</tr>
<tr>
<td></td>
<td>In the third year (FHEQ Level 6): of both programmes, students are encouraged to specialise in one of two areas of environmental interest that reflect the orientation of their respective BA degree programmes: <strong>Spatial Planning for Environmental Change (K4L7)</strong> or <strong>Transforming Cities and Regions (K430)</strong>. The former reflects the opportunity to focus on environmental planning and management issues that can be further explored among the wide range of choice of optional and complementary programme modules that are offered in the third year of the BA Environment and Planning (K4L7). The latter reflects the opportunity to link consideration of urban growth and regeneration with the use of methods for targeting resources that can be explored among the wide range of choice of optional and complementary programme modules that are offered in the third year of the BA Urban Regeneration and Planning (K430).</td>
</tr>
<tr>
<td></td>
<td>The BA Environment and Planning (K4L7) has been designed to provide a specific environmental planning and management route for students who want to focus on this specialist area. The BA Urban Regeneration and Planning (K430) has been designed to provide a specific urban development and renewal route for students who want to focus on this specialist area.</td>
</tr>
</tbody>
</table>

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#### 27. Learning Outcomes

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Bachelor’s Honour’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In order to satisfy the broad aim of the programme, students will be able to:</td>
</tr>
</tbody>
</table>
1. Develop knowledge and understanding regarding the state of the natural and built environment and the factors (natural, economic, socio-economic and political) that are shaping our urban surroundings;

2. Develop knowledge and understanding of the institutional context within which the management of the built and natural environment operates;

3. Understand the role, scope and limitations of contemporary town and regional planning, and wider public policy interventions, in contributing to the development, renewal and conservation of the built and natural environment;

4. Develop knowledge and understanding regarding the legal basis for action in planning and regeneration with particular reference to the United Kingdom;

5. Develop detailed knowledge and understanding in one of two areas of specialised study (Spatial Planning for Environmental Change and Transforming Cities and Regions);

6. Appreciate the diversity of cultural backgrounds and the importance of equal opportunities for decision making in a democratic society;

7. Understand the inter-relationships between different actors, agencies and interested parties that are involved in or affected by the processes and procedures of decision making that relate to the natural and built environment and communities in general;

---

**Learning Outcomes**

**No. Learning outcomes – Bachelor’s Non-Honour’s degree**

By completing Year 3 (FHEQ Level 6) of the programme, students will have attained the large majority of the outcomes of the Bachelor's Honours degree programme but will not have attained some outcomes at an appropriate level due to passing insufficient module credit. This will vary from student to student.

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**Learning Outcomes**

**No. Learning outcomes – Diploma in Higher Education award**

By completing Year 2 (FHEQ Level 5) of the programme, students should be familiar with aspects of planning and will have had the opportunity to develop their specialist skills that will allow them to assess and solve problems. They will also have completed major fieldwork skills training.

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**Learning Outcomes**

**No. Learning outcomes – Certificate in Higher Education award**

By completing Year 1 (FHEQ Level 4) of the programme, students will be able to demonstrate familiarity with core concepts and will have had the opportunity to develop the basic skills that are required for an understanding of planning, and will have had the opportunity to develop key, transferable skills (data analysis, team working, written and oral presentation) relevant to the workplace.
### 27a. Mapping of 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>
</table>
### 28. Skills and Other Attributes

**No.** Skills and attributes:

#### Year 1 (FHEQ Level 4):

1. At the end of Year 1, students are expected to be able to demonstrate:

   a) Basic study skills in social science methodology, information technology and various forms of communication;

