Deliver two full days of fieldwork within a dynamic human environment.
Prepare AS level students for Paper 1: Landscape and Place exam.
Cover specification content for AS fieldwork in Topic 1.2 Changing Spaces; Making 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.
### Example Course Timetable

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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. | How is a Place Seen Differently by Different People?  
What is place? Place vs. space. How is a place seen differently by different people?  
The purpose of the afternoon is to engage students to explore place and the different ways the same place can be seen and used. This has implications for inclusivity, sustainability, place resilience and interdependence. These ideas will be explored through a centre based session, using the grounds and visitors to consider the way spaces are planned, used, viewed and shaped by people and flows. | Qualitative Data / Information Analysis and Evaluation Workshop  
A range of different tools will be used including coding, textual and photo analysis to interrogate the results from the previous practical research session. 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. |
| 2   | Choose one from:  
**Representations of Place**  
Understanding Informal and Formal Representation, Connections and Flows through Fieldwork and Research  
The concept of place is explored in depth by examining how people perceive, interact and move within places in different ways based on their identity, including age, gender, sexuality, religion and role.  
**Social Inequality**  
Exploring Indicators and First-hand Evidence to Reveal Patterns of Social Inequality in a Place  
Students will investigate how social inequality is characterised by unequal opportunities and rewards for different social statuses within a place, including unequal distributions of goods, wealth and opportunities. | | |
| 3   | Evaluating Local Placemaking  
(including Rebranding, Reimaging and Regeneration)  
Why do people attempt to rebrand areas?  
Through exploring the concept of placemaking students will investigate how community groups, local and national government and other actors / organisations including architects and planners attempt to create and present places in a particular way. | Depart at Midday  
A final farewell from FSC staff as the students depart at midday. | |
Learning Opportunities

“No place is a place until things that have happened in it are remembered in history, ballads, yarns, legends, or monuments. Fictions serve as well as facts.” Wallace Stegner

Every place has unique physical and human characteristics, which can be interpreted and represented in different ways. Learners have mental images of places – the world, the country in which they live, their neighbourhood – which form their ‘geographical imaginations’. They should recognise that there are many different perceptions of places, some of which may be different or even conflict with their own. When investigating a place, learners should consider where it is, what it is like, how it became like this and how it might change in the future.

Through working outside into the local environment learners will explore the concept of place, how we and others see, experience and understand place in different ways and how this can change over time. Working through a range of scales in the context of places that will, at first, be familiar to the learner, students will actively plan and critically evaluate the concept of place from a range of perspectives. The ideas and theories behind place will be expanded and applied to the centre grounds to allow learners to consider the different ways a place can be framed, planned and managed over space ad time.

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.
- Gathering local representations of place, e.g. on postcards or tourism literature and brochures - how are local places represented? To what extent do the learners relate to these representations? How could the learner represent the area differently?
- Taking photographs to represent the identity of area with digital camera. How and why is a place seen differently by different people.
- Producing geographical narratives to help understand the informal and formal representations of place.
- Using “Placechecks” as a tool to examine the qualities of a place and opportunities for improvement.
- 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.
- Evaluating the spatial “lived-experience” of space, including exclusion (for whom).
- Mapping evidence of place-making elements, such as planning approaches or management plans to contextualise understanding.
- Analysis of personal biographies, oral histories and stories of people who have lived in different places: migrants, refugees – and mapping their experience of place.
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

“We form cities in order to enhance interaction, to facilitate growth, wealth creation, ideas, innovation, but in so doing, we create, from a physicist’s viewpoint, entropy.” Geoffrey West, Physicist

The concept of place is explored more deeply using data and information on formal and informal representations of place such as graffiti, songs, blogs together questionnaire data from different groups of people. Students will also examine how people perceive, interact and move within places in different ways based on their identity, including age, gender, sexuality, religion and role.

Placed within a framework of any change agents such as large companies, funding streams or communication networks such as regional branding schemes, students could investigate how the physical structure of the area has influenced the flows and connections. They could also examine the “myth and reality” of place in terms of place marketing and their own interpretations as well as reach conclusions regarding route hotspots and pinch points.

