Programme Specification

*Fields marked with * must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee*

GENERAL INFORMATION	
Awarding Institution//Body	University of Bath
*Teaching Institution**	University of Bath
Validated/Franchised/Licensed (if appropriate)	-
*Programme accredited by (including date of accreditation)**	RICS (Royal Institution of Chartered Surveyors) (2004-05) IHBC (Institute of Historic Building Conservation) (2008-09)
Programme approved by (including date & minute number of Senate)	Minute 10370, Senate 28 May 1997
Final award	MSc, Postgraduate Diploma
*Programme title**	**MSc/PGDip Conservation of Historic Buildings**
UCAS code (if applicable)	N/A
*Subject Benchmark Statement**	N/A
*Intended level of completed programme (in line with FHEQ)**	7
*Duration of programme & mode of study**	1 year full-time, 2 years part-time, 4 years extended part-time
*Date of Specification preparation/revision**	October 2012
*Applicable to cohorts (eg. for students commencing in September 2012 or 20012/13-2013/14)**	For students commencing in October 2012 onwards

Synopsis and academic coherence of programme*

Semester 1 consists of two taught 12-credit units, each accompanied by a 3-credit unit of *Case Studies* which integrate and exemplify the teaching in the main unit. *History and Theory* provides students with knowledge of the theory of classical architecture and of conservation philosophy. Students learn how to analyse the architectural style of a historical building and how to measure and draw a small classical building. *Structural Conservation* provides an understanding of the history of structures and structural engineering, how structural principles have influenced the evolution of building forms and styles, and the ways in which structural failure can occur in historic buildings.

Semester 2 consists of two further taught 12-credit units, again accompanied by 3-credit units of *Case Studies*. *Materials, Construction and Skills* provides an understanding of the characteristics of traditional building materials and the causes of their erosion and decay, and knowledge of the skills used in the application of traditional building materials. *The Legislative framework* gives the students knowledge of the law relating to historic buildings at

a national level, international charters, building contracts for conservation work, ecclesiastical exemption and the law relating to value added tax with respect to listed buildings.
The units are delivered as a variable combination of lectures, seminars, and field visits. They provide the student with the theoretical foundations of the history and meaning of the *Conservation of Historic Buildings* as an academic discipline and simultaneously bridge academic study and practical application. The taught programme and related coursework enables students to develop the ability to identify and assess the historical and architectural significance of buildings, and to understand their structure and construction. The programme is taught within the wider contexts of national and international guidelines for the protection and conservation of sites and artefacts of cultural heritage.

Coursework for the programme has clearly defined parameters relating to each unit subject area and is designed to develop the corresponding knowledge and skills that enable the student to interpret the built heritage. Assignments combine observation and recording in the field with archival research and documentation. The development of transferable skills underpins all project work and assignments. These include practical techniques including survey and recording procedures, archival research, documentation, interpretation of historical evidence and coherent presentation of results. Students produce essays, written reports and drawn studies with notes from study visits. These develop an understanding of architectural history and conservation philosophy, technical and field skills and the ability to use documentary archival sources. All coursework is handed in to a given timetable, and is assessed.

Students progressing to the degree of MSc write dissertation of 15-20,000 words. This is a specialist study, undertaken under the supervision of an appointed personal tutor, of an agreed selected subject from an area related to the scope of course: history and theory, structural conservation, materials construction and skills, and the legislative framework.

Academic coherence

The programme is intended to provide professionals from a range of building industry backgrounds with a combination of theory and practice in architectural conservation. Students are presented, through seminars and lectures in all the key subject areas of the course, with a range of philosophies that may inform the decision-making in the repair and re-use of existing buildings. This philosophical basis underpins the training that the students receive in conservation policies and law, and in the techniques and skills that are of direct practical application in the field for preserving the built heritage. The teaching of conservation philosophy is also seen against an evolving background of conservation history and a series of in-depth studies of aspects of architectural history and the theory of classical architecture, using the context of Bath as an educational resource. The aim of the latter is to achieve a high level of architectural correctness and competence in detailing elements of historic buildings. Students are also made aware of adjacent related fields including garden conservation and archaeology.