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<table>
<thead>
<tr>
<th></th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>ENVS110</td>
<td>Exam/Essay</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>ENVS348</td>
<td>2 Essays</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS426</td>
<td>Group Project/Case Study/Exam</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ENVS218</td>
<td>Essay/Group Report</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>ENVS230</td>
<td>Exam/Essay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS329</td>
<td>Seminar Paper &amp; Presentation/Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS336</td>
<td>Seminar Paper &amp; Presentation/Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS360</td>
<td>Report/Presentation/Project Diary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS384</td>
<td>Tender Document/Project Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS494</td>
<td>Research Outline/Research Plan/Lit Review/Dissertation</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ENVS102</td>
<td>Group Presentation, Group report and Individual Essay</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>ENVS210</td>
<td>Exam/Seminar Paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS348</td>
<td>2 Essays</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS432</td>
<td>Examination/Essay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS426</td>
<td>Group Project/Case Study/Exam</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>ENVS110</td>
<td>Exam/Essay</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>ENVS218</td>
<td>Essay/Group Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS230</td>
<td>Exam/Essay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS329</td>
<td>Seminar Paper &amp; Presentation/Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS336</td>
<td>Seminar Paper &amp; Presentation/Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS348</td>
<td>2 Essays</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS426</td>
<td>Group Project/Case Study/Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS467</td>
<td>Group Presentation x2/Group Report x2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ENVS369</td>
<td>Examination/Essay</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>ENVS378</td>
<td>Essay/Group Presentation/Report/Article</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENVS348</td>
<td>2 Essays</td>
<td></td>
</tr>
</tbody>
</table>
b) An understanding of the environmental, economic and social context of planning;

c) An awareness of planning history and the scope and practice of contemporary town and regional planning in the UK.

**Year 2 (FHEQ Level 5):**

2. At the end of Year 2, students are expected to be able to demonstrate:

a) More advanced skills in areas of spatial design, information technology and research;

b) Knowledge, understanding and an awareness of the implications of the legal basis for action in the management of development and the environment;

c) A broad understanding of the economic, social and environmental factors shaping contemporary patterns of development as a basis for selecting more specialist studies in year three.

d) In Year 3 (FHEQ Level 6), students are able to specialise by selecting one of the themes that relate to the more focused interest represented by the areas of specialised study. The themes themselves reflect the School's strengths in two different fields in which planning can contribute to dealing with issues affecting contemporary society.

**Year 3 (FHEQ Level 6):**

3. At the end of Year 3, students are expected to be able to demonstrate:

a) A greater depth of knowledge and understanding of a particular aspect of town and regional planning;

b) The development of sound practice skills in the methods and techniques relevant to the specialist topic;

c) An understanding of the legal framework within which planning operates;

d) An understanding of the land development process and appraisal skills;

e) Collaborative problem solving skills;

f) The development of skills in analysis, synthesis, reasoned argument and communication.

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28a. **Mapping of skills and other attributes:**

