



Course Handbook

MSc Building Conservation & Adaptation

2020 – 2021

Grenfell-Baines Institute of Architecture

School of Engineering

Course Leader: Chris O'Flaherty



Please read this Handbook in conjunction with the University's Student Handbook.

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1. Welcome to the course

I am delighted to welcome you to the MSc Building Conservation & Adaptation, based within the School of Engineering in the Faculty of Science and Technology here at UCLan. As your course leader I'm here to help you throughout every stage of your studies and beyond.

The information in this handbook has been carefully developed to assist you through the exciting and challenging journey ahead. You will find it a very useful resource, containing important information pertaining to your studies and University life in general.

Your participation and feedback is always valued and I encourage you to play an active role in making the course a rewarding, successful and collaborative experience. Please feel free to contact me at any time and please make best use of the staff and other resources UCLan has to offer.

I wish you the very best of luck.

Chris O'Flaherty, MRICS, MSc

Email: cjo-flaherty@uclan.ac.uk

Phone: 01772 893238

1.1 Rationale, aims and learning outcomes of the course

Building conservation is a fundamental premise of sustainable development theory and practise. At its most basic it can involve simple routine maintenance: at its most complex it can include restoration, adaptation, extension and conversion. Whatever the processes involved, the aim of building conservation is to sustain the active use of a building - or indeed a place - in a manner that conserves the building's significance. In order to achieve this it is first necessary to understand where significance lies and how significance might be affected by intervention. The overriding question to ask is what makes a building or place significant or special?

Building conservation has fascinated succeeding generations and its origins can be traced back many hundreds if not thousands of years. For centuries the architectural qualities of buildings have been debated and their cultural values have been open to multiple interpretations. Meanwhile, over a comparatively short space of time the traditional skills employed in constructing many of our historic buildings have fallen in to short supply, as modern methods of construction dominate within the training and education sectors. This poses a major threat to the condition of many buildings, where inappropriate approaches to repair and maintenance have led to accelerated deterioration and the loss of historic fabric. When considered alongside the countless unsympathetic interventions that have harmed or destroyed the aesthetic and historic values of buildings, one can appreciate the pressing need for skilled professionals in the field of building conservation.

Our most significant historic buildings and places are offered protection under planning law. These are commonly referred to as 'designated heritage assets' and include listed buildings, conservation areas and scheduled monuments. They range from humble vernacular cottages in rural areas to landmark buildings like the great cathedrals and palaces. More recent C20th

buildings are also included: these are often the subject of hot debate, a case in point being the grade II listed Preston Bus Station. What all these buildings have in common is they have been identified as being special and in need of protection, because they represent the artistic and technological achievements of previous generations and tell us something about how we used to live and who we are.

In addition to our designated heritage assets there exist many other traditionally built buildings (e.g. solid wall construction), which if cared for properly can serve society for many years to come. Although of lesser heritage significance, these buildings represent vital resources providing both utility and historic character. Industrial era terraced houses are a prime example. Across the country the re-use potential of these buildings is being explored, particularly in areas with economic difficulties where affordable housing provision is a major problem. Retrofit technologies are being developed to help improve the energy efficiency and adaptation schemes are being implemented to vary size and configuration. In many ways these schemes are demonstrating how the special qualities of historic buildings can be conserved in a manner which allows and sustains change whilst contributing positively to economic, social and environmental sustainability. This is of key importance as sustainable and intelligent management of change lies at the heart of contemporary building conservation philosophy.

This course merges the complimentary disciplines of building conservation and adaptation and urban (and rural) regeneration. The course has global relevance and is accredited by the RICS. It also the 'total recognition' of the IHBC.

Building conservation and adaptation is a wide area of study. It includes architectural and urban history, the technology of building conservation (or building preservation as it is called in some countries), conservation philosophy, heritage interpretation, materials science, surveying buildings/building archaeology and town planning law & policy. As a discipline it overlaps with numerous fields such as architectural history, architecture, archaeology, building surveying, heritage studies, town planning/development control, tourism, property development and urban regeneration.

