

Module Title	Housing and Regeneration
Course Title	PG Dip Chartered Town Planner PG Dip Town and Country Planning MA Chartered Town Planner MA Town and Country Planning
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS
Division	Urban, Environment and Leisure Studies
Parent Course (if applicable)	MA Town and Country Planning
Level	7
Module Code (showing level)	UEL_7_HAR
JACS Code (completed by the QA)	
Credit Value	20 credit points
Student Study Hours	Contact hours: 36 Student managed learning hours: 164
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	Name: Dr Sophie Elsmore Email: elsmores@lsbu.ac.uk
Short Description (max. 100 words)	The module focuses on contemporary and diverse regeneration practices and housing delivery. By developing an understanding of the nature of development, the module will critically examine the economic, political and social contexts that shape the regeneration of cities, towns and neighbourhoods.
Aims	The aim of this module to provide students with a critical understanding of contemporary regeneration practices and housing delivery. The module will interrogate the construction of national and local policies, and their implementation in practice. The module will explore how practices of regeneration are governed, and consider the inter-relationships between government, the private sector and communities, in the delivery of regeneration and housing strategies. In doing so, this module will focus on understanding the nature of development, the

	economic, political and social drivers, and the financial aspects of the development process.
Learning Outcomes (4 to 6 outcomes)	At the end of the module a student will be able to: <ol style="list-style-type: none"> 1. Critically evaluate the relationships between regeneration theory, policy and practice; 2. Develop a range of conceptual tools to critically explore the social, economic and political contexts of regeneration and housing delivery; 3. Develop critical analysis and research skills through in-depth engagement of the debates relating to regeneration and housing delivery; and 4. The ability to develop, communicate and structure evidence-based arguments in written form.
Employability	This module provides invaluable insight into the ability to identify and work within development and regeneration frameworks, along with the ability to appreciate the importance of both contemporary and historical analysis in the construction, implementation and delivery of regeneration interventions at the local and national level.
Teaching and learning pattern	Contact hours includes the following: (please click on the checkboxes as appropriate) <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input checked="" type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorials: <input type="checkbox"/> Laboratory <input checked="" type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
Indicative content	Understanding regeneration; historical overview of regeneration; regeneration strategies; property development and delivering mixed communities; public participation and community involvement in regeneration projects; localism and neighbourhood planning; estate regeneration; financialisation of housing; financial appraisals for development.
Assessment method (Please give details – of components, weightings, sequence of components, final component)	Formative assessment: Presentation on case study for report Summative assessment: 100% Coursework – Case study report, equivalent to 5,000 words (may include, selecting contemporary regeneration project and critically examining the following dimensions: the rationale for the regeneration, the governance of the project, the financing of the regeneration, and the proposed and actual outcomes of the scheme).
Indicative Sources (Reading lists)	Arthurson, K. (2010.) Questioning the Rhetoric of Social Mix as a Tool for Planning Social Inclusion, <i>Urban Policy and Research</i> , 28(2), pp.225–231. Edwards, C. and Imrie, R. (2015) <i>The Short Guide to Urban Policy</i> , Policy Press: Bristol.

	<p>Imrie, R. and Lees, L. (eds.) (2014) <i>Sustainable London? The future of a global city</i>, Policy Press: Bristol.</p> <p>Leary, M. and McCarthy, J. (2013) <i>The Routledge Companion to Urban Regeneration</i>, Routledge: London.</p> <p>O'Brien, D. and Matthews, P. (eds.) (2015) <i>After Urban Regeneration: Communities, Policy and Place</i>, Policy Press: Bristol. Roberts, P., Sykes, H. and Granger, R. (2016) <i>Urban Regeneration 2nd Edition</i>, Sage: London.</p> <p>Tallon, A. (2013) <i>Urban Regeneration in the UK, 2nd Edition</i>, Routledge: London.</p>
<p>Other Learning Resources</p>	<p>The University's Moodle Virtual Learning Environment (VLE) is a key portal for on-line access to additional resources and tutor dialogue.</p>