<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>1a</td>
<td>ENVS105</td>
<td>LRE</td>
<td>Essay/Presentation/Poster/GIS Practicals</td>
</tr>
<tr>
<td>1c</td>
<td>ENVS110</td>
<td>LR</td>
<td>Examination/Essay</td>
</tr>
<tr>
<td>1b</td>
<td>ENVS155</td>
<td>LR</td>
<td>Examination/Essay</td>
</tr>
<tr>
<td>1c</td>
<td>ENVS102</td>
<td>LRE</td>
<td>Group Presentation with Individual Essay</td>
</tr>
<tr>
<td>1c</td>
<td>ENVS152</td>
<td>LRE</td>
<td>Group Project Report and Presentation</td>
</tr>
<tr>
<td>1b</td>
<td>ENVS157</td>
<td>LR</td>
<td>MCQ Exam/Seminar paper</td>
</tr>
<tr>
<td>1b</td>
<td>ENVS162</td>
<td>LRE</td>
<td>Practicals/Essay</td>
</tr>
<tr>
<td>2a</td>
<td>ENVS205</td>
<td>LRE</td>
<td>Oral Presentation/Placement Letter &amp;CV/ Essay/Project Report</td>
</tr>
<tr>
<td>2b</td>
<td>ENVS210</td>
<td>LR</td>
<td>Exam/Seminar paper</td>
</tr>
<tr>
<td>2c</td>
<td>ENVS218</td>
<td>LRE</td>
<td>Project Report/Essay</td>
</tr>
<tr>
<td>2c</td>
<td>ENVS230</td>
<td>LR</td>
<td>Exam/Individual Assignment</td>
</tr>
<tr>
<td>2a</td>
<td>ENVS256</td>
<td>LRE</td>
<td>Essay/Design</td>
</tr>
<tr>
<td>2b</td>
<td>ENVS289</td>
<td>LR</td>
<td>3 Assessments</td>
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<tr>
<td>3d, 3f</td>
<td>ENVS312</td>
<td>LR</td>
<td>2 Assignments</td>
</tr>
<tr>
<td>3a</td>
<td>ENVS325</td>
<td>LR</td>
<td>Examination/Essay</td>
</tr>
<tr>
<td>3a</td>
<td>ENVS329</td>
<td>LR</td>
<td>Seminar Paper &amp; Presentation/Exam</td>
</tr>
<tr>
<td>3d, 3f</td>
<td>ENVS333</td>
<td>LRE</td>
<td>2 Essays</td>
</tr>
<tr>
<td>3a</td>
<td>ENVS336</td>
<td>LR</td>
<td>Seminar Paper &amp; Presentation/Exam</td>
</tr>
<tr>
<td>3a, 3b</td>
<td>ENVS345</td>
<td>LR</td>
<td>Examination/Essay</td>
</tr>
<tr>
<td>3c</td>
<td>ENVS348</td>
<td>LR</td>
<td>2 Essays</td>
</tr>
<tr>
<td>3a</td>
<td>ENVS357</td>
<td>LR</td>
<td>2 Papers and a Presentation</td>
</tr>
<tr>
<td>3d, 3e, 3f</td>
<td>ENVS359</td>
<td>LRE</td>
<td>4 Essays (3 groupwork, 1 individual)</td>
</tr>
<tr>
<td>3a, 3b, 3e</td>
<td>ENVS360</td>
<td>LRE</td>
<td>Report/Presentation/Project Diary</td>
</tr>
<tr>
<td>3b, 3f</td>
<td>ENVS363</td>
<td>LRE</td>
<td>Examination/Essay/Practical Report</td>
</tr>
<tr>
<td>3c</td>
<td>ENVS369</td>
<td>LR</td>
<td>Examination/Essay</td>
</tr>
<tr>
<td>3c</td>
<td>ENVS378</td>
<td>LR</td>
<td>Essay/Group Presentation/Report/Article</td>
</tr>
<tr>
<td>3d, 3e, 3f</td>
<td>ENVS382</td>
<td>LRE</td>
<td>Group work/Individual Design Work</td>
</tr>
<tr>
<td>3a, 3b, 3e</td>
<td>ENVS384</td>
<td>LRE</td>
<td>Tender Document/Project Report</td>
</tr>
</tbody>
</table>

**29. Career opportunities:**

After a period of contraction in job opportunities in the UK following the 2008 economic crash employment prospects for UK based students are returning to their previous buoyant levels. High rates of development in other parts of the world such as China, India and South America mean that there continues to be a strong global demand for people with planning related qualifications. The strength of these undergraduate programmes lies in the breadth of subject matter covered and emphasis on skills development and practical application within the field of spatial planning. As a consequence graduates can contemplate a diverse range of career directions in the public, private and voluntary sectors both in the UK and overseas and are encouraged to think broadly about their career choices. Traditionally, a large proportion of graduates
have joined local authorities in urban or rural areas to deal with a wide range of regeneration and planning-related issues, ranging from development control to the development and implementation of policy. In more recent times there has been a significant expansion of private sector planning and environmental consultancies including an increasing number with multi-national operations. These have proved very attractive job destinations for graduates.

The School has very well developed links with local authorities and other agencies in the Merseyside, the North West Region and North Wales that are engaged in planning for sustainable development. These links are drawn upon in the organisation of group project and individual dissertation project work based on real-world problems. Such links also provide a valuable means of keeping students informed of locally available employment opportunities.

