

SECTION 3

PROGRAMME SPECIFICATION

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Programme Title:	MSc in Conservation of the Historic Environment
Awarding Institution:	The University of Reading
Teaching Institution:	The College of Estate Management
Faculty:	Faculty of Science (Construction Management and Engineering)
For students entering in:	2005
Programme Directors:	Henry Russell (Internal), Stephen Bond (External) <i>To be appointed</i> (University)
Board of Studies:	Postgraduate Courses in the School of Construction Management and Engineering
Accreditation:	The Royal Institution of Chartered Surveyors The Royal Institute of British Architects (applied for)
Programme length:	28 months
Date of Specification:	October 2003

3.1 Summary of Programme aims

The Programme is designed to develop the specialised skills, understanding and sensitivity of approach needed in caring for our architectural and environmental heritage. It considers the input of other professions and the conservation agencies, as well as that of the conservationist in practice, with the aim of equipping students to resolve more easily the conflicts that can be met in this area of work.

The MSc is a web-supported distance taught course designed to provide students with advanced academic understanding of legal, economic, technological and management processes.

3.2 Transferable skills

The University's Strategy for Teaching and Learning identifies a number of generic transferable skills which all students are expected to develop during their degree study.

The MSc is designed to enable students to develop their skills relating to communication, information handling, numeracy, problem-solving, self-management and use of information technology. Oral presentation skills will be encouraged within the limited parameters of the face-to-face elements of the distance-taught programme, but team working and collaborative learning are positively structured into many of the online activities.

These transferable skills are developed progressively and in parallel with the specific subject competencies studied. The distance learning nature of the course promotes self-discipline, self-motivation and effective time management.

3.3 Programme structure and content

SECTION 3

3.3.1 Structure

The MSc is delivered through supported distance learning and extends over three academic years starting in June each year. The programme is divided into three parts.

Part 1: Foundation and Fundamentals is a series of five modules (1–5) that set out the context of conservation of the historic environment and provide students with the fundamental skills required within the profession.

Part 2: Conservation in Practice consists of six modules (6–11) from which four must be selected. These explore specialist areas in more detail. A fifth module (12) is of an integrative nature and will consist of a project drawing together all the knowledge and skills developed in the course. Module 13 comprises the examination.

Part 3 Research consists of two modules (14–15) and is structured for the student to complete a research methodology module before undertaking a dissertation that critically examines a specific aspect of conservation practice.

The structure components are outlined in Table 1. Study is designed to meet the Quality Assurance Agency National Qualifications Framework for awards at M level. In addition to the framework requirements, the design also takes account of professional body guidelines, specifically those issued by the RICS for accredited courses.

A calendar of studies is shown at Appendix 1.

3.3.2 Content

The Programme comprises the following learning components: structured independent study, online interactivity, and formative and summative assessment. The summative assessment includes assignments, examinations and dissertation assessed by Programme tutors. The Programme will comprise 60 credits per year, totalling 180 credits.

All students studying for the MSc are required to complete a total of 13 prescribed modules. Each module carries an allocation of credits as set out in Table 1, with each credit equating to ten hours of combined study.

The formal research component of the programme is completed at Part 3. The taught *Research Methods* module and *Dissertation* together constitute 60 credits and require students to spend about 400 hours preparing their dissertation on a practical aspect of a Part 2 related subject.

3.4 Modular arrangements

Each module is designated credits at M level. Parts 1 and 2 taken together are designed as a stand-alone unit of study and are offered within a discrete distance-taught Diploma programme (with a dissertation replacing the integrated MSc project).

