

The Royal Agricultural University

Programme Specification:

MSc Conservation & Management of Historic Buildings

Academic year 2022/23

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2022/23]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Module descriptors.

| Section 1 – Material Programme Information | | | | |
|--|---|----------|-----------|------------------|
| Quercus code | [CMHB/CMHBD/CMHBC] | | | |
| Validating body | The Royal Agricultural University | | | |
| Teaching Institution | The Royal Agricultural University | | | |
| School | Cultural Heritage Institute Real Estate and Land Management | | | |
| Entry Award(s) | MSc Conservation & Management of Historic Buildings PG Diploma Conservation & Management of Historic Buildings PG Certificate Historic Building Studies | | | |
| Final Award and exit route(s) | MSc Conservation & Management of Historic Buildings PG Diploma Conservation & Management of Historic Buildings PG Certificate Historic Building Studies | | | |
| Programme title | MSc Conservation & Management of Historic Buildings | | | |
| Location(s) of study | RAU Cultural Heritage Institute, Swindon | | | |
| Mode of study | Full time | One Year | Part-time | Two to Six Years |
| Language of study | English | | | |
| Programme start month | September | | | |
| Period of validation | September 2022 - August 2028 | | | |
| Name of Professional, Statutory or Regulatory Body | See below | | | |
| Type of Accreditation | <p>This degree will not be accredited by a PSRB in the short term although participants will be fully prepared for the membership requirements of the IHBC.</p> <p>The programme meets core accreditation requirements of RICS under the Land and Resources (AssocRICS) pathway. Participants being given a grounding towards and Planning and Development (MRICS) pathway.</p> <p>In the medium term we would wish to see this programme accredited by both IHBC and RICS.</p> | | | |
| Accreditation due for renewal | N/A | | | |
| Entry requirements (this should be the standard University entry requirements unless otherwise approved by the Academic Board, and include UCAS entry profile for UG programmes and IELTS) | Applicants should possess an honours degree in an academic subject at Lower Second (2.2) or higher. Entry may be granted to those who have at least two years relevant work experience in the heritage conservation sector. | | | |
| UCAS Code | N/A | | | |
| QAA Subject Benchmark Statement(s) and other reference points | This MSc programme has been designed to meet: (1) The QAA Characteristics Statement for Master's Degrees (September 2015) | | | |

| | |
|--|--|
| | <p>(2) The relevant elements of the QAA Archaeology Bench Mark statement</p> <p>(3) The professional standards criteria of the Institute for Historic Building Conservation (2012), the Chartered Institute for Archaeology (2016) & the Royal Institute of Chartered Surveyors (2019).</p> <p>In order to provide a coherent approach given the range of sources the CHI project group developed an internal benchmark which was "road tested" with professionals and then used to inform the development of the degree curriculum.</p> |
| Academic level on Framework for Higher Education Qualifications (FHEQ) | Level 7 |
| Approval at AQSC | August 2022 |

Section 2 – Programme structure

The structure of all University awards complies with the University's [Academic Regulations for Taught Programmes](#) which includes information about the:

- Rules for progression between the stages of a programme;
- Consequences of failure for referrals, compensation and exist awards;
- Calculation and classification of awards.

The programme will be delivered as a form of block teaching built around two intensive teaching days per week for full-time students and one teaching day a week for part-time students over two years. Students taking more than two years to complete will take blocks as available.

The MSc programme consists of four taught modules and a dissertation.

For those taking the MSc degree full-time, four modules are taken over two semesters (2 modules in each semester) with the dissertation extending through the summer to August.

For those taking the MSc degree part-time over two-years participants will take two modules per year (usually one per semester) with the dissertation being submitted in August of the second year.

For those taking the MSc degree part time over three, four, five or six years they will be required to take a minimum of one module (30 credits) per year and submit the dissertation as the final element in the August of the final year.

Times for those taking the PG Diploma or PG Certificate are pro-rata the MSc Degree and are set out at the head of this section.

Each module will be supported by material on the RAU VLE (Gateway).