**Part C: Entrance Requirements**

30. **Academic Requirements:**

Applications are encouraged from students with a mix of qualifications and experience. Applicants will normally be expected to have GCSE Maths and English at grade C (or equivalent). The normal conditional offers extended are as follows:

K430 - BA Urban Regeneration and Planning – 300 UCAS tariff points (BBB)

Up to 60 points in key skills is an acceptable contribution to the tariff. Geography is a preferred A2 subject and General Studies is accepted. A wide range of AS level subjects will be acceptable. We also recognise other qualifications, such as BTEC, Scottish Highers and Irish Leaving Certificate.

We are seeking students from a range of backgrounds who demonstrate aptitude and enthusiasm towards environmental and social concerns. The School is strongly committed to recruiting mature students who will be expected to show evidence of recent academic study, such as an Access course, two A2 Levels or OU credits.

All applicants are called for interview on one of a number of UCAS Visit Days that are arranged to enable prospective students to visit the University, find out more about the programmes, meet staff and students and to discover more about the exciting opportunities afforded by Liverpool as a place in which to live and study. Overseas applicants will be required to demonstrate an adequate competence in English. This may be achieved, for example, by gaining an IELTS score of 6.5 or better or a TOEFL (IBT) score of 88 or better.

31. **Work experience:**

Not applicable.

32. **Other requirements:**

Not applicable.

**Part D: Programme Structure**
### Programme Structure:

#### YEAR 1 (FHEQ Level 4)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Sem</th>
<th>Pre-requisites</th>
<th>Credits</th>
<th>C/Wk</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS105</td>
<td>Study Skills and GIS (Planning)</td>
<td>1+2</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS110</td>
<td>Town &amp; Country Planning: an introduction</td>
<td>1</td>
<td>None</td>
<td>15</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>ENVS155</td>
<td>Urban &amp; Environmental Economics</td>
<td>1</td>
<td>None</td>
<td>15</td>
<td>40%</td>
<td>60%</td>
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<tr>
<td>ENVS102</td>
<td>Neighbourhood Planning</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS152</td>
<td>Contemporary Town Planning</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS157</td>
<td>Ecology and Conservation</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Total Credits 90**

Students must select an additional **TWO** modules (30 credits) offered from either the School of Environmental Sciences or a subsidiary module offered by Sociology.

#### RECOMMENDED OPTIONAL GEOGRAPHY MODULES

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Sem</th>
<th>Pre-requisites</th>
<th>Credits</th>
<th>C/Wk</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS119</td>
<td>Living with Environmental Change</td>
<td>1</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS116</td>
<td>New Horizons in Human Geography</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS162</td>
<td>Human Geography through Merseyside (includes practical and field work)</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
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#### RECOMMENDED OPTIONAL SOCIOLOGY MODULES

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Sem</th>
<th>Pre-requisites</th>
<th>Credits</th>
<th>C/Wk</th>
<th>Exam</th>
</tr>
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<tbody>
<tr>
<td>SOCI102</td>
<td>Social Change and Social Policy in Contemporary Society 1</td>
<td>1</td>
<td>None</td>
<td>15</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>SOCI103</td>
<td>Social Change and Social Policy in Contemporary Society 2: Changing Inequalities</td>
<td>2</td>
<td>SOCI102</td>
<td>15</td>
<td>50%</td>
<td>50%</td>
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</table>
120 credits to be taken at Level 1 (Exit Award: Cert HE)

YEAR 2 (FHEQ Level 5)

**REQUIRED MODULES**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Sem</th>
<th>Pre-requisites</th>
<th>Credits</th>
<th>C/Wk</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS205</td>
<td>Research Skills (Planning)</td>
<td>1+2</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS210</td>
<td>Strategic Plan Making</td>
<td>1</td>
<td>None</td>
<td>15</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>ENVS218</td>
<td>Environmental Sustainability</td>
<td>1</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS230</td>
<td>Cities and Regions</td>
<td>1</td>
<td>None</td>
<td>15</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>ENVS289</td>
<td>Field Class (Rural Planning)</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS256</td>
<td>Urban Design, Introduction to Place Making</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS279</td>
<td>GIS For Planner</td>
<td>2</td>
<td>ENVS105</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 105