TABLE 1: Components of the MSc in Conservation of the Historic Environment

Part	Stage	Modules	Required	Hours	Credits	
1	Foundation and Fundamentals	1. Understanding the Historic Environment	Compulsory	100	10 at M	
		2. Historical Development of Buildings and Landscapes	Compulsory	100	10 at M	
		3. Historic Buildings Legislation	Compulsory	100	10 at M	
		4. Urban Conservation and Economics	Compulsory	100	10 at M	
		5. Consolidation and examination	Compulsory	200	20 at M	
2	Conservation in Practice	6. Practical Conservation Techniques: General Principles	Elective	100	10 at M	
		<i>Students choose four from Modules 6-11</i>	7. Practical Conservation Techniques: Materials & Repairs	Elective	100	10 at M
			8. Design in Historic Contexts	Elective	100	10 at M
			9. Procurement and Management of Building Conservation Projects	Elective	100	10 at M
			10. Facilities Management of Historic Buildings	Elective	100	10 at M
			11. Heritage Management and Cultural Tourism	Elective	100	10 at M
			12. Integrative Project	Compulsory	100	10 at M
			13. Examination	Compulsory	100	10 at M
3	Research	14. Research Methods	Compulsory	200	20 at M	
		15. Dissertation	Compulsory	400	40 at M	

3.5 Progression rules

SECTION 3

All modules studied within the Programme must be passed.

3.5.1 Part 1 to Part 2 progression

Part 1 accounts for 60 credits. The Programme assumes that all students will have achieved a thorough grounding in the Part 1 subject areas before progressing to Part 2. Candidates must pass all Part 1 modules at the first attempt, and are to achieve a minimum mark of 40% in each module and an overall result of not less than 50% in the written examinations and assignments combined.

3.5.2 Part 2 to Part 3 progression

Part 2 accounts for 60 credits and Part 3 for 60 credits. All four elective modules and the integrated project at Part 2 must be passed before a student will be permitted to undertake the Part 3 research year. Assessment of modules 6 to 11 consists of a single examination. To pass each, candidates must achieve a minimum mark of 40% with an overall result of not less than 50% in the written examinations and assignments combined.

An MSc-registered student leaving the Programme at the end of Part 2 will be entitled to the award of a University of Reading Postgraduate Diploma in Conservation of the Historic Environment.

3.6 Summary of teaching and assessment

The MSc is distance-taught and makes use of a variety of pedagogic and assessment methods suited to this mode of study. All students will be required to have access to a computer and appropriate software applications, have an email address, and have access to the Internet. The Programme and module designs incorporate best practice in the design, delivery and support of online-enhanced distance learning. Co-ordination of internal and external staff will be provided through a teaching and learning handbook written for the Programme (see Appendix 5.7).

3.6.1 Teaching

Students entering the Programme have an appropriate professional or other suitable qualification, or have an extensive background in Conservation of the Historic Environment, and are assumed to possess well-developed cognitive abilities and learning skills. Consequently it is anticipated that they can progress rapidly with their study. The Programme allows only a limited period of time for study of each subject area, enforcing a need to direct students' attention to the primary knowledge areas that affect and influence practice.

3.6.1.1 *Problem-based learning (PBL)*

In completing a Programme at master's level, students are expected to make sound judgements and be self-directed and original in solving problems. They must also be able to act autonomously, exercise personal responsibility, and be informed decision makers. These factors point to PBL as the most suitable approach to delivering the outcomes. The key is to have the transferable skills

to question, develop, improve and extend knowledge in order to arrive at appropriate solutions.

SECTION 3

A cornerstone of PBL is the use of learning materials through which students engage with problems in situations as near 'real life' as possible. By devising solutions to real life case studies, problems or scenarios, students direct their own learning by identifying the necessary learning objectives. PBL means crossing disciplinary boundaries, and as part of the Programme students will work to define and solve problems applicable to their own workplace. Students will accomplish this by accessing research papers, reference materials specially written for them by Programme tutors, workplace documentation and technical information, with supporting tutor(s) acting as facilitator(s) of learning.

The iterative nature of learning within this Programme means that students will visit and revisit concepts, form new relationships, develop new links, gain new insights and intuitions, experience new perspectives, and develop different interpretative possibilities. The sequence of module study enables a continuous build-up of knowledge and competence in areas chosen by students as they progress through the Programme. Additionally, the design of learning activities encourages students to be reflective in both formal and informal learning situations.

3.6.1.2 Structure of learning

The Programme will have a broad cross-section of participants with a wide range of experience. The knowledge content will cover the fundamentals of the conservation discipline and will have strong strategic focus. The learning method will be intensive and challenging, and considerable autonomous learning will be required. In addition to being familiar with recent research, graduates of the Programme will also have an understanding of leading edge practice based on rigorous evidence.

