• Deliver two days of fieldwork within a dynamic human environment and cover the recommended themes in depth.
• Fieldwork in these locations provides a contrast to the place studied where students live or study, developing wider knowledge and understanding.
• Prepare AS level students for Section B in Paper 2: Dynamic Places, worth 10% of their total marks.
• Cover human specification content for AS fieldwork in Topic 4A: Regenerating Places.
• For those going on to A level, this course will contribute two of the four days of fieldwork requirements and provide contextualised learning in inspiring real world environments to develop their geographical understanding for the A level examinations.
<table>
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<th>DAY</th>
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| 1   | Arrive Midday  
Students will be greeted by FSC staff, with a  
welcome talk followed by a brief tour of the  
Centre and the local area.  
Outline of the Course  
Allocation of wellies/waterproofs. | Regenerating Places: Lived Experience and Community Engagement  
Each of us is different in the way we perceive, use, shape and are influenced by place. During this session, students will consider variations in the lived experience of a place that is new to them and the resultant discrepancies in levels of engagement. Understanding this concept at the outset will prepare students to meaningfully assess characteristics and perceptions of a place that ultimately lead to a need for regeneration. It could also form a foundation for evaluating the complexities of successful regeneration project or scheme. | Skills Workshop: Qualitative Data / Information Analysis and Evaluation  
A range of different tools will be used including coding, textual and photo analysis to interrogate the results from the previous practical research session.  
Students will engage in qualitative data analysis which involves such processes as;  
• Identifying how formal and statistical representations of a place, such as census and geospatial data, contrasts with informal representations.  
• Examining a range of secondary data (e.g. map representations of IMD) which will be combined with the fieldwork data to better understand how social inequality impacts upon peoples’ daily lives in different ways.  
Recognition of the values laden nature of this work will be made, with consideration of the part played by personal values and the values being engaged by place in our daily lives and this work. These skills will be invaluable in interpreting outcomes of this contemporary, complex topic.  
A range of geographical skills, including statistics will support students’ analysis of the investigation. |
| 2   | Regenerating Urban or Rural Places: Public Perceptions of Place and Evidence of Rebranding  
This session will develop the students’ practical geographical skills during a range of data collection methods and their understanding of the concept of the need for regeneration. They will immerse themselves in an urban or rural place and assess the economic, environmental and social characteristics to identify the need for regeneration. Students will then assess a range of rebranding attempts for evidence of changing and improved public perceptions of place and increased potential for public investment. There is a spatial and temporal context to both aspects of this investigation that will develop the students’ appreciation of the complexities of geographical concepts and cultivate the concept that a place is a process; it evolves over time with a range of interrelated influences continually shaping ‘place’. | Geographical Investigation Process: Presentation, Interpretation, Analysis and Evaluation  
Students will follow a structured scientific investigation process to interpret their data within relevant economic, social and environmental perspectives. This will enable students to contextualise their knowledge and develop their understanding of the complexities of the regeneration process and the importance of an individual’s role in society.  
Students will engage in a qualitative data analysis using their personal observations and data collated during the day’s session. A range of analysis techniques will be introduced and there will be an opportunity for students to apply these skills to the data and draw their own conclusions as they work through the course. | |
| 3   | Regenerating Places: Evaluating the Success of Urban or Rural Rebranding and Reimaging  
Having secured an understanding of how and why a need for regeneration may arise, students will use this session to consider the varied measures of success that may be applied to regeneration and rebranding strategies.  
The success criteria of different stakeholders may conflict; both within the local and wider scales. Students will thus consolidate their appreciation that the environmental, social and economic processes within a place must be balanced for truly sustainable, successful regeneration outcomes to be attained. | Depart at Midday  
A final farewell from FSC staff as the students depart at midday. | Please note: to ensure safe and quality learning experiences for students, the timetable may alter depending on weather conditions and local factors at Centres. |

Please visit http://www.field-studies-council.org/outdoorclassroom/  
For alternative courses
Learning Opportunities

“Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody.” Jane Jacobs, American Journalist and Author

Our lives are deeply connected to place; people shape, and are shaped-by places. Just as we might perceive both urban and rural places in a particular way, others will have an entirely different view. These places are formed from a unique multi-faceted layering of history, culture and identities and the complex way individuals experience these aspects will influence their attachment to the place. In some cases, a negative lived experience for certain groups in society leads to a lack of engagement in a place and thus the need for regeneration to improve the lived experience.

