

## **MSc Conservation of the Historic Environment (Flexible) For students entering in 2015/6**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Henley Business School at Univ of Reading
Programme length:	72 months
Date of specification:	03/Sep/2015
Programme Director:	Dr Ashley Dabson
Programme Advisor:	
Board of Studies:	HBS Pre Exp BOS
Accreditation:	The Royal Institution of Chartered Surveyors Institute of Historic Building Conservation (full recognition)

### **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 cultural 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.

### **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, and team working and collaborative learning are positively structured into activities.

These transferable skills are developed progressively and in parallel with the specific subject competencies studied. The part-time mode of the programme promotes self-discipline, self-motivation and effective time management.

As students will normally already be in employment, the responsibilities of the student and course convenor will include the identification and the provision of learning opportunity for any specific skills required by individuals.

### **Programme content**

#### **Programme Structure**

The flexible MSc is delivered through the part time REP (flexi module) system and may be completed within 24-72 months starting in January 2015.

#### **Content**

The Programme comprises structured independent study, online interactivity, face-to-face teaching for a total of 3-5 days per module, and formative and summative assessment. The summative assessment includes assignments, examinations and dissertation assessed by course tutors. The Programme totals 180 credits.

All students studying for the MSc are required to complete a total of 8 modules. Each module carries an allocation of credits as set out in Table 1, with each 20-credit equating to two hundred hours of combined study. Students would be strongly recommended to take the core modules first, and particularly Understanding the Historic Environment.

The formal research component of the programme is forty credit dissertation module. The programme is delivered through a 3-5 day full time block release attendance at the University for each of the taught 20 credit modules, followed by an assignment based on the module. The course consists of 4 core modules followed by 5 REP elective modules plus two non-REP-based modules. These core modules are modules of special significance and students must achieve a mark of at least 50% in core modules and at least 40% in elective modules, subject to the progression rules.

## Modular arrangements

Each module is designated credits at level 7.

### Compulsory modules

Code	Title	Credits	Level
REMH01	Understanding the Historic Environment	20	7
REMH02	History of Buildings	20	7
REMH03	Heritage Law and Economics	20	7
REMH09	Integrated study/dissertation	40	7

### Optional modules

Code	Title	Credits	Level
REMH04	Survey and Assessment of Heritage Assets	20	7
REMH05	Practical Building Conservation & Repair	20	7
REMH06	Management of Heritage Assets	20	7
REMH07	Design in Historic Contexts	20	7
REMH08	Procurement of Building Conservation Projects	20	7
	Archaeological excavation	20	7
	Architectural History Research	20	7

Both the Schools of Archaeology and Art History are currently reviewing their module structure, so the archaeological excavation exists, but is not yet in a module format. The Art history module would be a research module customised (as is their practice) to individual student requirement and interests.

## Part-time or modular arrangements

### Progression requirements

The flexibility of the programme means that there are no stages or parts to the degree. Students work towards the Masters qualification by fulfilling requirements for the 180 credits. The Award of postgraduate certificate and postgraduate diploma will be dependent on the successful completion of 60 credits and 120 credits respectively of the course at the same pass marks as for the Master's Degree, providing that the core modules are successfully passed. Because of the flexible nature of the modular programme, students may be awarded the Post-graduate Certificate or Diploma at the termination of any appropriate module.

### Summary of Teaching and Assessment

Students come to the University for short blocks of attendance where there are opportunities to experience a range of learning methods.

The relationship between class contact in the form of lecture, workshop, seminar, tutorial and student centred learning in the form of individual research, group work and project/case study is varied across all modules and is set out in the individual module descriptions. Students are expected to contribute their own knowledge and experience to extend their learning opportunities. Following attendance at the university, the students learning experience is enhanced via the Blackboard online environment.

All modules are designed to deliver level 7 outcomes. Within each of these modules, the overall aim is for students to be able to understand the knowledge obtained and be critically aware of the theoretical and practical implications of the material. Each unit progresses through the material quickly and obtains level 7 student achievement as measured by the summative assessment in each module. The marks for these summative assessments will be provided within the 15 day turnaround required by the university.

Students will be assessed by their individual contribution during their course attendance and the assignment. The contribution during the course carries a maximum of 10% measured by tutor assessment of the quality, content and amount of the student's contribution. This approach will be aided by having a number of workshops where the students groups are mixed and closely supervised by two tutors. The assignment will carry a maximum of 90%. The summative assessment will include applied problem-solving, literature reviews, reports, presentations and projects.

The University's taught postgraduate marks classification is as follows:

Mark Interpretation

70 - 100% Distinction  
60 - 69% Merit  
50 - 59% Good standard (Pass)

Failing categories

40 - 49% Work below threshold standard  
0 - 39% Unsatisfactory Work

### **For Masters Degree**

To pass the MSc students must gain an average mark of 50 in modules or more overall worth 180 credits including a mark of 40% or more for the elective modules. In addition the total credit value of all modules marked below 50 must not exceed 55 credits, and the total credit value of all modules marked below 40 must not exceed 30 credits.