The underlying structure of learning will be based on a programme of distance learning supported by face-to-face days and site visits. Internal and external tutors will lead and present seminars and workshops, while distance learning study materials and reference work will be supplemented by College on-line resources.

3.6.1.3 Online learning component

An educational aim of the Programme is to progressively develop the online learning skills of the student. Each module within the Programme will be included in the Blackboard virtual learning environment through which students can access academic and support staff, each other, and resources. Successful online learning includes the four components of dialogue, involvement, support and control.

Active *involvement* in study is at the heart of the Programme design and includes making responses to structured tasks, engagement with course materials, participation in student-centred collaborations, and student direction of their own learning.

Support is considered in more detail at 3.8 below. At a learning level the Programme includes provision for periodic face-to-face, online tutor supervision, peer support, advice from experts, and feedback on performance which is critical to the retention of students and maintenance of motivation.

Students are expected to take responsibility for their learning. Within the Programme students have complete or significant control over their responses to tasks, pace and timing, choice of content, management of learning activity, learning goals and outcomes, overall direction, and assessment of performance.

3.6.1.4 *College-produced resources*

The College is concerned to produce learning materials which match the best standards in distance learning from a didactic point of view, and in this way to ensure the quality of the student's learning experience.

Quality control of written texts is maintained through annual content reviews and input from the Advisory Board and specialist tutors. These have responsibility for reviewing the content of study material and its relevance to examinations. Practitioner members provide valuable insights into current issues of importance in practice. There is normally at least one former College student on such committees. Further evaluation of the material takes place through feedback from questionnaires to students.

All study material is reviewed annually by the relevant College subject tutor. For example, new case law and legislation would normally be incorporated into the material every year. Any interim changes are communicated to students through the College's in-house student journal, *Cemicircular*, which is published bi-annually. Students also receive the RICS *Building Conservation Journal*, English Heritage *Conservation Bulletin* and the *Journal of Architectural Conservation*.

Textbooks are supplied to supplement the College's own material, especially to elaborate on key areas of the syllabus. These help to promote the discursive abilities of the students, and are particularly helpful for those who do not have ready access to library facilities.

Increasingly, learning resources are being made available to students on CD-ROM produced within the College.

3.6.2 **Assessment**

Assessment is in accordance with the University's Statutes and Ordinances.

The College continually strives to ensure that the assessment vehicles employed in each module fairly assess both the breadth and depth of student learning within the general framework of the Programme aims and objectives, and within the constraints of the distance learning process. Assignments require students to combine the knowledge obtained from other modules with the study material for the module in question. Two of the assignments and the exam will require them to inspect a historic building and apply critically the knowledge and skills obtained from the coursework.

Modules 1–4 and 6–11 are assessed by coursework assignments and are examined at the end of Year 1 and Year 2 respectively. The weighting of the assessment components for the different modules is shown in Table 2.

TABLE 2 Assessment Weighting

PART 1	10-Credit Modules (Modules 1–4)			
Assessment	Examined		Assessed	
	<i>Weighting</i>	<i>Word limit</i>	<i>Weighting</i>	<i>Word limit</i>
Assignment			100%	4000
	20-Credit Module (Module 5)			
Consolidation	50%	N/A	50%	4000
PART 2	10-Credit Modules (Modules 6–11)			
Assessment	Examined		Assessed	
	<i>Weighting</i>	<i>Word limit</i>	<i>Weighting</i>	<i>Word limit</i>
Assignment			10%	4000
	20-Credit Module (Module 12)			
Integration	50%	N/A	50%	4000
PART 3	20-Credit Module (Module 13)		40-Credit Module (Module 14)	
Assessment	Assessed		Dissertation	
	<i>Weighting</i>	<i>Word limit</i>	<i>Weighting</i>	<i>Word limit</i>
Assignment 1	40%	4000	100%	15,000
Assignment 2	60%	6000		
Examination	N/A		N/A	

In Part 2, students choose four elective modules from the six available.

3.6.2.1 Coursework

The coursework for each taught module is designed to test students' understanding of a significant proportion of the syllabus studied in the module and is assessed by the Programme tutors. Copies are sent to the University's Programme Director.

The size and weighting of the assignments for assessed-only modules is considerably higher than for examined modules and will involve students in the preparation of project solutions and substantive reports. Much of this will be based on workplace practice and procedure.