Types of evidence that can be investigated include:

- 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.
- Using a primary “walkability” tool to examine and record urban design quality.
- Collect fieldwork data on a selection of flows and connections influenced by the physical spatial structure of the place people movements, route quality analysis (e.g. carrying capacity / congestion on pavements for users in wheelchairs or cyclists at different times of day).
- Analysis of local secondary information e.g. flows of economic capital, ideas and knowledge economy or investment schemes which are relevant to a particular place.
Learning Opportunities

‘The material structure of a place is often the result of decisions made by the very powerful to server their needs’ Tim Cresswell

No all those who live within a place experience the same level of wealth and equality. Social inequalities are common across all areas. They include differences in income, resources, power and status. There are two main ways to measure social inequality: inequality of conditions, and inequality of opportunities. Learners will explore how and why spatial patterns of social inequalities vary both within and between places, and why some people and agencies attempt to reduce the levels of inequality.

Patterns of social inequality will be investigated through fieldwork. Types of evidence that can be investigated include:

• Resident and stakeholder perceptions, interviews and open-questionnaires.
• Examine spatial variations in housing, environmental quality, crime rates within contrasting geographic units.
• Use a range of customised semi-qualitative quality surveys including visual and environmental assessment.
• Use 2011 geo-demographic census data to explore spatial variations in key indicators: income, housing tenure, age, health, personal mobility, ethnicity, education and access to services (super output area level).
• Use GIS as a tool to analyses patterns and relationships in local IMD (index multiple deprivation) data.

Students might contrast output areas by taking a series of short videos as they walk along a particular transect from one space to another. This video data could then be coded for various aspects such as natural environment features, built environment features etc. Learners may combine this data with field data on: numbers of traffic lanes, traffic flow rates, posted speed limited, road condition, road noise levels, junctions, parking restrictions, pedestrian areas, traffic calming, pedestrian cut-through, pedestrian crossings, pavements size and maintenance, pavement connectivity, pavement textures and materials legibility, alternative route assessment, sun/rain protection on pavements, green features etc.
Learning Opportunities

Learners will engage in a qualitative data analysis using their personal observations and data collated during the days 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 in a progressive way through the course.

Learners 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.
- Researching, selecting and sorting photographs of features the learners consider important to their and others personal experience of the place under investigation.
Learning Opportunities

Learners will engage in a qualitative data analysis using their personal observations and data collated during the days 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 in a progressive way through the course.

Learners 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 people's daily lives in different ways.
Learning Opportunities

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” Margaret Mead

Why do people attempt to rebrand areas? Through exploring the concept of placemaking learners will explore how community groups, local and national government and other actors/organisations including architects and planners attempt to create and present places in a particular way. This is in an attempt to attract inward investment, promote regeneration and improve place-image which are intended to make places better for people to live in. Learners will explore how and why places may wish to construct a different place meaning through rebranding, reimaging and regeneration. Who are potential winners and losers in this complex and dynamic process?

Learners will explore a range of strategies that can be used to rebrand places, such as through sport, art, heritage, retail, architecture and food. How the rebranding has altered people’s perception of that place and the relative success of the rebranding.

Patterns of placemaking will be investigated through fieldwork, combined with secondary research. Types of evidence that can be investigated include:

• Using architecture design review and evaluation frameworks to make qualitative judgements.
• Semi-quantitative recording and analysis of the “healthy high street” (using a set of RTPI indicators) as a measure of the success of placemaking.
• Qualitative recording the “imagability” of place, i.e. quality of a place that makes it distinct, recognisable, and memorable.
• Measuring retail experience using clone-town indicators and retail diversity (e.g. adaptation of Simpsons Index).
• Mapping public space potential.
To book this course, simply:
Choose the time of the year you would like to attend
1. Pick the Centre(s) of interest
2. Check availability online, contact head office to check availability across multiple Centres or contact the Centre(s) of your choice directly

To book this course the minimum size of your group must be 12 students and one member of staff.

Head Office contact details:
Tel: 01743 852100   Email: enquiries@field-studies-council.org

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