PLUS **ONE** MODULE (15 CREDITS) OFFERED FROM EITHER THE SCHOOL OF ENVIRONMENTAL SCIENCES MODULES OR A SUBSIDIARY MODULE OFFERED BY SOCIOLOGY:

**RECOMMENDED OPTIONAL GEOGRAPHY MODULES**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Sem</th>
<th>Pre-requisites</th>
<th>Credits</th>
<th>C/Wk</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS223</td>
<td>An Introduction to Environmental History</td>
<td>1</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS221</td>
<td>Population and Societies</td>
<td>1</td>
<td>None</td>
<td>15</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>ENVS264</td>
<td>Political Economies of Globalisation</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>33%</td>
<td>67%</td>
</tr>
</tbody>
</table>

**RECOMMENDED OPTIONAL SOCIOLOGY MODULES**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Sem</th>
<th>Pre-requisites</th>
<th>Credits</th>
<th>C/Wk</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI207</td>
<td>Comparing Welfare States</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>SOCI236</td>
<td>Urban Sociology</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

120 credits to be taken at Level 2 (Exit Award: Dip HE)
### YEAR 3 (FHEQ Level 6)

#### REQUIRED MODULES

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Sem</th>
<th>Pre-requisites</th>
<th>Credits</th>
<th>C/Wk</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS336</td>
<td>Urban and Regional Regeneration</td>
<td>1</td>
<td>None</td>
<td>15</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>ENVS384</td>
<td>Urban and Regional Regeneration Project</td>
<td>2</td>
<td>ENVS336</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits 30**

**ALL STUDENTS – MUST CHOOSE AT LEAST TWO SPECIALISM MODULES (30 CREDITS)**

#### RECOMMENDED SPECIALISM MODULES (PLANNING, GEOGRAPHY & SOCIOLOGY)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Sem</th>
<th>Pre-requisites</th>
<th>Credits</th>
<th>C/Wk</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS312</td>
<td>Urban Design and Regeneration</td>
<td>1</td>
<td>ENVS256</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS363</td>
<td>Geographic Data Science</td>
<td>1</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS387</td>
<td>Geographies of Resistance</td>
<td>1</td>
<td>ENVS264 desirable</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI327</td>
<td>The Cultural Economy of Cities</td>
<td>1</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS357</td>
<td>Understanding Social Exclusion</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS382</td>
<td>Urban Design and Regeneration Project</td>
<td>2</td>
<td>ENVS312</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>SOCI346</td>
<td>Race, Community and Identity</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS345</td>
<td>Green Infrastructure: Concepts, Perceptions and its Applications in Spatial Planning</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>ENVS339</td>
<td>Maritime Geographies</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Total Credits 90**

**STUDENTS MUST REGISTER FOR NO MORE THAN 120 CREDITS IN TOTAL. STUDENTS MAY TAKE ANY OTHER YEAR 3 MODULE FROM WITHIN OR OUTSIDE THE SCHOOL OF ENVIRONMENTAL SCIENCES, SUBJECT TO TIMETABLELING AND AGREEMENT BY THE PROGRAMME DIRECTOR.**
OTHER OPTIONAL PLANNING AND SOCIOLOGY MODULES

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Sem</th>
<th>Pre-requisites</th>
<th>Credits</th>
<th>C/Wk</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS302</td>
<td>Civic Design Dissertation BA</td>
<td>1+2</td>
<td>None</td>
<td>30</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS348</td>
<td>Planning Law and Governance</td>
<td>1</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS369</td>
<td>Planning and Property Development</td>
<td>1</td>
<td>None</td>
<td>15</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>ENVS378</td>
<td>International Planning Studies</td>
<td>2</td>
<td>None</td>
<td>30</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>ENVS390</td>
<td>Planning in China</td>
<td>S</td>
<td>*</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>SOCI310</td>
<td>Social Control, Order and the City</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>ENVS396</td>
<td>Planning and the Historical Environment</td>
<td>2</td>
<td>None</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

*not open to XJTLU students

120 credits to be taken in FHEQ Level 6 (Exit Award: BA Hons)

34. Industrial placement/work placement/year abroad:

There is no placement arrangement associated the BA Urban Regeneration and Planning (K430) programme.