MSc in Conservation & Management of Historic Buildings (180 credits)

The accumulation of 180 credits (or more) at level 7 (of which 60 must be achieved from a Masters dissertation or agreed equivalent research-based project), through the assessment of programme elements as detailed below:

| Module code | Module title | Level | Credit value | Core/ Elective | Semester |
|----------------|--|-------|--------------|----------------|----------|
| Level 7 | | | | | |
| 4733 | Understanding Buildings and Landscapes | 7 | 30 | Core | 1 |
| 4732 | Conservation Planning | 7 | 30 | Core | 1 |
| 4734 | Practical Conservation, Regeneration and Place Shaping | 7 | 30 | Core | 2 |
| 4735 | Managing and Sustaining the Historical Environment | 7 | 30 | Core | 2 |
| 4700 | Dissertation | 7 | 60 | Core | 1/2 |
| | Total Credits: MSc in Conservation & Management of Historic Buildings | | 180 | | |

PG Diploma in Conservation & Management of Historic Buildings (120 credits)

The accumulation of 120 credits (or more) at level 7 through the assessment of programme elements as detailed below:

| Module code | Module title | Level | Credit value | Core/ Elective | Semester |
|----------------|---|-------|--------------|----------------|----------|
| Level 7 | | | | | |
| 4733 | Understanding Buildings and Landscapes | 7 | 30 | Core | 1 |
| 4732 | Conservation Planning | 7 | 30 | Core | 1 |
| 4734 | Practical Conservation, Regeneration and Place Shaping | 7 | 30 | Core | 2 |
| 4735 | Managing and Sustaining the Historical Environment | 7 | 30 | Core | 2 |
| | Total Credits: PG Diploma in Conservation & Management of Historic Buildings | | 120 | | |

PG Certificate in Historic Building Studies (60 credits)

The accumulation of 60 credits (or more) at level 7 through the assessment of programme elements as detailed below:

| Module code | Module title | Level | Credit value | Core/ Elective | Semester |
|----------------|---|-------|--------------|----------------|----------|
| Level 7 | | | | | |
| 4733 | Understanding Buildings and Landscapes | 7 | 30 | Core | 1 |
| 4732 | Conservation Planning | 7 | 30 | Optional | 1 |
| 4734 | Practical Conservation, Regeneration and Place Shaping | 7 | 30 | Optional | 2 |
| 4735 | Managing and Sustaining the Historical Environment | 7 | 30 | Optional | 2 |
| | Total Credits: PG Certificate in Historic Building Studies | | 60 | | |

Section 3 – Programme overview and Programme Aims

The course has two main strands:

The first focuses on the investigation and understanding of historic buildings: How they relate to the wider environment and historical context, understanding their structure, construction & history and how they might be recorded. There is a focus on understanding the value and significance of historic assets.

The second looks at the conservation of buildings: The ethical issues surrounding building conservation, practical methods of building conservation and restoration, and how the built heritage can contribute to regeneration and the enhancement of public value.

The overarching goal of the programme is to equip students with the tools they will require to understand, conserve and manage historic buildings. To that end the programme will:

- Offer an innovative, dynamic and research-informed programme built around contemporary issues, challenges and developments in historic building conservation and management in the light of rapid social, economic and environmental change.
- Provide a robust ethical, theoretical and practical framework for exploring and managing historic buildings.
- Develop an in-depth, inquiry-led, understanding of a “toolbox” of skills including:
 - Understanding of Building Context & Significance
 - Building Recording & Analysis
 - Identification of Problems with Historic Buildings
 - Practical Conservation Skills
 - Research Theory & Project Design
 - Project Management, Teamwork and Leadership
 - Heritage Management, Planning & Law
 - Community Engagement, Audience Development and Marketing
 - Enable participants to apply knowledge creatively to the analysis of complex, incomplete or contradictory areas of understanding.
 - Engage participants in the production of new knowledge through a substantial piece of research in their dissertation or professional practice product.

