
Programme Specification

MSc Conservation & Management of Historic Buildings

1) Programme Information

Quercus code	<i>CMHB / CMHBD / CMHBC</i>
Academic Year	2020-2021
Valid entry routes	MSc in Conservation & Management of Historic Buildings PG Diploma in Conservation & Management of Historic Buildings PG Certificate in Historic Building Studies
Additional exit routes	PG Diploma in Conservation & Management of Historic Buildings PG Certificate in Historic Building Studies
Location(s) of Study	RAU Swindon
School	Cultural Heritage Institute
Programme Manager	Dr Geraint Coles
Awarding Body	The Royal Agricultural University
Teaching Institution	The Royal Agricultural University
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 7
Admissions Body	Royal Agricultural University
UCAS code(s)	N/A
Entry Criteria (include IELTS if relevant)	Applicants should possess a degree in subject areas related to heritage, archaeology or history 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

	<p>conservation sector.</p> <p>In all cases entry is subject to a satisfactory interview either in person or via Skype/Zoom or similar platforms.</p>
<p>Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark</p>	<p>This MSc programme has been designed to meet:</p> <ol style="list-style-type: none"> (1) The QAA Characteristics Statement for Master's Degrees (September 2015) (2) The relevant elements of the QAA Archaeology and History Benchmarks (2014a, 2014b) (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>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. See the CHI Teaching & Learning Development Plan (S Drive under CHI_Swindon).</p>
<p>Details of accreditation by a Professional, Statutory and Regulatory Body (PSRB)</p>	<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>
<p>Mode of delivery</p>	<p>Full-time and Part-time</p>
<p>Language of study</p>	<p>English</p>
<p>Programme Start Month(s)</p>	<p>October</p>
<p>Academic Board approval date</p>	<p>29th January 2020</p>
<p>Valid from</p>	<p>September 2020</p>

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<p>Valid to</p>	<p>September 2026</p>
<p>Version</p>	<p>V1.0 April 2020</p>

2) What are the aims and objectives of the programme?

The programme provides a practical introduction to the conservation and management of historic buildings and structures.

Background:

Buildings are a direct link to the past – to the people who built them, to the people that lived in them and to economies and societies that produced them.

Any building – even the simplest structure - therefore encapsulates a huge body of evidence about the past. To protect and steward a buildings heritage requires an understanding of the nature and structure of the building, its historic context & significance, the ways in which the building can be legally protected and the conservation tools which are available for its repair and upkeep. It also requires an understanding of how a given structure can be managed for a sustainable future. This includes everything from schemes of interpretation & display, to how visitors can be managed to control potential damage through to how historic buildings can be retrofitted to make them environmentally friendly.

This blending of conservation and management skills lies at the heart of this course and reflects the integrative direction of travel of many historic building professions.

Course Outline:

The course has three 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.

The second looks at the conservation and preservation of buildings: The ethical issues surrounding building conservation, how potentially damaging defects in buildings can be identified and how these might be rectified through appropriate practical conservation techniques.

The third strand focuses on how historic buildings are managed: How the challenges of different forms of change can be addressed and how buildings can be practically and legally protected, how buildings can be interpreted and displayed, how the ebb and flow of visitors can be managed and how buildings may be made environmental and financially sustainable.

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 Conservation and Management 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.

3) What opportunities are graduates likely to have on completing the programme?

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.

In short the degree will enable graduates to pursue careers in archaeology, archaeological consultancy and applied heritage and to work in heritage organisations and museums which require specialists with a buildings and structures focus. It should be noted that there is currently a shortfall in all archaeological specialisms occasioned by the demand for pre-construction services for major infrastructure projects and the demographic change resulting from the retirement of the post war generation.

4) What should students expect to achieve in completing the programme?

Programme Intended Learning Outcomes

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.

A: Knowledge and understanding

A1 Architectural History

The broad outlines of building history, architectural styles & movements.