Students must submit the coursework assignments to arrive at the College by dates stipulated in the Programme timetable, which is included in the study material. Submission may be made electronically via the Internet.

Assignments are normally marked by members of the College's panel of external markers nominated to mark for this Programme (see 2.5.1.3.) Assignments are received by the College and sent out to these markers. Markers are instructed to return them to the College within two weeks of receipt.

Markers are reminded by the Assignment Officer after 2¹/₂ weeks, if this proves necessary. Persistent late return of assignments by an external tutor will lead to their removal from the panel of markers by the College's Course Director.

The College returns the marked assignment, together with a guideline answer if appropriate, to the student. The guideline answer will also be published in the Blackboard VLE.

3.6.2.2 Late submission of coursework and extension of time

Students who submit their coursework on or before the due date shown in the course timetable will receive the awarded mark in full. A student may, with written agreement from the Programme Administrator acting under the delegated authority of the Programme Director, submit an assignment up to three weeks after the due date but the work will be capped at 50%. An assignment received more than three weeks after the due date without an agreed extension will be marked at zero. However, the student will receive feedback on the work with an indication of the standard achieved.

The exception to the above will be the Dissertation at Part 3. No extension of time will be permitted and the due date shown in the Programme timetable will be the final date for submission.

3.6.2.3 Examinations

Formal examinations are held in March of each academic year. The examined subject areas for the MSc are Modules 1–4 of Part 1 and the four elective modules (taken from Modules 6–11) of Part 2. Part 3 is assessed by coursework and the dissertation. On this basis 108 credits that count towards the MSc are examined, 32 credits are assessed by coursework only and 40 credits are assessed by the dissertation.

Draft examination papers are set by the College's examiners (normally College Programme Directors) and copies are sent to the University's Programme Director for comments. The exam papers are then presented to Examination Scrutiny Board. Results are considered by the Examination Results Board. This Board is the equivalent of a Departmental Examiners' Meeting. It is chaired by a senior College representative. Membership normally comprises the College's Examinations Officer, the Programme Directors and External Examiners. The role of External Examiners is dealt with at section 3.6.2.9.

3.6.2.4 Dissertation

The dissertation, submitted at the end of the third year, is double marked (or triple where marks vary considerably) and subject to External Examiner review. It may not be referred for amendment after final submission.

3.6.2.5 *Threshold marks and results*

Students must achieve a minimum mark of 40% in each module at Part 1 and Part 2, with an overall average of 50%. The pass mark for the Research Methods and Dissertation at Part 3 is 50%.

A student averaging 50–59% in the modules studied at Parts 2 and 3 will be awarded the MSc.

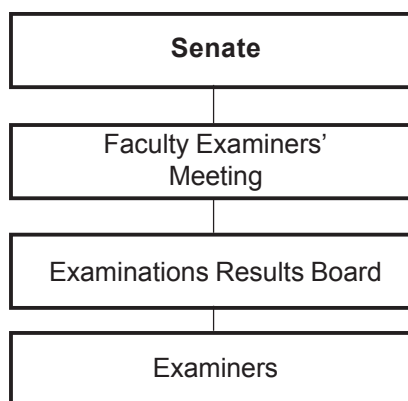
A student averaging 60–69% in the modules studied at Parts 2 and 3 will be awarded the MSc with Merit.

A student averaging 70% or higher in the modules studied at Parts 2 and 3 will be awarded the MSc with Distinction.

A student who leaves the programme at the end of Part 2, having achieved the minimum pass marks at Parts 1 and 2, will be awarded a University of Reading Postgraduate Diploma in Conservation of the Historic Environment.

All results are discussed by the Examinations Results Board, and recommendations are made to the Faculty Examiners' Meeting. This meeting approves the results, with or without modification, and the results are subsequently communicated to students by the College's Examinations Office. The results are given final approval by the Senate of the University (see Chart 7).

CHART 7



3.6.2.6 *Examiners*

An examiner is defined as the person with responsibility for setting an examination paper. Examiners may be the College's subject tutors or an external tutor/examiner, retained for specialist subjects. The examiners are normally the CEM A student who leaves the programme at the end of Part 2, having achieved the minimum pass marks at Parts 1 and 2, will be awarded a University of Reading Postgraduate Diploma in Conservation of the Historic Environment. Directors.