A feature of the delivery of teaching and field visits in all units is close contact with a wide range of leading academics and practitioners attending the programme as lecturers, workshop tutors and field visit leaders. The aim is to provide exposure to a wide range of academics, practitioners and conservation bodies, stimulating debate and the opportunity to develop an individual viewpoint. Field visits provide an application-specific context consistent with the needs of professional practice. Case Studies provide an opportunity for students to see integrative examples of conservation practice. Coursework, including essays and report writing, is central to the programme and forms an integral component of each unit. The work is structured to give students academic and practical experience through written and oral

presentations and through the development of field skills and practical techniques.

Educational aims of the programme*

To equip the programme graduates with academic, professional and personal skills and qualities to enable them to make an immediate contribution related to the conservation of historic buildings in the professions of engineering, architecture and surveying. Each unit is also available on a CPD basis to professionals who do not wish to follow the entire degree programme.

Intended learning outcomes * (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

➢ Knowledge & Understanding:	• An understanding of the key aspects of the legislative and policy framework the protection and conservation of sites and artefacts in the historic environment at both local and national levels. • An understanding and appreciation of the values, both intellectual and economic, of the retention, reuse and repair of built heritage and knowledge of the design, structure and construction of historic buildings • A practical understanding of research methodologies and archives and the ability to apply techniques of research, analysis, recording and evaluation to primary source material. • An understanding and critical awareness of the legislative and policy framework related to the protection and conservation of sites and artefacts in the historic environment at both local and national levels. • Knowledge of the values and ethics, both intellectual and economic, of the retention and reuse of the built heritage, and informed knowledge of the design, structure and construction of historic buildings and their associated problems. • Critical awareness and the ability to identify and assess the historical and architectural character and qualities of historic buildings and an ability to analyse a historic building in terms of its architectural style, structure and construction, and its use of materials • An ability to identify defects in the fabric of the building, to diagnose their causes and to recommend and supervise appropriate remedial works • an understanding of classical design principles sufficient to undertake the repair of a historic building in a sympathetic manner • A comprehensive understanding of research methodologies and their application, and the ability

	to interpret and evaluate archival material. Teaching and learning is via lectures, seminars, directed reading, field visits and workshops. Assessment is continual by coursework, essays, report writing and field studies, and a written examination at the end of each unit.
➢ Intellectual Skills:	• To analyse, inspect, describe and make reports that are intelligible to specialist and non-specialist readers, on sites, historic building fabric and artefacts, illustrated by graphics such as sketches and photographs • To devise and sustain arguments and proffer a coherent case for the retention, repair and adaptive reuse of historic buildings, sites and landscapes and to offer solutions that may solve associated problems • To appreciate and understand the urban or landscape context of historic buildings and their contents, artefacts, ensembles and sites. • To demonstrate a practical and conceptual understanding that enables the student to make critical evaluations and prepare reports that are intelligible to specialist and non-specialist readers, on sites, historic building fabric and artefacts, illustrated by graphics such as sketches and photographs • To apply methodologies to identify, retrieve and evaluate available information relevant to the area being studied and to interpret the results of findings and make sound judgements in the absence of complete data • To identify and evaluate the historical and cultural significance of historic sites, buildings, processes and artefacts, as a basis to plan a strategy for their conservation • To evaluate critically and understand the urban or landscape context of historic buildings and their contents, artefacts, ensembles and sites Teaching and learning is via lectures, seminars, directed reading, field visits and workshops Assessment is continual by coursework, essays, report writing and field studies, and a written examination at the end of each unit.
➢ Professional Practical Skills:	• The ability to apply the skills, techniques and methods learned and to exercise initiative and demonstrate personal responsibility in carrying out projects

	• To consolidate, extend and apply knowledge gained in an appropriate and competent way • To operate within the appropriate code of professional conduct, recognising obligations to society, the profession and the environment • To make critical evaluations, cohesive arguments and judgements, frame appropriate questions and communicate clearly to specialist and non-specialist audiences. • To deal with complex historic and environmental issues systematically and creatively and demonstrate self direction and originality in tackling and solving problems linked to the individual's specialist knowledge, understanding and practical skills • To operate within the appropriate code of professional conduct, recognising obligations to society, the profession and the environment Teaching and learning is via lectures, seminars, directed reading, field visits and workshops Assessment is continual by coursework, essays, report writing and field studies, and a written examination at the end of each unit.
➢ Transferable/Key Skills:	• To use the ability to carry out or commission research, analysis and recording of the historic environment and to maintain records accordingly • To document and communicate ideas effectively in writing and orally in a way appropriate and accessible to both professional and lay audiences • To critically evaluate arguments, assumptions and data and to make judgements, frame questions and achieve or identify a range of solutions to problems • To use the knowledge and understanding of the wider context and issues of the historic environment and to interact effectively with bodies and individuals who have a significant role to play in the field, and to make balanced judgements based on ethical principles and accept responsibility for their implementation • To synthesise a comprehensive and critical review of the historic environment and to translate the conclusions and findings by authoring and producing written reports to a standard consistent with professional requirements. Also to be able to identify and diagnose intrinsic and extrinsic causes and formulate a basis for appropriate responses or action • To be able to work autonomously or in multi-