35. Liaison between the Level 2 Schools/Institutes involved:

Liaison is achieved in a variety of ways. The Programme Director maintains regular contact with the co-ordinators of modules that are provided by those based in other departments and other areas of the School of Environmental Sciences, to ensure that up-to-date information is available concerning module content, timetabling, coursework submission deadlines, etc. In addition, a representative member of staff of each Department that contributes modules to undergraduate programmes is invited to join, or is co-opted to, the Board of Studies.

Part E: Learning, Teaching And Assessment Strategies

36. Learning, Teaching and Assessment Strategies:

A varied combination of teaching, learning and assessment methods are employed. Teaching combines classroom methods such as lectures, seminars and tutorials together with practical sessions, such as project work and field visits. Students are encouraged to take a proactive approach to their learning. They are expected to plan and organise their studies both on an individual basis and working in groups, to take an active role in seminars, class discussions, library and IT studies and make practice contacts and site visits associated with coursework submissions. Assessment methods are varied and include a combination of coursework, such as essays, reports, seminar presentations and examinations. Some modules are assessed by coursework alone. The basis of the teaching and learning methods employed is set out below in the form in which it is
36a. Learning, Teaching and Assessment methods:

Teaching combines classroom methods such as lectures, seminars and tutorials together with practical sessions, such as project work and field visits. Students are encouraged to take a proactive approach to their learning.

Assessment methods are varied and include a combination of coursework, such as essays, reports, seminar presentations and examinations.

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 model for non-clinical first degree programmes;
- The system for classifying three-year, non-clinical, undergraduate degrees;
- The system for classifying four-year, non-clinical, undergraduate degrees that include a year in industry or a year abroad;
- 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:**

**APPENDIX 2: SCHOOL OF ENVIRONMENTAL SCIENCES: QUALITATIVE MARKING DESCRIPTORS AND GENERIC LEARNING OUTCOMES**

Level 1 (FHEQ Level 4) “Knowledge and understanding of underlying concepts and principles. Some understanding and experience of the methods required to address problems.”

Level 2 (FHEQ Level 5) “Knowledge and critical understanding of principles, and an understanding how these principles have been developed and applied. Knowledge of the methods and approaches required to solve problems. Experience in the analysis of collected data.”

Level 3 (FHEQ Level 7) “Comprehensive knowledge, with areas of specialisation. An ability to synthesise and evaluate critically evidence to derive and support conclusions. An ability to define and address complex problems by applying and analysing appropriate knowledge and skills.”

<table>
<thead>
<tr>
<th>Mark Class</th>
<th>Criteria for written examinations and course</th>
<th>Criteria for presentation of project work / dissertation</th>
<th>Criteria for interpretation of project work / dissertation</th>
</tr>
</thead>
</table>