A2 Environmental & Social Context

The contextual inter-relationship between building form and the physical, economic and social environment.

A3 Tools for Investigating Buildings

The methods and techniques used to investigate, record and analyse historic buildings in order to understand their history, evolution and significance.

A4 Conservation Practice

The identification of conservation issues with historic buildings and the design of appropriate conservation management plans and strategies.

A5 Legal Protection

The legal basis for historic building protection and conservation.

A6 The Heritage Ecosystem

The professional, ethical, economic, social, political and policy environment of historic building conservation.

A7 Management of Historic Buildings

The management of historic buildings, in particular the sustainable management of visitors and alternative uses.

A8 Interpretation & Display

The approaches which can be used to interpret and display historic buildings and make them intellectually and emotionally accessible to the public.

B: Intellectual Skills

B1 Critical & Creative Thinking

Being able to 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.

B2 Problem Solving & Decision Making

Being able to 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.

B3 Research Design & Implementation

The ability to identify problems and design and conduct research either individually or as part of a team.

B4 Synthesis, Analysis & Evaluation

The ability to locate, synthesise, analyse and evaluate data and information from a wide range of sources to support and evidence solutions to problems.

B5 Numeracy & Statistical Literacy

Quantitative skills including methods for the handling and analysis of large numerical data sets. Understanding of the application of statistical tools to research questions.

C: Practice & Professional Skills

C1 Research Strategies for Historic Buildings

How to design a research strategy for the investigation of an historic building.

C2 Conduct of Building Survey

How to conduct, record and report a building survey to professional standards.

C3 Analysis and Significance

How to use multiple lines of evidence to place a given historic structure into a wider context and to communicate its heritage significance.

C4 Conservation Management

How to identify conservation issues and prepare appropriate conservation management plans and strategies.

C5 Re-use and Redevelopment

How to advise on the re-use and redevelopment of historic buildings.

C6 Conservation Project Management

How to employ project management to plan and manage conservation projects to professional standards.

D: Transferable Skills

D1 Leadership Skills

(a) Ability to identify appropriate leadership style for different situations: To enable/mentor, enhance/coach and motivate staff in order to improve performance (of self and others).

(b) Ability to recognise and address ethical dilemmas and to apply ethical values to situations and choices.

D2 Personal Effectiveness

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.

D3 Interpersonal Skills (Teamwork)

Effective performance within teams & the ability to recognise & utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.

D4 Communication Skills

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 audience.

D5 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.

Programme Intended Learning Outcomes by Programme

MSc in Conservation & Management of Historic Buildings	All the above ILO's apply to the MSc
PG Diploma in Conservation & Management of Historic Buildings	All the above ILO's apply to the PG Diploma
PG Certificate in Historic Building Studies	A1, A2, A4, A5, A6, A7, A8, B1, B2, B3, B4, C1, C2, C3, C4, C5, C6, D1, D2, D3, D4, D5 These reflect the ILOs of the core modules taken in this programme.

5) How is the Teaching and Learning delivered in this programme?

Length of Programme: MSc

Full Time:	One Year	180 Credits in one year
Part-Time:	Two to Six Years	30 Credits per year minimum

Length of Programme: PG Diploma

Full Time:	One Year	120 Credits in one year
Part-Time:	Two to Four Years	30 Credits per year minimum

Length of Programme: PG Certificate

Full Time:	One Year	60 Credits in one year
Part-Time:	Two Years	30 Credits per year minimum

Delivery:

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 eight taught modules and a dissertation.

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

For those taking the MSc degree part-time over two-years participants will take four modules per year (usually two per semester) with the dissertation being submitted in the September 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 two modules (30 credits) per year and submit the dissertation as the final element in the September 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 taught module is 15 Credits and has the following time allocation:

- 10 Hours preparation prior to commencement using on line materials.
- 30 Hours of contact with tutors – this includes lectures, seminars, workshops and field excursions.
- 70 Hours of Independent Study and Directed Study using on line materials.
- 40 Hours of Preparation for the assessment.