Where more than one marker is required for a particular examination paper, the examiner exercises overall control and conducts appropriate moderation.

Candidates who have failed one or more modules frequently seek post-examination help. The examiner normally gives this in the form of written advice on areas of weakness.

3.6.2.7 Part 2 Module retakes and attempts

Subject to the progression rules set out in 3.5, a candidate who fails one or more modules at Part 2 will be entitled to one further opportunity to pass the module(s), including all coursework and examinations, on one further occasion not more than two years later.

A student may apply to the Senate Committee on Failures for exceptional further attempts.

3.6.2.8 University representatives

The University Course Director may nominate representatives to scrutinise the coursework and examinations set and to inspect and evaluate the quality and results of the completed assessment at pre-arranged times prior to examination boards.

University representatives may be invited to attend Course Review meetings as required.

3.6.2.9 External examiners

External examiners will be nominated by the College and appointed by the Senate of the University on the recommendation of the Faculty Board and after consultation with the RICS and the IHBC, in accordance with current procedures.

Two external examiners will be appointed, one from an academic background and one from practice. They will normally be appointed for three years, with the possibility of an extension for a further year.

They will have access to all scripts and assignment grades. They will present a written report to the Vice-Chancellor of the University. The reports will be subsequently sent to the Principal of the College and discussed by the appropriate Board of Studies. The Board of Studies determines any action to be taken as a result.

3.6.3 Procedures for initiating and introducing changes

Syllabus changes during the life of the Programme will largely be triggered by the outcome of the annual academic Course Review, and on the initiatives of the subject tutors. The syllabus will be reviewed annually as part of the course review mechanism.

The annual academic Course Review panel includes the Programme Directors, Programme Administrator, subject tutor(s) and other senior members of the College. This is a useful forum in which the Programme team can influence changes to particular modules in the light of experience and changing student needs.

Any changes agreed are put into effect by the subject tutors, who are responsible for writing or commissioning materials to meet any new syllabus requirements. The Programme Director is responsible for briefing administrative staff as to any procedural or operational implications.

3.6.4 Accreditation by professional bodies

The course is accredited by the RICS under the University/College partnership with the RICS. Validation from the RIBA and prescription by the ARB is being sought for Part 2 of architectural education. Further professional accreditation may be sought in due course.

3.7 Admission requirements

Entrants to the Programme are required to have obtained either:

- an undergraduate degree in any cognate or non-cognate discipline; or
- a relevant examined professional institute membership; or
- equivalent professional qualifications or extensive relevant experience.

Students will register for the MSc in Conservation of the Historic Environment during their Part 1 study at the time that they make their Part 2 module selections.

3.7.1 Exemptions

No exemptions from study will be permitted at Parts 1, 2 or 3.

3.7.2 English Language

The language of instruction is English.

For those students whose first language is not English, there is an English language requirement of:

- O-level English language (Syllabus B Hong Kong, Grade B or above)
- IELTS British Council test 6.5
- TOEFL 570
- Use of English A/S-level grade C or above
- Proof of prior University level study conducted in the English language medium

The English language requirements are interpreted strictly, owing to the amount of learning material supplied in the English language medium to the students.

3.7.3 Admissions arrangements

All standard applications for admission to the Programme are determined by the Admissions Officer. More complex, exceptional or unusual cases are dealt with by an Admissions Committee in conjunction with The University of Reading.

Members of the Admissions Committee are:

- The Admissions Officer
- Two members of academic staff from The College of Estate Management who are familiar with admissions procedures for the College's programmes.

Additionally, the Programme Directors are available for consultation, and may be invited to participate in the Admissions Committee in appropriate cases.