TQSD/16.17
2016-17 v.1
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Essays/Reports</th>
<th>Dissertation Organised &amp; Presented</th>
<th>Overall Impression</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Outstanding answer. Factually faultless; strong degree of originality; clearly directed; outstanding coverage; extensive evidence of supplementary reading; very well written.</td>
<td>Outstanding handling of data, innovative &amp; original, with maximum information obtained from results, whether quantitative or otherwise, &amp; implications evaluated both in the light of other, published work &amp; of the limitations of experimental procedures used. Where appropriate, full statistical treatment employed. Awareness of how the work might develop. Clear separation of evidence and interpretation.</td>
<td>Outstanding handling of data, innovative &amp; original, with maximum information obtained from results, whether quantitative or otherwise, &amp; implications evaluated both in the light of other, published work &amp; of the limitations of experimental procedures used. Where appropriate, full statistical treatment employed. Awareness of how the work might develop. Clear separation of evidence and interpretation.</td>
<td></td>
</tr>
<tr>
<td>80-89</td>
<td>Excellent answer. Factually faultless; clearly directed logical; evidence of wide supplementary reading; originality present; very well written.</td>
<td>As above but with a few corrections, deletions &amp; amendments would be needed before publication. Style of writing clear and perceptive.</td>
<td>As above, but with a few omissions in both treatment &amp; interpretation of information. No evidence of over interpreting data. Clear separation of evidence and interpretation.</td>
<td></td>
</tr>
<tr>
<td>70-79</td>
<td>Very Good answer. Presentation is fresh, logical &amp; perhaps enlightening; some originality of thought or approach; sound evidence of outside reading; excellent coverage; very well written &amp; directed.</td>
<td>Clear &amp; easy to read, but not necessarily publishable. Presentation first class but with occasional repetition. Some inadequacies of style, leading to occasional misunderstandings.</td>
<td>Handling of own information &amp; literature excellent for the most part, but just occasionally reading more into the data than errors and/or good judgement would warrant. Clear separation of evidence and interpretation.</td>
<td></td>
</tr>
<tr>
<td>60-69</td>
<td>Good answer. Clear, logical; thorough; factually sound (sufficiency of facts and/or no serious errors); evidence of outside reading and/or originality; well written &amp; directed.</td>
<td>Very good, logical presentation; writing style generally good, but some paragraphs obscure. Some repetition of both information &amp; remarks. Overall easy to follow.</td>
<td>On the whole data &amp; literature handled very well, though the full implications of all the data not appreciated. &amp; some data over-enthusiastically interpreted. Clear separation of evidence and interpretation.</td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td>Adequate answer. Accurate; perhaps some errors or key facts missing; no originality, expression/style/grammar moderate. Minimal evidence of reading.</td>
<td>Good presentation, but writing style not very good. Often inappropriate choice of illustrations, possibly too few or too many, too small, too complex, etc. Graphs &amp; tables not very well laid out. Repetition or poor organisation of ideas &amp; information.</td>
<td>As above, but some of the data handled poorly, literature use incomplete, and interpretations sometimes presented as though they are evidence.</td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td>Incomplete answer. Information fairly sparse; some inaccuracies; broadly relevant to the question but poor coverage of lecture material; no sign of outside reading; expression/style/grammar poor.</td>
<td>Overall impression satisfactory &amp; gives a reasonable knowledge of the major findings of the project, but poor presentation, e.g. graphs with bad scales and/or too few points, illustrations not well chosen, written style unclear, poor organisation of references etc.</td>
<td>Handling of results is poor, e.g. evidence incorrectly interpreted (evidence and interpretation not clearly separated), wrong statistical procedures etc. but, on the whole, data comprehensively presented. Little awareness of literature or of how the work might develop.</td>
<td></td>
</tr>
<tr>
<td>35-39</td>
<td>Deficient answer. Poorly directed at question; many omissions or errors but some relevant facts.</td>
<td>Presentation with many inadequacies, difficult to ascertain all that has been discovered. However, a</td>
<td>Insufficient data collected to support valid interpretations. Handling of results shows many inadequacies and, a</td>
<td></td>
</tr>
</tbody>
</table>
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.

There are two undergraduate SSLCs: one for students in the Department of Earth, Ocean and Ecological Sciences another for students in the Department of Geography and Planning. 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.
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.

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 tutor(s).

### Part F: Status Of Professional, Statutory Or Regulatory Body Accreditation

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

   None

### Part G: Diversity & Equality Of Opportunity And Widening Participation

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

   These programmes comply 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>ENVS339 Maritime Geography – new module</td>
<td>Major (Module) Minor (Programme)</td>
<td></td>
<td></td>
<td>2014/15</td>
</tr>
<tr>
<td>ENVS316 – removed optional module</td>
<td>Minor (Module) Minor (Programme)</td>
<td></td>
<td></td>
<td>2014/15</td>
</tr>
<tr>
<td>ENVS275 – removed optional module</td>
<td>Minor (Module)</td>
<td>Minor (Programme)</td>
<td>2015/16</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------</td>
<td>-------------------</td>
<td>---------</td>
<td></td>
</tr>
</tbody>
</table>