Learners will explore the lived experience of a range of individuals (people of different ethnicities, ages, genders etc) within a defined place and assess the degree of engagement and attachment they feel towards the local community. In preparation for the following session, learners will identify areas where a community’s future success and resilience could be reliant on the energy and agency of people’s engagement and regeneration strategies that may re-shape such places. They will consider how this place and its inherent characteristics, community dynamic and environment relates to and meets their lived experience of their familiar places.

Fieldwork, measurements, calculation and analysis may include:

• A centre-based exploration of place across a range of scales and perspectives. Use of simple materials to build places and evaluate these for inclusivity and quality of lived experience compared with implications for engagement.
• Collection of qualitative data via observations, questionnaires, image and textual analysis to assess the concept of place in and around the field centre. Critical evaluation of lived experience and engagement within the centre grounds.
• Collating and analysing mental maps based on qualitative data from local people on their perceptions of an area and the way they use the space and different services.
Learning Opportunities

Learners will engage in a qualitative data analysis using their personal observations and data collated during the afternoon session. A range of analysis techniques will be introduced and there will be an opportunity for learners to apply these skills to the data and draw their own conclusions as they work through the course. The role of values in the perception of place will be recognised, and the unavoidable biases and dilemmas this can bring forward in this sort of work. Qualitative data analysis techniques could include:

- Coding (open, axial, selective), categorising and interpreting data by engaging directly with original, primary data or secondary data in a variety of media in order to discover significant underlying patterns and trends.
- Image and textual analysis with consideration for the source of the image/text and the meanings that can be drawn from this data source in context.
- Concept mapping to define and explore the web of relationships between different themes within the data.
- Collating and analysing mental maps based on qualitative data from local people on their perceptions of an area and the way they use the space and different services.
Learning Opportunities

“Dull, inert cities, it is true, do contain the seeds of their own destruction and little else. But lively, diverse, intense cities contain the seeds of their own regeneration, with energy enough to carry over for problems and needs outside themselves.” Jane Jacobs, American Journalist and Author

The environmental, social, and economic character of an urban area is integral to its function. As these change over time, the features, processes and systems within the area must also change in order to maintain a sustainable future. Where inequalities arise, the consequences must be addressed through regeneration and rebranding. If carried out with considered foresight and sensitivity these combined can overcome problems and create a vibrant, successful urban place that allows all members of the community to thrive.

Learners will visit a dynamic urban area in order to gather qualitative and quantitative data and build a picture of the spatial variation in the settlement’s economic structure, environment and social and demographic character. Secondary research will also provide an impression of how it has changed over time and highlight any spiral of decline. Having identified the context within which regeneration is needed, the complex process of rebranding will be explored through a series of examples in the locale. With the aim of gauging changes in public perception of the urban place following re-imaging and regeneration, learners will consider the extent to which a specific place identity has been created and evaluate the degree to which local, national and international users of the space are attracted to its new environmental, social and economic character.

Fieldwork, measurements, calculation and analysis may include:

- Detailed photographic (still and video) representations to describe the built and natural environment.
- Discourse analysis, participant observation and questionnaires to explore how the physical environment relates to the local neighbourhood character or identity.
- Analysis of personal biographies, oral histories and stories of people who have lived in different places: migrants, refugees – and mapping their experience of place.
- Using GIS to compare and analyse the spatial distributions of different social groups and evidence of engagement- or disengagement- in the community.
- Exploration and surveys of public and personal opinion via a range of methods including interviews and open questioning.
- Use geo-located photographs with notes and interviews to accompany a content analysis of their images to enable comparisons and analysis about how the place is perceived by residents and visitors.
- Assessment of the variations in the health of an urban space, incorporating an evaluation of social deprivation, environmental quality and economic inequalities.
- Using a primary “walkability” tool to examine and record urban design quality.
- Using a range of media (e.g. old postcards) and GIS to examine historical change in the area.
- Using the IMD data (Index of Multiple Deprivation) to complete secondary research into the spatial variation in deprivation in the local area at output area scale.
“Rural communities have a unique character which makes them very special... protection of the rural character is therefore just as important as protection of the rural areas themselves” Rural Regeneration 2012