3.7.4 Arrangements for transfer between Programme routes

All modules within the Programme will be taught at an academic level consistent with the NQF level and the QAA module descriptors. However, not all students may wish to achieve the standards expected for the award of a master's degree. The Programme therefore allows for two routes to the award of either a University or a College awarded qualification. The following arrangements are proposed:

- Students will initially register at Part 1 for study within the RICS Diploma in Conservation of the Historic Environment programme. During Part 1, students who wish to study for the MSc will request registration with the University for master's status from the start of Part 2. Also at this time a fee will be payable for registration.
- A student who completes the RICS Diploma course and subsequently wishes to study for the MSc will be required to register for Part 2 and complete all modules in accordance with the progression rules before proceeding to Part 3. A registration fee will be payable to the University together with an adjustment to agreed *per capita* fees.
- A student registered for the MSc who wishes to leave the Programme at the end of Part 2 with a University of Reading Postgraduate Diploma in Conservation of the Historic Environment may, within 3 years, return their diploma and commence the Part 3 research study to gain the MSc award.

3.8 Support for students and their learning

Students will have access to module tutors and support staff involved in the Programme through email and the Blackboard virtual learning environment, through which they will also be able to contact other students studying the Programme. Each student will be provided with a comprehensive programme of studies for each module and a Programme handbook containing full details of the course, modules, study techniques, and the administrative rules, regulations and procedures. (Example contents for the Programme handbook for the MSc in Conservation of the Historic Environment is shown at Appendix 5.6.)

3.8.2 Face-to-face tuition

There will be four intensive face-to-face tuition days arranged at Reading during each calendar year for Parts 1 and 2, and two days for Part 3. These are mandatory.

Face-to-face tuition will also take place during site visits, which are designed to stimulate group discussion.

A workshop approach will be encouraged in order to help students develop their group working skills through online activity and the accelerated formation of a community of learners.

3.8.3 Library and IT Facilities

College and University support falls into two categories. Learning support includes College and University IT Services, which have several hundred computers, and the University Library, which holds over a million volumes across its three sites, subscribes to around 4,000 current periodicals, has a range of electronic sources of information, and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. Within the context of this course, students will be provided with access to University IT facilities. The College also operates its own IT help service for students.

3.8.4 Guidance and care

Student guidance and pastoral care is provided by the Programme Director, the Subject Tutors, the Programme Administrator and other administrative staff within the College. It is not anticipated that the University Careers Advisory Service, the University's Special Needs Adviser, Study Advisers or the Students' Union will be called upon to support the student's learning experience and welfare support.

3.9 Career prospects

It is anticipated that 100% of students will be in relevant full-time employment before and during their studies, and will be seeking the award either for personal development, or to further their career prospects, or to gain membership of one of the professional institutions.

3.10 Programme aims and outcomes

The College of Estate Management and The University of Reading both have a world-wide reputation for delivering education of the highest quality. This Programme will continue this tradition by earning recognition and respect as a premier programme for students working within the conservation profession.

3.10.1 Educational aims of the Programme

The Programme provides a combination of academic skills and advanced professional skills commensurate with the master's award. It provides an opportunity to attain these skills for those who cannot, or choose not to, give up their full-time career status. As such, it enhances on-going career prospects. This is achieved in a structured programme that still provides flexibility to the students.

- At Part 1 students will receive a grounding in the history and fundamentals of conservation of the historic environment.
- At Part 2 the more advanced processes associated with conservation are investigated in detail, building on the knowledge gained at Part 1.

At Part 3 students will research skills and techniques to compile an in-depth and substantial dissertation on a closely defined aspect of conservation of the historic environment.

The educational objectives of the Programme leading to the MSc in Conservation of the Historic Environment are summarised as:

- To produce independent learners
- To adopt a student-centred approach to learning
- To develop active rather than passive learning
- To harness the Internet and offer effective web-supported learning
- To ensure all students are proficient in the use of information and communications technology
- To provide students with the scholarship and competency associated with practice in their particular discipline and the know-how to extend their capability
- To develop a systematic, investigative and critical approach to solving problems commonly found within conservation
- To emphasise creativity, originality and innovation in the development and completion of learning activities
- To provide students with a constructive learning experience in preference to highly structured spoon-feeding of information
- To adopt a reflective transformative approach to student development that harnesses their real-life experience
- To provide generic course materials that have international relevance
- To retain students within the programme by providing an engaging high quality learning experience.

Please note: The specification that follows provides a concise summary of the main features of the Programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and Programme handbooks.