By the end of the programme students will be prepared for a career in historic building and built heritage conservation, management and regeneration through their development of reflective practice, intellectual skills and an ethos of life-long learning; namely a high level of autonomy and self-direction, the demonstration of adaptability, initiative and originality alongside accountability, integrity and ethical judgement.

Section 4 – Programme intended learning outcomes and learning, teaching and assessment methods

The learning outcomes employ those of the QAA Masters degree specification and the QAA Archaeology specification. They use established skill group descriptors which relate to national standards from the Institute of Historic Building Conservation and the Royal Institute of Chartered Surveyors.

Knowledge and Understanding

| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
|---------------|---|----------------------|
| 1. | Architectural History Understand the broad outlines of building history, architectural styles & movements | 4733 |
| 2. | Environmental & Social Context Contextualise the inter-relationship between building form and the physical, economic and social environment | 4733 |

| | | |
|---|---|----------------------|
| 3. | Tools for Investigating Buildings Understand the methods and techniques used to investigate, record and analyse historic buildings in order to understand their history, evolution and significance. | 4733 |
| 4. | Conservation Practice Identify conservation issues with historic buildings and the design of appropriate conservation management plans and strategies through the understanding of significance and value. | 4732 4734 |
| 5. | Legal Protection Understand the legal basis for historic building protection and conservation. | 4732 |
| 6. | The Heritage Ecosystem Recognise the professional, ethical, economic, social, political and policy environment of historic building conservation. | 4732 |
| Intellectual, Professional, Key skills | | |
| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
| 1. | (a) Identify appropriate leadership styles for different situations: to enable/mentor, enhance/coach and motivate others in order to improve performance (of self and others) (b) Recognise and address ethical dilemmas and to apply ethical values to situations and choices. | All modules |
| 2. | Personal Effectiveness Demonstrate critical self-awareness, self-reflection and self-management; time management; sensitivity to diversity in people and different situations, and the ability to continue to learn through self-managed study, reflection on practice and experience. | All modules |
| 3. | Interpersonal Skills (Teamwork) Demonstrate effective performance within teams and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management. | All modules |
| 4. | Carry out effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of reports/documents appropriate to the audience. | All modules |
| 5. | Digital Skills (a) effective comprehension and professional use of IT including email and internet, databases, spreadsheets and word processing. (b) Understanding of digital recording, analysis interpretation and presentation. (c) Ability to apply digital skills to information gathering and problem solving across several areas. | All modules |

| | | |
|------------|---|-------------|
| 6. | Critical & Creative Thinking Think critically and be creative: To manage the creative processes in self and others; The capability to organise thoughts, identify assumptions and evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise creatively but appropriately. | All modules |
| 7. | Problem Solving & Decision Making Solve complex problems and make decisions: establish criteria using appropriate decision-making techniques, apply them to create and evaluate options and then implement and review decisions. | All modules |
| 8. | Research Design & Implementation Identify problems, and design and conduct research either individually or as part of a team. | All modules |
| 9. | Synthesis, Analysis & Evaluation Locate, synthesise, analyse and evaluate data and information from a wide range of sources to support and evidence solutions to problems. | All modules |
| 10. | Numeracy & Statistical Literacy Apply quantitative skills including methods for the handling and analysis of large numerical data sets. Understanding of the application of statistical tools to research questions. | All modules |

Programme specific skills

| LO no. | | Module Code/s |
|---------------|---|----------------------|
| 1. | Research Strategies for Historic Buildings Design a research strategy for the investigation of an historic building. | 4732 4733 4734 |
| 2. | Conduct of Building Survey Conduct, record and report a building survey to professional standards. | 4733 4734 4700 |
| 3. | Analysis and Significance Use multiple lines of evidence to place a given historic structure into a wider context and to communicate its heritage significance. | 4733 4735 4700 |
| 4. | Conservation Management Identify conservation issues and prepare appropriate conservation management plans and strategies. | 4732 |
| 5. | Re-use and Redevelopment Advise on the re-use and redevelopment of historic buildings. | 4734 |
| 6. | Conservation Project Management Employ project management to plan and manage conservation projects to professional standards | 4735 |

Section 5 – Learning and Teaching Strategy

Learning and Teaching Strategy

The conservation and management of historic buildings requires practitioners to have knowledge across a range of historical and applied disciplines from architectural history,

sustainability and legal frameworks. Like other areas of applied heritage it has the attributes and requirements of a professional practice that makes it amenable to being taught in a reflective setting, with opportunities for practical fieldwork and fieldtrips.

