

**PROGRAMME SPECIFICATION**

for the award of

**MSc Historic Conservation**

**Managed by the Faculty of Technology, Design and Environment**

**delivered by School of the Built Environment**

<b>Date approved:</b>	Date approval confirmed, on recommendation of University validation panel or other authorised body.
<b>Applies to students commencing study in:</b>	September 2018

**RECORD OF UPDATES**

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>
July 2016	Transferred to new template, update graduate attribute from global to active citizenship	CMA Compliance, Update to graduate attribute

## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	Oxford Brookes University, Headington Campus
<b>Language of study:</b>	English
<b>Final award:</b>	MSc
<b>Programme title:</b>	Historic Conservation
<b>Interim exit awards and award titles available:</b>	PG Diploma; PG Certificate in Historic Conservation
<b>Brookes course code:</b>	PL78
<b>UCAS code:</b>	P008083
<b>JACS code:</b>	K400
<b>HECoS code:</b>	100585
<b>Mode of delivery:</b>	Full-time (face to face/on-campus) Part-time (face to face/on-campus)
<b>Mode/s and duration of study:</b>	Give normal expected, and maximum possible, duration for each mode of study.
<b>QAA subject benchmark statement/s which apply to the programme:</b>	No benchmarks for post graduate programmes, however this programme's aims and outcomes conform to the QAA descriptor qualification at M level set out in the NQF
<b>Professional accreditation attached to the programme:</b>	<ul style="list-style-type: none"> <li>• Institute of Historic Building Conservation (IHBC)</li> <li>• Royal Town Planning Institute (RTPI)- Accredited by the RTPI and provides partial exemption from the educational requirements of Membership to the RTPI.</li> <li>• Royal Institute of Chartered Surveyors(RICS)</li> </ul>
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a>

## **SECTION 2: WHY STUDY THIS PROGRAMME?**

Conservation of the historic environment attracts much public interest and concern both in the UK and in other developed countries. In Britain, conservation of historic buildings and areas has become a central element in the planning system since the passing of the Civic Amenities Act in 1967. The planning process is also the main arena where powerful interests come into conflict over whether and how best to adapt our built heritage to the needs of the 21<sup>st</sup> century. Despite the strength of local and national amenity societies and the expansion of statutory powers, the pressures for redevelopment or insensitive rehabilitation remain a constant threat to our historic built environment.

Although part of the larger planning debate about sustainability, issues of architectural and historic conservation have their own dynamic and their specific philosophical, political and professional identity which need to be articulated and debated and for which specialist training and education are needed.

The study of Historic Conservation at Oxford Brookes and the University of Oxford Department for Continuing Education offers you the opportunity to deepen your own theoretical and practical knowledge of the field in the academic and professional atmosphere provided by the two institutions. Much of the programme will rely on personal views and opinions; together with the structure shown in this handbook, to make this a creative combination.

The MSc/Postgraduate Diploma programme in Historic Conservation has been an innovation not only in conservation education, but also in the relationship of Oxford Brookes University with the University of Oxford. The syllabus was jointly planned by the two institutions and validated in 1990. It became recognised by the Council and the General Board of Studies of the University of Oxford from 19th December 1990. Subsequently both parties have offered certificate programmes based on components of the MSc/Postgraduate Diploma.

The programme offers an opportunity to those who wish to develop their knowledge and skills in historic conservation and to develop their ability to undertake independent study and research. It examines the principles, procedures and practices of the preservation and conservation of historic structures and sites, within the context of the wider built environment and the town planning process. Enhancing the research, analytical and prescriptive capabilities of students in conservation will assist the rescue, conservation and enhancement of the built environment. It is recognised that there is considerable debate about the preservation of the historic environment and that the town planning process is frequently the arena for the expression of conflict in these matters. The programme reflects a range of views and addresses the conflict and debate endemic in this area. The programme is multidisciplinary in nature, attracting architects, planners and surveyors as well as members of the construction, building and development industries; it also attracts archaeologists, historians, geographers and others who contribute to the process of conserving buildings and enhancing the established built environment. A particular strength of the Historic Conservation programme is that it encourages debate amongst the diverse student group with the aim of developing students as „reflective practitioners“.

The programme follows the guidelines on Education and Training ratified by the International Council on Monuments and Sites (ICOMOS) and the Areas of Competence defined by the Institute of Historic Building Conservation (IHBC). It enables students from a wide variety of contributory disciplines to become more aware of the contributions of others in the conservation process. It is, accordingly, an appropriate programme for students with background knowledge or experience in any one or more aspects of conservation.