	disciplinary groups and with other professionals in related fields using sound methods to resolve conflicts and develop strategies appropriate to needs, abilities and resources, and to recognise when advice should be sought and define areas of need for study by different groups • To exercise initiative in either carrying out or commissioning research and analysis and recording of the historic environment and demonstrate the ability to evaluate the methodologies used, and develop critiques of them and/or offer alternative strategies • To contribute to advances to the body of knowledge in the field and to historic building conservation practice. Teaching and learning is via lectures, seminars, directed reading, field visits and workshops. Assessment is continual by coursework, essays, report writing and field studies.

Structure and content of the programme (including potential stopping off points)

The structures of the programmes showing the titles and weighting of units available to students are given in the Appendix at the end of this document.

The programme is offered either as one year full-time, two years part-time or four years extended part-time, with the taught content (PG Diploma) being delivered over two semesters ending in June. The dissertation for the MSc is submitted in September. All units with the exception of AR50149 The Legislative Framework are assessed by means of coursework. AR50149 The Legislative Framework is assessed by means of coursework and written examination. The sequence in which units are taught is reversed each year so that part-time students attend on the same day each week over two years. Individual units are also available for CPD.

Details of work placements / work-based learning / industrial training / study abroad requirements

The programme includes case study field visits to other sites. These vary from time to time depending on current repair work and activity, but include buildings such as: Hampton Court, the Countess of Huntingdon Chapel, Bath, Prior Park, Bath, Spencer House, London, Windsor Castle, Buckingham Palace, Sir John Soane's Museum, Wells Cathedral, Salisbury Cathedral, Stowe, Woodchester Mansion, Tyntesfield, Bristol and local stone mines.

Details of support available to students (e.g. induction programmes, programme information, resources)

University of Bath students attending programmes of study at the Claverton Campus are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

All taught students will be allocated a Personal Tutor and postgraduate research students a

supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: http://www.bath.ac.uk/students/support/.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation play scheme to provide childcare for older children during the school holidays.

Admissions criteria (including arrangements for APL/APEL)

A first or second class honours first degree or equivalent professional qualification for a Master's degree. Applicants may be admitted for the diploma without a first degree, in cases where they have extended experience in a relevant field in accordance with the University guidelines on AP(E)L. English language requirements to IELT Level 7 apply for non-native speakers.

Summary of assessment and progression regulations

This programme is fully compliant with the NFAAR-PGT and should be read with reference to those regulations. Seehttp://www.bath.ac.uk/registry/nfa/nfaar-pgt.pdf for details.

This programme has the following characteristics relevant to NFAAR regulations:

a. The MSc programme is a two-stage programme. There is a requirement to pass all units having obtained a mark of 40% or above in each of the taught unit of Stage 1, AND to gain an average mark of >50% overall in these taught units before progressing to the Dissertation Project Unit.

b. No units are designated essential units.

c. No units are stage required units.

d. The unit AR50151 is the dissertation/project type. All other units are of the taught type.

e. The award of a Postgraduate Diploma in Conservation of Historic Buildings is the designated alternative programme for the award of Masters Degree in Conservation of Historic Buildings programme.

f. The units which are used to assess eligibility for the Postgraduate Diploma from

those taught in the Masters Degree and are detailed in the programme specification appendices.

Indicators of quality and standards (e.g. professional accreditation)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework[1] including:

1. A Quality Assurance Code of Practice[2], and associated regulations and policies.

2. A learning, teaching and quality committee structure[3] which monitors quality and standards[4] and instigates action for enhancement.

3. Staff development arrangements[5] that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff.

   Students are involved in many of these processes[6]. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

A more detailed overview of the University's Quality Management framework is set out in it Approach to Quality Management[7].

The Quality Assurance Agency (QAA) periodically reviews the quality of the University of Bath's Learning and Teaching performance. At the last review by the QAA in November 2008[8], the University was given the highest grading available, that of 'Confidence', in the soundness of the University's current and likely future management of both the academic standards of its awards and the quality of learning opportunities available to students.