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

Teaching & Learning Style:

The conservation and management of historic buildings requires practitioners to have knowledge across a range of historical and applied disciplines from architectural history to visitor management. 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 "studio" setting (Schön, 1987 et seq).

Within that studio setting our approach to teaching and learning is built around the established concept of the reflective practitioner (Light et al 2009), the principle of the student as producer (Neary 2012) and the desirability of "full-on learning" where both teacher and student are completely engaged in discovery (Elder 2012). These three strands are compatible in that they are student centred and can be related directly to the development of a "professional persona" and the future employability of the participant.

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.

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

6) What is the Programme Assessment Strategy¹?

The programme has eight modules and a dissertation.

All eight 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.

These include, annotated sketchbooks with written analysis, research strategies, detailed building surveys and reporting, interpretive analytical commentary, building interior analysis and report, contextual commentary, reflective diaries and essays, visitor engagement strategy and marketing plan, storyboards for short (documentary) films, workshop based regeneration pitches and an area based

¹ Details of the implementation of the Assessment Strategy are found in Appendix A.

regeneration plan.

Students will have opportunities to share work with tutors for formative assessment and comment before submission of the final assessed element. In addition a range of self-directed on-line quizzes and puzzles are used to develop understanding across the module and allow participants to gauge their own progress.

Note that no modules share the same assessment type or content and each form of assessment provides the participant with the opportunity to demonstrate intellectual, professional and transferable skills as well as knowledge and understanding.

The length of the assessments varies between 3000 and 4000 words (or equivalent) and this reflects the nature of the required product (a gazetteer – because it is highly descriptive - requires more words than a careful written analysis). The emphasis is on the promotion of accuracy and concision in communication.

The dissertation, however, 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

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.

7)What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the programme, as laid out in Section 6. Programmes are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded **the qualifications:**

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:

1	CHI-4714	Buildings in the Landscape	15
2	CHI-4710	The Challenge of Change: Context, Significance, Planning Policy & Law	15
3	CHI-4703	Cultural Heritage Research: Design, Methodology & Management	15
4	CHI-4704	Survey, Recording & Analysis of Historic Buildings	15

5	CHI-4715	Historic Building Conservation in Practice	15
6	CHI-4716	Conservation of Historic Building Interiors: Fixtures, Fittings, Collections	15
7	CHI-4717	Management of Historic Buildings and Heritage Sites	15
8	CHI-4718	Heritage, Regeneration & Place Shaping	15
	CHI-4700	Dissertation	60
		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:

1	CHI-4714	Buildings in the Landscape	15
2	CHI-4710	The Challenge of Change: Context, Significance, Planning Policy & Law	15
3	CHI-4703	Cultural Heritage Research: Design, Methodology & Management	15
4	CHI-4704	Survey, Recording & Analysis of Historic Buildings	15
5	CHI-4715	Historic Building Conservation in Practice	15
6	CHI-4716	Conservation of Historic Building Interiors: Fixtures, Fittings, Collections	15
7	CHI-4717	Management of Historic Buildings and Heritage Sites	15
8	CHI-4718	Heritage, Regeneration & Place Shaping	15
		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:

1	CHI-4714	Buildings in the Landscape	15
2	CHI-4704	Survey, Recording & Analysis of Historic Buildings	15
3/4		Together with any TWO further modules from: (15+15)	30
	CHI-4710	The Challenge of Change: Context, Significance, Planning Policy & Law	

	CHI-4703	Cultural Heritage Research: Design, Methodology & Management	
	CHI-4715	Historic Building Conservation in Practice	
	CHI-4716	Conservation of Historic Building Interiors: Fixtures, Fittings, Collections	
	CHI-4717	Management of Historic Buildings and Heritage Sites	
	CHI-4718	Heritage, Regeneration & Place Shaping	
		Total Credits: PG Certificate in Historic Building Studies	60