The MSc/Postgraduate Diploma/Postgraduate Certificate programmes aim to improve the operational practice of historic conservation by developing the student's knowledge, skills and critical abilities in conservation within the context of the wider built environment and the processes encompassed by urban and rural planning. In particular, it aims to:

- Develop a critical appreciation of the cultural and ideological interests that underlie the activity of conservation;
- Provide an in-depth understanding of the principles, procedures laws, policies and practices of conservation in the context of built resources and of the town planning process;
- Develop basic skills in the survey, analysis and recording of individual historic structures and sites;
- Provide an in-depth understanding of appropriate methods and techniques of repair, conservation and enhancement of the historic environment.
- Facilitate understanding of those features of historic structures and sites that merit preservation;
- Enable students to develop, augment and refine their research skills for the collection, critical analysis and presentation of information in the context of historic conservation.
- Provide students with an opportunity to pursue detailed, extended and specialised study in historic conservation.

Please refer to the following link to view the staff profiles within the School of the Built Environment:

<http://planning.brookes.ac.uk/staff/index.html>

## **SECTION 3: PROGRAMME LEARNING OUTCOMES**

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

### **3.1 ACADEMIC LITERACY**

1. Demonstrate critical understanding of the cultural, aesthetic, social, economic, and environmental values that underpin current theory and practice of conservation and regeneration of the historic environment.
2. Demonstrate a thorough knowledge of current UK laws, policies and Central Government guidance in respect of the historic environment and a critical awareness of their impact and interpretation by local authorities.
3. Demonstrate an understanding of the nature and characteristics of traditional building materials, their decay and methods of repair.
4. Demonstrate a detailed knowledge of the development of the historic environment including an appreciation of the characteristics of the principal building types and styles from various periods.
5. Demonstrate a critical understanding of the financial and economic aspects of conservation and the use/re-use of historic buildings and regeneration of historic areas, including knowledge of the UK property market and building contracts.
6. Demonstrate an awareness of the principles of townscape analysis and urban design.

7. Demonstrate a critical awareness of the wider context of conservation and the public policy framework to achieve implementation of conservation and regeneration objectives and the agencies involved in the process.
8. Critically assess the condition of historic buildings and appraise alternative techniques and materials for their repair and maintenance, and the extent of intervention necessary.

### **3.2 RESEARCH LITERACY**

1. Identify the special significance of a building or site by carrying out research, analysis and recording using a variety of techniques including archival/documentary searches, photography, measured survey and drawing.
2. Develop the techniques necessary for the systematic investigation of - and the production of - an academic dissertation and in doing so make a contribution to the body of knowledge in the subject.

### **3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY**

1. Critically appraise new interventions in historic contexts and formulate design guidance for historic areas.
2. Demonstrate self-management, IT, problem solving and team working skills

### **3.4 DIGITAL AND INFORMATION LITERACY**

1. Communicate design concepts using both graphic and written skills.
2. Demonstrate effective presentation techniques – verbal, written and graphic.

### **3.5 ACTIVE CITIZENSHIP**

1. Demonstrate the effective sharing of ideas and procedures within a multicultural group of people and evaluate case studies taken from an international set of examples.
2. Demonstrate the ability to compare practices internationally in relation to the international principles and educational guidelines set down by the International Council on Monuments and Sites (ICOMOS).

## **SECTION 4: CURRICULUM CONTENT & STRUCTURE**

### **4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:**

<b>Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Level</b>	<b>Status</b>	<b>Coursework: Exam ratio</b>
P37800	Historical Studies I	20	7	Compulsory	100:0
P37801	Historical Studies II	20	7	Compulsory	100:0
P37802	Building Construction & Repair	20	7	Compulsory	100:0
P37803	Historic Building Analysis and Recording	20	7	Compulsory	100:0
P37808	Conservation Economics	10	7	Compulsory	100:0

P37809	Design for Conservation	20	7	Compulsory	100:0
P37850	Conservation and Regeneration: Theory law and practice	20	7	Compulsory	100:0
P32078	Research Methods in Design	10	7	Compulsory	100:0
P37899	Historic Conservation Dissertation	50	7	Compulsory	100:0

## 4.2 PROGRESSION AND AWARD REQUIREMENTS

**PG Cert** = P37850, P37802 and P37803 = 60 credits

**PG Dip** = P37800, P37801, P37802, P37803, P37850, P37808 and P37809 = 130 credits

**MSc** = P37800, P37801, P37802, P37803, P37850, P37808, P37809, P32078 and P37899 = 190 credits

Each module of the programme is assessed individually, generally on the quality of written work, and to some extent on verbal presentations. Assessment methods may include essays, project work and verbal presentations, workshops, simulations, and practical exercises. In keeping with the programme emphasis on practical application, most assessment is based on coursework.