Students who gain an average mark of 70 or more overall and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall and have no mark below 40 will be eligible for a Merit.

### **For PG Diploma**

To pass the Postgraduate Diploma students must gain an average mark of 50 or more in modules worth 120 credits. In addition the total credit value of all modules marked below 50 must not exceed 55 credits, and the total credit value of all modules marked below 40 must not exceed 30 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be eligible for a Merit. This comprises the core modules excluding the integrated study/dissertation, plus 3 elective modules.

### **For PG Certificate**

To pass the Postgraduate Certificate students must gain an average mark of 50 or more in modules worth 60 credits and have no mark below 40%. This comprises the core modules excluding the integrated study/dissertation.

All MSc Conservation of the Historic Environment pathways offer PG Diploma and PG Certificate awards but these awards, in themselves, are not accredited within the University's partnership arrangements with the IHBC or RICS.

### **Admission requirements**

Entrants to the Programme are normally required to have obtained either:

- A good (normally upper second class honours) undergraduate or postgraduate degree in any cognate or non-cognate discipline; or
- Five years relevant practical experience plus a demonstrable practical conservation skill will be considered on an exceptional basis.

**Admissions Tutor:** Dr Anupam Nanda

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

Students from the School of Real Estate and Planning have access to the Academic Resource Centre (ARC) located on the ground floor of the Henley Business School. This contains key planning texts, journals and a bank of photocopied recommended reading.

The Liaison Librarian for Real Estate and Planning is currently Gordon Connell - tel. 0118 378 7142 or email. g.connell@reading.ac.uk.

### **Career prospects**

Many 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. Some students come from other disciplines, and have the capacity to gain the skills and knowledge to enter employment in the historic environment sector.

Students from the programme have worked for a wide range of heritage organisations including English Heritage, Cadw (Welsh Historic Monuments), Historic Royal Palaces, Heritage Lottery Fund, National Trust, Royal Household, Cabinet Office, Palace of Westminster, Church of England and other denominations, local authorities, heritage trusts, and architectural, surveying, planning and engineering practices. The latter include firms such as Purcells, Savills, GVA Grimley, Turley Associates, Nathaniel Litchfield and Alan Baxter Associates.

### **Opportunities for study abroad or for placements**

This flexible master's programme may include study trips abroad.

### **Programme Outcomes**

The programme provides opportunities to develop and demonstrate knowledge and understanding, skills, qualities and other attributes, in the following areas:

#### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

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 of new buildings in historic contexts and adaptations 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.

##### **Teaching/learning methods and strategies**

- Acquisition of knowledge is promoted across the programme through directed reading, lectures, tutorials, seminars, case studies, role-playing exercises, field visits, guest lectures, other project-based assignments, and through individual tutoring with academic staff.
- The use of Blackboard provides support to enable students to deepen their understanding and extend their knowledge.
- Optional pathway modules and the Integrated Project allow students to develop in-depth understanding of particular aspects of conservation.
- Further support, advice, guidance and activity will occur through lectures, task-based syndicate groups, and a programme of site visits.
- In the integrated study module, self-directed learning and supervisor consultation will extend the student's knowledge, understanding and research skills

##### *Assessment*

- 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.
- Integration of concepts and principles between modules will be encouraged throughout the programme.
- The Integrated Study module is assessed according to strict guidelines and a common marking scheme.

### **Skills and other attributes**

#### **B. Intellectual skills - *able to*:**

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.

#### **C. Practical skills - *able to*:**

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 conservation sector.
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.

#### **Teaching/learning methods and strategies**

Practical projects, seminars, case studies and other exercises are the main but not the sole mechanisms for developing skills on the programme.

##### *Assessment*

Intellectual skills are assessed through a wide variety of approaches including essays, group projects, specialist exercises, presentations, tutorial & seminar papers, and reports

#### **Teaching/learning methods and strategies**

Practical projects, seminars, case studies and other exercises are the main but not the sole mechanisms for developing skills on the programme.

##### *Assessment*

These skills are primarily assessed through coursework, in the form of project submissions and final reports and through presentations.

9. Work collaboratively with other people to complete tasks to deadlines.

**D. Transferable skills - able to:**

1. Prepare and present a written report.
2. Prepare and make an oral presentation.
3. Participate in a forum where their own view(s) are subjected to peer group criticism.
4. Engage in an activity requiring manipulation of numbers.
5. Prepare and make a presentation involving graphical description.
6. Engage in an activity requiring use of information technology.
7. Obtain set goals whilst working in a group.
8. Perform a set role within a group setting.
9. Achieve set goals whilst chairing a group.
10. Negotiate and progress the resolution of a dispute.
11. Identify and codify the roles of individuals in a group at work.

**Teaching/learning methods and strategies**

Practical projects, seminars, case studies and other exercises are the main but not the sole mechanisms for developing skills on the programme. The Projects in Planning module contains a number of exercises that develop and test these skills, although other modules also call upon students to use these transferable skills.

*Assessment*

Skills are primarily assessed through coursework, in the form of project submissions and final reports and through presentations.

**Please note - This 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. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**