Exit with a Lower Award

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

Pass Criteria

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

MSc Conservation & Management of Historic Buildings: Programme Intended Learning Outcomes (ILO) Chart

		A: Knowledge and Understanding							B: Intellectual Skills					C: Professional Skills					D: Transferable Skills						
Award / Programme Intended Learning Outcomes <i>(Expanded on in text above)</i>		Architectural History	Environmental & Social Context	Tools for Investigating Buildings	Conservation Practice	I Legal Protection	The Heritage Ecosystem	Management of Historic Buildings	Interpretation & Display	Critical & Creative Thinking	Problem Solving & Decision Making	Research Design & Implementation	Synthesis & Analysis	Numeracy & Statistical Literacy	Research Strategies for HB.	Conduct of Building Survey	Analysis and Significance	Conservation Management	Re-use and Redevelopment	Conservation Project Management	Leadership Skills	Personal Effectiveness	Interpersonal Skills (Teamwork)	Communication Skills	Digital Skills
Code	Module	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
4714	Buildings in the Landscape	CW	CW	CW	CW	CW	CW		CW	CW			CW		CW	CW	CW	CW						CW	
4710	The Challenge of Change		CW		CW	CW	CW	CW		CW	CW	CW	CW	CW						CW	CW	CW	CW	CW	CW
4703	Cultural Heritage Research	CW		CW						CW	CW	CW	CW	CW		CW	CW	CW	CW		CW	CW	CW	CW	CW
4704	Survey, Recording & Analysis of Historic Buildings	CW		CW	CW			CW		CW	CW	CW	CW				CW	CW	CW	CW	CW	CW	CW	CW	CW
4715	Historic Building Conservation in Practice	CW	CW	CW	CW	CW	CW			CW	CW	CW	CW	CW					CW			CW	CW	CW	CW
4716	Conservation of Historic Building Interiors	CW	CW	CW	CW	CW	CW	CW	CW	CW			CW		CW		CW	CW	CW	CW		CW	CW	CW	
4717	Management of Historic Buildings and Heritage Sites						CW	CW	CW	CW			CW		CW			CW		CW		CW	CW	CW	
4718	Heritage, Regeneration & Place Shaping	CW	CW	CW	CW	CW	CW	CW		CW			CW		CW			CW	CW	CW		CW	CW	CW	
4700	Dissertation*	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW

*Dissertation will ideally exhibit all outcomes in varying amounts depending upon topic. KEY: CW = Course Work, ICT = In Class Test, Ex = Examination

8) Work-based Learning

This course has no work based learning option.

Prior learning may however be accredited up to a maximum of 30 credits in accordance with RAU regulations for APL.

9) How will the University assure the quality of the provision?

New programme proposals are reviewed by a Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who acts as advisor to the Panel. Proposals are reviewed in line with the QAA's UK Quality Code, Advice and Guidance: Course Design and Development and in the case of partnership arrangements in accordance with QAA's Advice and Guidance: Partnerships. All programmes are ultimately approved by Academic Board for a period of up to 6 years.

Programme changes within a validation period are approved by the Academic Quality and Standards Committee (AQSC) on behalf of Academic Board. No more than 1/3 of a programme's core modules may be changed within the validation period before early programme revalidation is instigated.

The University has in place regular monitoring procedures for quality assurance including an Annual Programme Managers Report for each programme.

Each programme has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the advice and guidance provided by the QAA regarding External Expertise which emphasises that external examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each programme has a formally constituted Programme Board, which includes the External Examiner(s), and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Learning Outcomes of a programme at the appropriate standard.

Each programme has a Programme Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each School has a School Advisory Group (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of the School programme portfolio content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition the University's holds Staff Student Liaison Committees and a Student Engagement Committee where students have the opportunity to discuss issues and give and receive feedback. Students are also invited to participate in the University's New Student Survey and Student Satisfaction Survey along with the annual National Student Survey. The results of all feedback are considered by the Programme Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by AQSC, Academic Board, School and University Executives.