Urban and rural regeneration is also a wide area of study, which has to embrace the physical, social and economic dimensions of regeneration. Through necessity urban regeneration has become an interdisciplinary study, which includes architectural and urban history, town planning/development control, urban design and masterplanning, building conservation, urban geography, socio-economics, sustainability and transport.

People in urban and rural environments worry about change and whether its impact will be positive. Regeneration schemes of the post war period swept away many important heritage buildings and were largely responsible for the rise of the conservation movement. Currently there is a groundswell of opinion that urban sprawl is destroying the countryside and must be checked. Linked to this, there are calls to improve our urban environments through urban design and the reuse of brownfield sites. Building conservation and regeneration are major considerations in the urban sustainability debate.

Building conservation and regeneration complimentary areas of activity, often seen as two

sides of the same coin, which can either lead to conflict and tension or to mutual benefit. During the first decade of the twenty-first century regeneration came to be viewed as an umbrella activity under which conservation took place, especially in funding terms. National conservation bodies increasingly portrayed themselves as (heritage-led) regeneration organisations.

UCLan has been running Masters programmes in building conservation since the early 1990s. Although the course(s) have been designed primarily as vocational, it is open to other candidates who may wish to study the subject for its own merits. It will also provide people with the experience to embark on an academic career (in teaching and research). The majority of our students do tend to be vocationally motivated.

Graduates of the Building Conservation courses have secured employment or advanced their careers in conservation and/or regeneration as a result of successfully completing their chosen programme of study. Many of them work in the North West of England and are in regular contact with the course team and make various contributions to the course programme. Your course has a well-established reputation and it will provide you with the platform you need. Make the most of the opportunities the course offers, enjoy your chosen specialism and look forward to making a worthwhile contribution to building conservation in the future.

1.2 Course Team

Christopher O'Flaherty – Course Leader - Harris Building room HB319, tel 01772 893238
cjo-flaherty@uclan.ac.uk

Ann Vanner – Course tutor - AMVanner@uclan.ac.uk

Jenni Barrett - Course tutor – JEBarrett@uclan.ac.uk

Dr Champika Liyanage – Dissertation Tutor – CLLiyanage@uclan.ac.uk

1.3 Expertise of staff

The course team are experienced academic and practitioners working in the field of building conservation. Chris O'Flaherty is a chartered Building Surveyors, Ann Vanner is a Chartered Architect and Jenni Barret has a background in landscape architecture and urban design. All have relevant postgraduate qualifications in addition to their professional accreditations. They also have a long relationship with the Building Conservation courses at UCLan and strong ties with industry practitioners, many of whom are course graduates. External practitioners also deliver content on the course, particularly on the workshop programme and site visits but also through guest lectures.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

The dedicated hub for your course is in the Computing and Technology Building where administrators for the School of Engineering are based.

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Chris O'Flaherty, your course leader, operates an open door policy. For important issues it is best to make prior arrangement to meet via email and email is the best port of call for ensuring contact. Student emails are dealt with promptly by the course leader and course tutors.

1.7 External Examiner

The external examiner is:

Charles Hippisley-Cox BSc BA FCABE IHBC FHEA MCIAT

Senior Lecturer and Course Leader for BSc Architectural Technology

<https://www.hud.ac.uk>

Department of Architecture & 3d Design

University of Huddersfield | Queensgate | Huddersfield | HD1 3DH

2. Structure of the course

2.1 Overall structure

The diagram below outlines full and part time course structures.

Full Time								
Semester 1				Semester 2				Summer
BN4604 History of Buildings & Towns	BN4610 Building Conservation	BN4108 Urban Regeneration	Workshop programme (field trips)	BN4611 Building Adantation	BN4606 Building Recording & Analysis	BN4612 Conservative Repair	Workshop programme (field trips)	
BN4609 Masters Dissertation (triple module including research methods)								
Part Time Year 1			Part Time Year 2					
Semester 1		Semester 2		Semester 1		Semester 2		Summer
BN4604 History of Buildings & Towns	BN4610 Building Conservation	BN4611 Building Adantation	BN4606 Building Recording & Analysis	BN4108 Urban Regeneration	Workshop programme (field trips)	BN4612 Conservative Repair	Workshop programme (field trips)	
Semester 1		Semester 2		Semester 1		Semester 2		Summer
BN4108 Urban Regeneration	Workshop programme (field trips)	BN4612 Conservative Repair	Workshop programme (field trips)					