In broad terms the key knowledge and understanding outcomes are achieved mainly through lectures, flipped lectures, workshops, seminars, and reading. Students are given directed learning tasks, and are encouraged to increase their depth of their knowledge and understanding through private study and completion of coursework.

Intellectual skills are developed by through tutorials and small-group debate and discussion in a studio setting – the focus is problem-based and experiential.

Practice and professional skills are developed by a variety of means including extended site visits, workshops, lectures from key personnel in industry and project work, based on local sites and locations. All the assessments are based around real world examples, that will involve an element of primary research around a heritage asset.

Transferable skills are incorporated across the programme with a focus on demonstrating competence through case studies and relevant assessments.

Section 6 – Assessment Strategy

The programme has four modules and a dissertation.

All four taught modules are assessed by course work. The intention of the course work assessments is to replicate the wide range of analyses, syntheses, reports and products which may reasonably be expected from an individual working professionally in the conservation and management of historic buildings and their settings.

Assessments are focussed around professional outputs that are typically produced by trained historic building specialists. This include detailed records of buildings, conservation management plans, heritage impact statements and regeneration plans. The approach is to combine oral presentations where possible mid-way through the module to enable the student to gain formative feedback on their chosen project, so that they can develop this in the final written submission. On the completion of the course students will have a portfolio of written work, which will enable them to make credible job applications.

The dissertation provides participants with the opportunity to complete a significant extended project combining many of the elements and approaches of the modules in an in-depth study. The aim here is to enable participants to demonstrate their ability to deliver a sustained piece of original and innovative work, based on primary fieldwork.

The overall aim of assessment is (a) to demonstrate successful acquisition of both module and programme learning outcomes and (2) to make participants as far as is practicable, work ready.

| | Level 7 |
|-------------------|----------------|
| Coursework | 82% |
| Exam | 0 % |
| Practical | 18% |

Section 7 - Course work grading and Feedback

Assessment is an integral part of the learning experience of students. All University programmes are assessed by a range of assessment activities, each developed to provide the most appropriate means of demonstrating the student's achievement of a specified learning outcome. An assessment may assess more than one learning outcome.

The University operates standard pass criteria which can be found in the RAU Academic Regulations; (paragraphs 137 – 153).

The normal basis for awards will be the overall average score in the final assessment, graded as follows:

| | |
|---------------------------------|-----------|
| Distinction weighted average of | 70% |
| Merit weighted average of | 60% - 69% |
| Pass weighted average of | 40% - 59% |
| Fail average | 0% - 39% |

In addition to assigning a percentage mark to the work, the tutor adds comments; usually about the strengths and weaknesses of the piece as well as advice about improving the work. All assessment decisions are subject to internal moderation and external scrutiny by the programme's External Examiners.

Section 8 – Employability

This programme is designed to provide a broad based introduction to the rapidly changing discipline of historic building conservation. It takes an integrated approach to both the understanding of the buildings and also to their long term sustainable management. In consequence the course is suited to those who are seeking curatorial or consultancy roles where this breadth of knowledge is seen as desirable.

The degree will enable graduates to pursue careers in historic building conservation, cultural heritage, archaeology, and applied heritage and to work in local authorities, heritage organisations, museums and the private sector which require specialists with a buildings and structures focus.

Section 9 – Enhancing the Quality of Learning and Teaching

The programme is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 6 years. This process ensures that the programme engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All programmes are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys

- Feedback from Student Course Representatives
- Annual Programme Monitoring