3.11.2 Programme Outcomes

3.11.2.1 Knowledge and understanding

A. On completion of the programme, students will have knowledge and understanding of the following subject matter:

1. The people, organisations and relationships in the heritage sector.
2. The philosophy underpinning approaches to conservation.
3. Researching and recording the historic environment.
4. The principles of law and the legal framework affecting the historic environment.
5. The relationship of the styles of English architectural history
6. The economic and urban issues which affect the historic environment.
7. The principal materials used in the conservation of buildings, their historic use and their repair today.
8. The design and technical issues relating to the re-use of historic buildings.
9. Contracts and procurement of works to historic buildings
10. Facilities management of historic buildings.
11. Issues concerning cultural tourism.
12. The research process, research methods and the presentation of results.

B. On completion of the programme a student will have knowledge and understanding of permutations of the following subject matter:

1. The ability to see a wider perspective and the contributions of all professions working on the historic environment.
2. Evaluation of the practices and methods of different organisations.
3. Understanding a building's stages of development through a knowledge of recording techniques and architectural history
4. Practical application of historic buildings law to particular buildings.
5. The impact of the Building Regulations, health and safety and other legislation on historic buildings.

*(Continued)***The outcomes will be delivered through the following teaching/learning methods and strategies:**

- This programme adheres to best practice in the design and delivery of distance learning.
- The acquisition of knowledge is accomplished in each module of the programme through the provision of designed distance-learning resources including tailored reference materials, research reports, textbooks, web-based resources, and materials sourced by the student.
- Development of understanding and intellectual skills will occur through engaging the student in interactive learning activities designed for a problem-based learning approach. Exchanges with tutors and peers and access to resources will be enabled through the Blackboard virtual learning environment.
- Further support, advice, guidance and activity will occur through lectures, task-based syndicate groups, and a programme of site visits.
- In the dissertation module, self-directed learning and supervisor consultation will extend the student's knowledge, understanding and research skills.

Knowledge and understanding (continued)

6. The implications of being a historic building on property valuation, funding and finance.
7. An awareness of the needs of building users and occupiers, and the conflicts these often produce.
8. The design and engineering issues raised when a major change of use of a building is being considered.
9. The use and application of conservation and management plans.
10. Application of methods of repair which are appropriate to a historic building, given its particular style and construction.
11. The application of the appropriate procurement methods in relation to the building/site and the type of work proposed.
12. The funding and available grants for a building conservation project.
13. How building preservation trusts operate, as single property trusts or revolving trusts.
14. Presenting historic environments to the public and the impact of tourism on the sites.

Assessment of the outcomes will be made by the following:

- Students are required to complete one piece of coursework for each module.
- Coursework assignments will require students to analyse a problem or situation, research it, and propose solutions based on critical analysis, in the form of extended essays or reports.
- Coursework will be assessed against defined criteria communicated to the students beforehand.
- The modules in Years 1 and 2 (excluding the integrated Year 2 assignment) are examined using a site visit followed by examination where students may refer to notes made on the site visit.
- Integration of concepts and principles between modules will be encouraged throughout the programme, and particularly in the integrated project of Year 2.
- Dissertations are assessed according to strict guidelines and a common marking scheme.

3.11.2.2 Intellectual skills

On completion of the Programme a student will be able to apply the following intellectual skills:

1. Integrate theory and practice relevant to their particular learning needs including the ability to transfer knowledge, techniques and methods between subject areas.
2. Research, collect and synthesise information from a variety of sources.
3. Analyse and interpret information presented in a variety of forms and formats.
4. Think logically and critically in respect of the appropriate application of knowledge developed experientially.
5. Reflect on and critically deconstruct workplace practices and procedures.
6. Define, solve and advise on problems, demonstrating powers of critical appraisal and synthesis.
7. Select and apply appropriate quantitative techniques of analysis and appraisal.
8. Plan, execute and write reports appropriate to an internal and external business client.
9. Adapt and apply knowledge and skills in a changing professional environment and within varying contexts.

The outcomes will be delivered through the following teaching/learning methods and strategies:

- The problem-based approach to learning will require the student to employ logic and intellectual skills in analysing problems, situations and scenarios. The student will then decide which solution is appropriate.
- The reference material to be drawn on includes study papers, text books and other recommended reading, as well as web-based resources and information found locally.
- The coursework and self-assessment varies across the modules but collectively covers skills 1–9.
- Feedback includes tutor comment on coursework, advice by email, telephone and direct conversation, and web-based answer guides.
- Web-based discussion boards within Blackboard facilitate communication between students and tutors.
- The dissertation process embraces skills 1–7.