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

BN4108 Urban Regeneration – semester 1

This module is designed to enable students to study the aims of urban regeneration, critically evaluate the philosophical and theoretical underpinning and examine the physical, environmental, social, political and economic dimensions. The module will provide a programme of study that evaluates urban regeneration in terms of the key themes and approaches, policies, issues and debates. It seeks to enable students to understand the context of historical and contemporary regeneration agendas and the ways in which actors and stakeholders can help to assure a sustainable future for the human and built environment. The module lays emphasis on identifying underlying causes and problems and the solutions that have been advocated in order to evaluate how appropriate they are in terms of regeneration.

BN4611 Building Adaptation – semester 2

The aim of this module is for students to develop a knowledge and understanding of adaptive re-use in the built environment, focussing upon traditional buildings and historically sensitive sites. The module explores regulatory, technical and economic factors, analysing how these factors influence options for change thereby enabling students to develop an appreciation of problem solving techniques.

BN4604 History of Buildings & Towns – semester 1

This module examines the development of buildings and human settlement. The aim is to introduce students to the historical background of the built environment so that they can identify what is significant today in terms of surviving buildings and settlement patterns. The module considers the development of urban morphology, architectural styles and the influence of traditional construction materials and technology. The module considers the interplay between interplay between technology and social, economic and geographical influences and their impact on the built environment through history. As such it considers some of the complex issues relating to architectural and/or urban history and the influences that have shaped the built environment.

BN4606 Building Recording & Analysis – semester 2

The module aims to enable students to develop the skills required to record and analyse historic buildings. They will learn conventions in surveying and recording buildings and interpreting their history through archival research and inspection of the building fabric. They will also develop analytical skills in the appraisal of heritage values and determining the significance of buildings for the purposes of intelligently managing change. The module will provide students with experience of the purposes and processes of building recording an analysis in a historical context. It will provide an opportunity for supervised but independent self-directed study and primary source research which will enhance the appreciation of factors relating to the initial conception and historical development of buildings. This will include consideration of a wide range of influential factors such as: function; construction technology; architectural fashion and taste; social and economic contexts; legislation.

BN4610 Building Conservation – semester 1

The aim of this module is for students to consider and debate the philosophical issues and principles that underpin heritage conservation in the historic environment. Students will evaluate how the nature and distinctiveness of buildings and places are dynamic; and they will consider how our understanding and perception of heritage assets is contested - being constructed through the interaction of physical & environmental processes and social, economic & political considerations. These processes and considerations operate at various geographical scales, in different cultures, geographical regions and/or chronological periods. By developing an understanding of the nature and meaning of heritage assets students will be able to interpret their significance. Another aim of the module is for students to appraise how philosophical approaches to building conservation inform legislation and policy. Students will develop a knowledge and understanding of the planning and legislative framework; they will assess the significance of heritage assets, based on the premise of 'managing change' and heritage values; they will also consider policy issues and funding arrangements

BN4612 Conservative Repair – semester 2

The module is designed to equip the student with a thorough understanding of defects which occur in 'traditional buildings' as a result of material decay and/or structural problems. The module evaluates the conservative repair approach, which seeks to ensure traditional buildings survive for as long as possible. The module alerts students to the special considerations that apply when conservation must be as non-destructive as possible: to preserve the maximum heritage value/significance in the heritage asset(s) in question.

Traditional buildings have been constructed using traditional methods, materials and technology. Buildings and structures that are deemed worthy of conservation are protected by legislation, which informs the nature of any maintenance or repair work that can be carried out on them. Traditional buildings that are not deemed worthy of conservation, however, do not enjoy this protection. The module evaluates the benefits of advocating a conservative repair approach to all traditional buildings, whether they are protected or not.

