Hanze

Minor

Qualification awarded
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Length of the programme
6 months

ECTS credits
30

Level of qualification
Bachelor

Mode
Full-time

Language
English

School
Arts, Design & Built Environment

Locations
Groningen

Minor Urban Regeneration

Profile of the programme

We all know neighbourhoods or districts that could use a quality boost or improvement. This change could take the form of physical, economic or social interventions and measures. Closely examining the area and surveying the users will enable you to gain first-hand insight into what current concerns are and where a change is perhaps needed to boost the area. This intervention, which should take account of relevant trends and developments, will ensure that the area is designed and/or organised in a future-proof manner.

On completion of this minor, you will be able to answer the following question:
How can we apply adaptive design and organisation to encourage integrated urban regeneration in a manner that involves all stakeholders in current as well as future regeneration processes at both local and regional level?

Over the course of the Urban Regeneration minor, students will practise innovative thinking as well as collaborate with other study programmes and cultures. They will also gain insight and experience in terms of interaction between people and the environment, as well as explore and design solutions to help create an adaptive, future-proof environment for the residents/users.

Ultimately, students should acquire the techniques that they need to participate successfully in integrated urban renewal.

Learning outcomes

RtD.1: Students recognise the different theoretical and practice-based methodologies involved in Research through Design processes [comp. 7].
RtD.2: Students demonstrate different observational skills, and classify relevant abstract and physical qualities and issues from technical, environmental and social arenas [comp. 7].
RtD.3: Students are able to conceptualise and visualise the essence of researched phenomena by formulating an annotated portfolio of alternative and improved prototypes [comp. 7].
RtD.4: Students evaluate research outcomes [comp. 7]. RtD.5: Students reflect systematically on the learning moments, the process followed and the decision-making process [comp. 9].
A&E.1: Students are able to articulate their ideas, concepts, work, approach and vision for professionals and public both within and outside of the field of work [comp. 6].
A&E.2: Students are able to take objectively critical positions regarding product, societal context and the real world [comp. 6].
A&E.3: Students evaluate the results of implementing the product and reflect critically upon them [comp. 6].
A&E.4: Students evaluate and are able to debate subjects related to their discipline with other experts [comp. 6].
A&E.5: Students carry out peer-to-peer feedback with fellow students [comp. 8].
I&FV.1: Students are able to demonstrate their knowledge and understanding of trends, social developments and/or spatial factors acquired by carrying out research from different lines of investigation [comp. 1, comp. 7]
I&I.1: Students are able to identify their own ambitions for personal/professional development (of skills) within the context of this module.
I&I.2: Students are able to compare and match their own personal qualities and roles within a team with those of other team members.
I&I.3: Students are able to identify objective and subjective values of a place in relation to their own values.
I&FV.1: Students are able to demonstrate their knowledge and understanding of trends, social developments and/or spatial factors acquired by carrying out research from different lines of investigation [comp. 1, comp. 7]
I&FV.2: Students are able to associate through broadening, connecting and restructuring to cultivate new insights, to apply knowledge and skills, to justify choices and viewpoints, and to demonstrate the outcome in a creative/unorthodox way [comp. 2, comp. 3, comp. 8]
I&FV.3: Students are able to evaluate different scenarios based on research outcomes from different lines of investigation [comp. 7]
I&FV.4: Students are able to reflect on self-learning, the process followed and delivering reflective peer feedback [comp. 9]
I&FV.5: Students are able to demonstrate appropriate communication in an engaging and creative way [comp. 8]
I&FV.6: Students are able to demonstrate constructive cooperation with group members and other participants/actors [comp. 8]
RC.1: Students are able to recognise and distinguish between the different social and/or economic issues within a neighbourhood [comp. 1]
RC.2: Students are able to carry out research specific to the topic, and retrieve information regarding the issues in the neighbourhood related to context solutions and feasibility [comp. 3]
RC.3: Students are able to involve other processes, developments, values and/or ideas and assess their

usage or application [comp. 9]
RC.4: Students are able to reflect on their own performance according to self-formulated criteria, and are able to outline and revise their functioning to achieve improvements [comp. 9]
RC.5: Students are able to involve users/residents to work in co-creation on bottom-up addressed issues and to give meaning to the given input [comp. 8]
ST.1: Students are able to identify, classify and explain separate components of the urban environment [comp. 1].
ST.2: Students are able to conceptualise and visualise the essence of spatial issues, and describe them in the appropriate form (e.g. plans, drawings and models) [comp. 2].
ST.3: Students are able to produce and present their understanding/vision of the dynamics within the urban environment [comp. 3, comp. 8]
ST.4: Students are able to translate theory, principles and policy with stakeholder needs to produce solutions for the regeneration of the urban environment [comp. 3].
ST.5: Students are able to compare, contrast and match their work with that of colleagues to establish interdisciplinary connections [comp. 6].

Programme

Minor Urban Regeneration	**credits**
Urban Regeneration	30
▯ BVVH26URVD - Vision and Design	*15*
▯ BVVH26URSSR - Social and Spatial Research	*10*
▯ BVVH26URPCD - Personal Contextual Development	*5*

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