Professional bodies (RICS) require particular standards and content in our programmes so that students exit able to claim professional registration or recognition, enabling them to progress successfully in their subsequent careers. Current professional accreditations are reviewed periodically by the bodies concerned. They are shown against each relevant programme in the prospectus. A register of accredited programmes[9] is also provided in the quality management pages.

Students preparing for, or taking up, a work or study placement are provided with specialist advice, guidance and support throughout. All our placements are evaluated both in relation to the learning opportunities they offer our students and the support students will receive.

[1] http://www.bath.ac.uk/quality/
[2] http://www.bath.ac.uk/quality/cop/index.html
[3] http://www.bath.ac.uk/quality/documents/QA3-PS-Guid-QS-Gov.doc
[4] http://www.bath.ac.uk/quality/documents/QA3-PS-Guid-QS-RevMon.doc
[5] http://www.bath.ac.uk/quality/documents/QA3-PS-Guid-QS-ASD.doc
[6] http://www.bath.ac.uk/quality/documents/QA3-PS-Guid-QS-StuVoice.doc
[7] http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf
[8] http://www.qaa.ac.uk/InstitutionReports/Reports/Pages/inst-audit-University-of-Bath-08.aspx
[9] http://www.bath.ac.uk/quality/documents/QA8-register-accreditations.pdf

Further information on the management of placements can be found in QA6 Placement learning and study abroad[10].
Sources of other information
Information about postgraduate programmes in the Faculty of Engineering and Design is available at http://www.bath.ac.uk/engineering/graduate-school/pg-taught/index.html

[10] http://www.bath.ac.uk/quality/documents/QA6.pdf

Appendix

Programme code	TEAR-AFM04; TEAR-APM03 ; TEAR-APM09
Programme title	Conservation of Historic Buildings
Award type	MSc
Award title	MSc Conservation of Historic Buildings
Mode of Attendance	FT or PT
Length	1 year FT; 2 years PT; 4 years extended PT
State any designated alternative programme(s)	PGDip Conservation of Historic Buildings

Year 1

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes
4	1	S1	AR50146	Structural Conservation	C	12			TSC	
		S1	AR50148	History and theory	C	12			TSC	
		S1	AR50225	Case Studies I	C	3			TSC	
		S1	AR50227	Case Studies III	C	3			TSC	
		S2	AR50147	Materials, construction and skills	C	12			TSC	
		S2	AR50149	The Legislative Framework	C	12			TSC	
		S2	AR50226	Case Studies II	C	3			TSC	
		S2	AR50228	Case Studies IV	C	3			TSC	
	2	DIS	AR50151	Project/Dissertation unit	C	30	n/a	n/a	DPC	

Programme characteristics & decision references	
Programme Progression requirement	50%
NFAAR-PGT appendix	http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf (Masters) http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-12.pdf (Diploma)
Number of TSC	60
Number of DPC	30
Any approved exemptions	None

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR decisions reference** ***See*: http://www.bath.ac.uk/registry/nfa/index.htm**
Stage 1	60 credits	All assessment: Appendix 11
Stage 2	30 credits	All assessment: Appendix 11

Programme code	TEAR-AFL06; TEAR-APL04 ; TEAR-APL10
Programme title	Conservation of Historic Buildings
Award type	PGDip
Award title	PGDip Conservation of Historic Buildings
Mode of Attendance	FT or PT
Length	1 year FT; 2 years PT; 4 year extended PT
State any designated alternative programme(s)	

Year 1

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes
4	1	S1	AR50146	Structural Conservation	C	12			TSC	
		S1	AR50148	History and theory	C	12			TSC	
		S1	AR50225	Case Studies I	C	3			TSC	
		S1	AR50227	Case Studies III	C	3			TSC	
		S2	AR50147	Materials, construction and skills	C	12			TSC	
		S2	AR50149	The Legislative Framework	C	12			TSC	
		S2	AR50226	Case Studies II	C	3			TSC	
		S2	AR50228	Case Studies IV	C	3			TSC	

Programme characteristics & decision references	
NFAAR-PGT appendix	http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-12.pdf (Diploma)
Number of TSC	60
Any approved exemptions	None

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR decisions reference** *See*: **http://www.bath.ac.uk/registry/nfa/index.htm**
Stage 1	60 credits	All assessment: Appendix 12