2.3 Course requirements

- Students are required to pass all 9 modules on the course to graduate with the MSc. The pass mark for coursework and exams is 50%. All modules are compulsory.
- Passing 3 modules (excluding the triple dissertation) entitles students to exit with a PG Certificate.
- Passing 6 modules (excluding the triple dissertation) entitles students to exit with a PG Diploma.

2.3 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time

2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

Each module has classes which amount to approximately 30 hours. In addition to this, students should expect to conduct private study equating to approximately 150 hours and will have supplementary workshops which will equate to approximately 20 hours. Each module therefore equates to 200 hours of study time.

2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made via the Blackboard system.

3. Approaches to teaching and learning

3.1 Expertise of staff

The teaching staff on your course have excellent experience both within their subject specific areas and teaching at postgraduate level. You are encouraged to seek their advice and guidance on all matters pertaining to your studies.

3.2 Learning and teaching methods

Formal lectures, seminars and tutorials are aimed at developing students' general appreciation and understanding of topic areas and encouraging their own further research and investigation. At postgraduate level students are required to conduct in depth investigation and approach new areas of study in a critical and evaluative manner. The research sessions which accompany the dissertation module(s) provide specific help in this regard and prove extremely valuable in enabling students to develop skills of objectivity.

3.3 Study skills

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

You are encouraged to utilise the services provided on campus to help develop your study skills. Also speak with your course leader. There are a variety of services which include:

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

3.4 Learning resources

3.4.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. Your course specific advisor in LIS is Julie Hitchen who can be emailed on JHitchen@uclan.ac.uk

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

3.5 Personal development planning

For guidance and support on any matters appertaining to your personal development planning you are advised in the first instance to speak with your personal tutor.

3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at

university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it.

Careers offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

4.1 Academic Advisors

See section 1.4

4.2 Students with disabilities

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>

5. Assessment

5.1 Assessment Strategy

Each module is subject to summative assessment, including assignments, presentations and examinations. These are detailed on each module descriptor.

5.2 Notification of assignments and examination arrangements

Your module tutor will notify you of all assessment details.

5.3 Referencing

Students are to use the Harvard style referencing.

5.4 Confidential material

For guidance on using any potentially confidential material please speak with your course leader.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. Please offer your feedback to your course leader and module tutors throughout the course.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire
3. University School/Centre	Engineering
4. External Accreditation	Institute of Historic Building Conservation (IHBC) Royal Institution of Chartered Surveyors (RICS)
5. Title of Final Award	MSc. Building Conservation & Adaptation
6. Modes of Attendance offered	Full-time Part-time
7. UCAS Code	N/A
8. Relevant Subject Benchmarking Group(s)	No subject specific benchmark N/A
9. Other external influences	Master's degree Characteristics (consultation document) and Framework for Higher Education

	<p>qualifications (QAA)</p> <p>QAA subject benchmarks for: <i>Construction, Property & Surveying</i> and <i>Town & Country Planning</i></p> <p>ICOMOS Guidelines for Education & Training and the Draft Charter (2009)</p> <p>RICS (2009) <i>Historic Building Conservation. 1st Ed.</i></p>
10. Date of production/revision of this form	Jan 2015 (PCR)
11. Aims of the Programme	
<ul style="list-style-type: none"> • Provide a challenging programme of study that evaluates the means by which stakeholders can help assure a sustainable future for the human, built and historic environment, by laying emphasis on identifying influential factors, themes and problems relating to contemporary building conservation issues and the need to find appropriate sustainable solutions; 	
<ul style="list-style-type: none"> • enable students to study the underpinning philosophies of heritage conservation and the sustainable re-use of traditional buildings and critically evaluate their philosophical and theoretical underpinning, and examine their physical, environmental, social, political and economic dimensions; 	
<ul style="list-style-type: none"> • provide students with a vehicle to study and critically evaluate different approaches from the UK and abroad and develop a critical awareness and new insights, informed by the forefront of research and practice; 	
<ul style="list-style-type: none"> • enable students to develop specialisms that are appropriate to their working environment and /or general interest in heritage conservation and the sustainable re-use of traditional buildings. 	
<ul style="list-style-type: none"> • enabling students to undertake a research project on a topic that is relevant to their working environment and /or general interest, in heritage conservation and/or the sustainable re-use of traditional buildings, by undertaking a masters dissertation; 	
12. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and Understanding	
<p>A1. demonstrate a systematic knowledge and understanding of building conservation and adaptation and a critical awareness of current approaches and issues, informed by the forefront of research and practice;</p> <p>A2. demonstrate an understanding of how the nature and distinctiveness of buildings and places are dynamic and constructed through the interaction of physical and environmental processes and social, economic & political links at various geographical scales, in different cultures, geographical regions and/or chronological periods;</p> <p>A3. appreciate the impacts and consequences of conservation, adaptation and regeneration initiatives and interventions on buildings, neighbourhoods and people and the processes of interaction between the human, built, historic and natural environments;</p> <p>A4. demonstrate a comprehensive awareness of a range of stakeholder interest(s) and procedures within the human, built and historic environment, including political, professional and community organisations, in a variety of international/national, institutional, legal, commercial, social and cultural contexts and frameworks;</p> <p>A5. recognise the relationship(s) between heritage conservation, adaptation and/or urban regeneration and environmental and urban sustainability.</p>	