Assessment of these outcomes will be made by the following:

- Intellectual skills are assessed through coursework assignments, problems, reports and appraisals and through examination and dissertation.
- All summative assessment are made against defined criteria, including demonstration of intellectual skills.

3.11.2.3 Practical skills

On completion of the programme a student will be able to apply the following practical skills:

1. Locate information sources, assemble and present information in a variety of contexts and media.
2. Collate, manipulate and store data and information electronically.
3. Provide advice and guidance, communicating both formally and informally either face-to-face, through email or via discussion forum.
4. Collect, record, analyse and present statistical data.
5. Apply a variety of specialist analysis and appraisal techniques applicable to practice in the facilities management industry and profession.
6. Use quantitative techniques as a basis for decision making.
7. Write reports in clear standard English and draft comprehensible sketches and diagrams.
8. Multitask and prioritise work to meet scheduled deadlines.
9. Work collaboratively with other people to complete tasks to deadlines.

The outcomes will be delivered through the following teaching/learning methods and strategies:

- All skills will be developed through completing the module learning activities and coursework.
- In particular, Skills 1, 2, 4, 5, 6 and 7 are developed through the Dissertation Module.
- Skills 3–6 are variously developed in face-to-face tutorial discussions, web-based activities and coursework within the taught modules.
- Skills 4–5 are further extended through the dissertation process.

Assessment of these outcomes will be made by:

- Assessment of these skills is mainly undertaken through module coursework.
- Skills 3, 5, 6, 8 and 9 will be displayed at face-to-face teaching sessions.
- Skills 4–7 are also assessed through examination.

3.11.2.4 Transferable skills

On completion of the programme a student will be able to demonstrate the following transferable skills:

1. Communication skills
2. IT skills
3. Literacy
4. Numeracy
5. Problem-solving skills
6. Time management skills
7. Autonomous learning
8. Research skills
9. Business awareness

The outcomes will be delivered through the following teaching/learning methods and strategies:

- **Communication skills:** Whereas oral communication is limited by the medium of the Programme, written communication is central to the success of students in the Programme.
- **IT skills:** All MSc students are expected to have access to PCs, e-mail and the Internet. The Programme is supported by the open areas of the College web-site. More specifically, the dedicated *Blackboard* virtual learning environment will be used to make learning activities and reference information available and significant use will be made of the discussion boards. Students have the option of submitting their coursework via the web. Completion of coursework will necessitate familiarity with Word and Excel. Support and advice on IT aspects of the course is available to students.
- **Literacy and Numeracy:** These not only relate to desirable minimum requirements for the Programme but are skills that are encouraged and developed through assignment tasks and tutor feedback on style as well as content. Completion of assessment requires a mixture of essays, calculation, reports, graphical presentations as well as dissertation writing. Guidance on the nature of these formats is provided throughout the course.
- **Problem-solving skills:** The fundamental pedagogy underpinning the design and delivery of the programme is centred on problem based learning with the student being introduced to topics through commonly found professional problems for which they must determine appropriate solutions.
- **Time management and autonomous learning:** By its nature distance learning requires students to develop the discipline of independent study. The flexibility on time, place and pace that it offers still requires students to manage their time to complete the required study and coursework by the milestone dates indicated in the programme of studies.
- **Research and business skills:** The programme is geared to the detailed examination of the facilities management industry and profession. During their study students will be expected to investigate and reflect on business practice and to source key documents and information from within their workplace. This enquiry skill developed to support study during the first two years will be formally converted into academic research skills in Part 3 when the taught research methods module is taken and the dissertation is completed.

Assessment of outcomes:

- To a greater or lesser degree all the coursework and much of the examination in this course will require the student to demonstrate each of these transferable skills. For instance, to complete an assignment they must manage their time, assimilate the problem information forming the assignment, conduct the required research or investigation of their workplace, discuss their findings, generate a solution, create a document with text and calculation, save and send the document electronically.