Even in a place dominated by the environment and natural processes, the human elements of a rural place, the health of the economy, the demographic structure and social interactions, form a fundamental part of the rural character. Each aspect must be in balance in order for a rural place to thrive. Challenges to this equilibrium take many forms, from the global to local scale: the impacts of climate change, global food and labour markets, urbanisation, declines in pollinator species- all take their toll. As a result of the process of change over time and space, many rural areas are in need of regeneration, where one or more of the social, economic or environmental problems must be overcome. The aim is to change public perception, not only within the local area but at a national and international scale, but can this be achieved when the ‘rural character’ is distilled to such a specific expectation? Are regeneration and rural characteristics so paradoxical, that public perception cannot be changed?

During this session, learners will discover and define the characteristics of a local rural place in terms of environmental, social and economic indicators; this could include its ethnic variation, the quality and quantity of local services and indicators of environmental health. Through comparison within and between rural areas, including secondary research to highlight changes over time, discrepancies will be explored and learners will ascertain and justify those rural places in need of regeneration. A range of rural rebranding attempts will then be examined to see how they are represented as being more attractive to the public, how public perception has changed and the extent to which the rural character, heritage or natural resources are employed and reimaged to encourage economic investment and social engagement.

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Learning Opportunities

Learners will complete their investigation by following the latter parts of the scientific approach to the presentation, interpretation and analysis of their data. Discussion and demonstrations of appropriate techniques will ensure that learners draw well-reasoned, accurate and valid conclusions and are able to evaluate the outcomes of their investigation into urban or rural places. There will also be an opportunity for students to supplement their understanding and reinforce conclusions by incorporating secondary information with appropriate analysis and evaluation.
Learning Opportunities

“Regeneration is about much more than bricks and mortar. It is about creating sustainable, vibrant communities where people are proud to live and work.”
Builder & Engineer Journal

Investigating an urban community and area for evidence of successful and sustainable regeneration will be the aim for learners in this session. Regeneration can only be considered successful if it is sustainable and thus it must balance the interrelated aspects of the economy, the environment and society, combating the causes of the spiral of decline found in the place and addressing problems that have grown over time and space across the area.

Learners will immerse themselves in an urban area local to the field centre and evaluate the success of a regeneration scheme. Economic regeneration will be examined via a range of measures of income, poverty and employment. Aspects of social progress, both perceived and received, will be judged through assessment of the demographic characteristics and spatial inequalities that arise, persist or decline as a result of regeneration. Learners will finally investigate evidence of an enduring improvement in the living environment of the place. Through comparing the complex balance of these aspects within the area and against more successful regeneration attempts, learners will come to a reasoned judgement of the success of the regeneration scheme.

Fieldwork, measurements, calculation and analysis may include:

• Relative and absolute measures of changes in economic, social and environmental characteristics of an area, allowing collation of evidence of regeneration; both successful and unsuccessful rebranding and reimaging outcomes will be considered in order that learners can explore the spatial complexities of a regeneration scheme.
• Resident and stakeholder perceptions, interviews and open-questionnaires.
• Using a primary “walkability” tool to examine and record urban design quality.
• Use a range of customised semi-qualitative quality surveys including visual and environmental assessment.
• Graphical and statistical analysis techniques can be employed to identify and quantify relationships between a variety of social, economic or environmental data across space or time, demonstrating directional changes in the character of an area. Learners can interpret these in the context of their expectations and the success of rebranding.
• Use of GIS data, photographic and map evidence to examine ‘before and after’ cross-sections of regenerated urban places.
• Analysis of data and information from rebranding and re-imaging and evaluating the degree to which this has made them more attractive for inward investment and shows social progress.
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