Teaching and Learning Methods

Knowledge and understanding is developed through lectures, seminars and workshops. These direct teaching methods are supported by directed study of text books and research papers/journal articles (hard copy and electronic), case study material, workshops and by assignment or project work.

Assessment methods

Knowledge and understanding is assessed through unseen written examinations, written assignments and oral presentations. The assessments are all designed so that they require students to demonstrate their knowledge and understanding and meet the learning relevant outcomes.

B. Subject-specific skills

B1. evaluate the means by which stakeholders can help assure a sustainable future for the human, built and historic environment

B2. identify underlying causes of building and area conservation problems, generate realistic conservation solutions and evaluate whether these solutions integrate social, economic, political and aesthetic requirements of local and global contexts;

B3. identify underlying causes of urban problems and propose regeneration solutions, with clear objectives, and critically appraise whether these solutions are holistic and sustainable in terms of place-making and urban sustainability, in local and global contexts;

B4. develop a comprehensive understanding of techniques applicable to their own advanced scholarship and research, in conservation, adaptation and/or regeneration.

Teaching and Learning Methods

Subject specific skills are developed through opportunities to practise the activities in an appropriate learning context (e.g., seminars & tutorials, workshops, field based activity, advanced scholarship, work placement). Web based materials and practical manuals are used, where appropriate, to support learning.

Assessment methods

Assessment of professional or equivalent academic competence in exercising a practical skill or procedural proficiency must involve practical demonstration of the skill in question and learning outcomes are written with this in mind.

C. Thinking Skills

C1. demonstrate their conceptual understanding through critically evaluating current research and advanced scholarship and engaging with the concepts, values and debates which inform study in conservation, adaptation and regeneration;

C2. evaluate methodologies and approaches, develop critiques of them and, where appropriate, propose new hypotheses;

C3. demonstrate originality in the application of knowledge, together with a practical understanding - of how established techniques of research and enquiry are used to create and interpret knowledge in building conservation, adaptation and/or urban regeneration;

C4. critically discuss and recommend alternative interpretative and/ or repair strategies for

conservation and/or alternative policy initiatives for regeneration;

C5. deal with complex issues both systematically and creatively, using either convergent or divergent thinking skills, as appropriate, make sound judgements and propose solutions, in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

Teaching and Learning Methods

Thinking skills are practiced and demonstrated through active learning processes involving group-learning activities such as seminars or tutorials and workshops or field based activity, independent advanced scholarship, assignments, projects and examinations and the research dissertation.

Assessment methods

Assessment of thinking skills utilises unseen written examinations, or critical evaluation and/or problem-based exercises (e.g., written essays, reports or research based projects). Independent project work (e.g., assignments and the dissertation) are used to demonstrate capability in a range of intellectual skills linked to specialist knowledge, understanding and subject specific skills (see above).