## 4.3 PROFESSIONAL REQUIREMENTS

For programmes with professional accreditation, list any modules which are required in order to achieve accreditation.

## SECTION 5: TEACHING AND ASSESSMENT

Information about the learning experience is provided in the course entry. Include information here about:

- typical contact/independent study mix across the programme – how student time is divided between different teaching and learning methods;
- how the assessment strategy is informed by the Brookes Assessment Compact, and how it has been designed to enable students to achieve the programme learning outcomes;
- an indication of the typical mix of coursework/examinations students will experience across the programme.

This programme utilizes a wide variety of teaching, learning and assessment methods, appropriate to the knowledge and skills needed; a student-centred approach is an important feature. Whilst most modules have a lecture 'core', this is also normally supported by discussion, presentations, projects and practical sessions. The project base is a highly appropriate vehicle for historic conservation education and all modules utilise 'real life' case studies. As the programme evolves increasing emphasis is placed on students managing group activities, decision making and presentations. There is emphasis in all the coursework on presentation and communication skills and report writing

Students will experience modules involving the collection, analysis and presentation of data (quantitative and qualitative, socio-economic and built/natural environment, primary and secondary), through coursework, projects and the dissertation. Throughout the course students will develop a wide variety of professional, technical and transferable skills.

All modules are assessed separately with an overall pass mark of 50%. The modules are assessed in a variety of ways - essay reports, individual and group project work, and the individual dissertation. Further details for each module assessment are published in the individual module syllabi and are guided by the Brookes Assessment Compact. Each module handbook enlarges on the syllabus and

provides information about the programme, details, teaching methods, coursework schedules, assessment regimes, reading lists, etc.

Reflecting the programme's emphasis on professional practice and continuity in the learning process, a considerable proportion of the assessment is on the basis of coursework. Practitioners operate in a wide variety of agencies - in the public, private and voluntary sector - and a comprehensive array of skills and knowledge is needed. The ability to communicate knowledge clearly and effectively to different clients and interest groups is important. Accordingly, the need for clear and effective presentation of work throughout the course will form an important component in the assessment process. The methods of assessment are designed to evaluate skills in design, graphic presentation, quantitative methods, report writing, analysis and verbal presentation, but also to demonstrate knowledge in relation to concepts and theory and professional practice.

The five Specific Graduate Attributes are met through the Learning Outcomes associated with the subject compulsory and elective modules; Academic Literacy will enable graduating students to acquire the knowledge and skills associated with planning and survey professions associated with the built environment and its specialist areas, Research Literacy will enable graduating students to undertake research relating to conservation issues in a professional manner, Critical self-awareness and Personal Literacy enable graduating students to reflect on the role of the conservation and development professionals in society, Digital and Information Literacy will enable graduating students to obtain and acquire relevant and critical information associated with planning, conservation and development issues from a wide range of sources, Active Citizenship will enable graduating students to reflect on and evaluate the differing cultural and international approaches to conservation, repair philosophy and planning.

## **SECTION 6: ADMISSION TO THE PROGRAMME**

### **6.1 ENTRY REQUIREMENTS**

Prior qualifications necessary for entry to the programme, including English language requirements.

Historic Conservation attracts students from a wide range of backgrounds and nationalities. Applications are welcome from any relevant academic discipline, as well as those in work and seeking continuing professional development.

Admission is normally open to those with a good undergraduate honours degree (2.2 or equivalent) or other professional qualification relevant to historic conservation, or an appropriate professional background. See the university's general entry requirements: <http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements/postgraduate-courses/>

English language requirements

If your first language is not English you will require a minimum academic IELTS score of 6.5 overall with 6.0 in all components.

**OR**

An equivalent English language qualification acceptable to the University.

See the university's general entry requirements: <http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements/postgraduate-courses/>

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

Potential careers the programme leads to/what previous graduates have gone on to do;

- Local Government planning departments, particularly conservation officers
- Historic Building officers for Amenity Societies such as Save, Georgian Group, SPAB etc.
- Conservation advisors to private planning organisations
- Historic property insurance
- English Heritage CADW officers
- National Trust
- Conservation Building Firms
- Heritage Education advisors
- Building Preservation Trust Managers
- Landmark and Vivat Trust
- Posts at World Heritage Sites, Historic Royal Palaces and the Prince's Regeneration Trust

Many of the visiting speakers come from relevant industries/professions and are thus able to give current insights into the relevant aspects of the conservation sector. Many of these speakers are former students of the course and there are often opportunities to work with their organisations on work placements/ and other volunteering opportunities for work-based learning.