D. Other skills relevant to employability and personal development

D1. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level and demonstrate the independent learning ability required for continuing professional development;

D2. work collaboratively demonstrating key (workplace) skills in interdisciplinary team working including: oral communication skills, intelligent listening, evaluating the opinions and values of others and negotiation;

D3. develop the creativity, flexibility and communication skills required for leadership in multi-disciplinary/partnership work and/or inclusive visioning/ stakeholder collaboration;

D4. prepare and present arguments and illustrative materials in a variety of formats: written, graphic and oral, using numeracy, statistical data and I&CT software, as appropriate.

Teaching and Learning Methods

Other skills (as described above (see D1 –D4) are developed through naturally arising opportunities in the curriculum. For example, independent/self directed study is developed through written assignments and the dissertation; oral communication skills through formal presentations and in seminar discussions; team working skills through collaborative projects and seminar discussions. Skills may also be developed through extra-curricular activities including work experience, student representative work, and voluntary, social and cultural activities.

Assessment methods

Independent/self directed study and written communication skills are both assessed through unseen examinations, written essays, reports and the dissertation; oral communication skills through formal presentations and in seminar discussions; team working skills through collaborative projects and seminar discussions.

13. Programme Structures*

14. Awards and Credits*

Level	Module Code	Module Title	Credit rating	
Level 7	BN4604	History of Buildings & Towns	20	<p><u>Masters Degree</u></p> <p>Requires 180 credits with a minimum of 180 credits at Level 7</p> <p><u>Exit awards:</u></p> <p>PG Diploma</p> <p>Requires 120 credits with a minimum of 120 credits at Level 7</p> <p>PG Certificate</p> <p>Requires 60 credits with a minimum of 60 credits at Level 7</p>
	BN4610	Building Conservation	20	
	BN4611	Building Adaptation	20	
	BN4606	Building Recording & Analysis	20	
	BN4612	Conservative Repair	20	
	BN4108	Urban Regeneration	20	
	BN4609	Dissertation	60	

15. Personal Development Planning

PDP is embedded in the curriculum. We expect postgraduate students to already have IT & Study skills and library & information retrieval skills. During the course, these skills will become further developed, through naturally arising opportunities in the curriculum, for advanced scholarship and research and preparation for course assessment.

Section 12 (above) gives more specific detail. On this course individuals will develop knowledge and understanding (see section 12 A), subject specific skills (see section 12 B) and thinking skills (see section 12 C). On a vocationally orientated course like this these all relate to PDP. Section 12 D specifically outlines the "other skills relevant to employability and personal development".

It is possible to gain credit for PDP activities through workshop activities and the opportunities for work experience placements which will become apparent through communication with industry professionals..

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

The minimum entry requirement for the course is a recognised British honours degree at 2:2 level or its equivalent.

Applicants who do not satisfy the standard minimum entry requirement can be admitted on the basis of equivalent prior experience or learning details of which can be found at: <http://www.uclan.ac.uk/information/services/sss/accreditation/index.php>

The course is subject to the **University's Admissions Policy & Code of Practice** which can be accessed at the following link: <http://www.uclan.ac.uk/information/services/sss/admissions/index.php>

17. Key sources of information about the programme

- **UCLan prospectus**
- **UCLan website**
- **School Website**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding					Subject-specific Skills				Thinking Skills					Other skills relevant to employability and personal development	

				A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4
	BN4604	History of Buildings & Towns	Comp		✓	✓	✓			✓	✓	✓		✓	✓			✓			✓
	BN4610	Building Conservation	Comp	✓		✓	✓	✓	✓	✓		✓	✓			✓	✓		✓	✓	✓
	BN4606	Building Recording & Analysis	Comp		✓							✓	✓	✓	✓		✓	✓	✓		✓
	BN4612	Conservative Repair	Comp	✓		✓		✓		✓		✓	✓	✓		✓	✓	✓		✓	✓
	BN4108	Urban Regeneration	Comp	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	✓
	BN4611	Building Adaptation	Comp	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	BN4609	Dissertation	Comp			✓						✓	✓	✓	✓	✓	✓	✓			✓

Notes:

- Excluded combination

Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

