MSc Historic Building Conservation

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Contents

Course Details

1. Named Awards

MSc Historic Building Conservation

2. Course Code (and UCAS Code if applicable)

C1392F, C1392P

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

Royal Institution of Chartered Surveyors (RICS)

Institute of Historic Building Conservation (IHBC)

6. QAA Benchmark Groups

Adapted for Postgraduate from:
Construction, property and surveying 2008

7. Document Control Information

Version 7, September 2018

8. Effective Session

2018/2019

9. Author

Belinda Mitchell

10. Faculty

Creative and Cultural Industries

11. Department

School of Architecture

Curriculum

12. Educational Aims

General Aims:
The MSc Historic Building Conservation Programme aims to:

- Foster an enquiring spirit, intellectual curiosity, and a diversity of creativity in students; these coupled with the development of their own learning skills will enable students to reflect on and affect the direction of their future creative lives and their own development needs.

- Maintain a distinctive post graduate level of education that enables every student to attain as high a level of personal development as he/she can achieve.

- Provide a challenging and stimulating study environment.

- Equip graduates with transferable skills such as problem solving, decision making, communication, and teamwork, necessary for lifelong learning and flexibility in the context of changing labour markets.

- Provide students with the skills and knowledge required to maximise career and postgraduate study opportunities.

- Contribute to the personal development of participants, and assist them to make responsible and useful contributions to their professions, and society as a whole.

Particular Aims:

- The MSc Historic Building Conservation Programme aims to:

- Enhance the scholarship and research skills of those working in building conservation and allied professions concerned with the design, construction and management of the built environment, by equipping them with a range of relevant conceptual and analytical skills.

- Provide, through postgraduate opportunities, studies of specialist areas of the curriculum that are of current interest to students, staff, and the profession; and which may lead to later opportunities in terms of research and higher degrees.

- Provide self-determined study opportunities for students. These, whilst monitored and challenged by staff, aim to empower students with a confidence in their own theoretical position and creative abilities that will sustain them in their professional future.

- Provide a course for students or professionals seeking competence in the area of historic building conservation and which will equip students to work and gain accreditation as Registered and Chartered Conservation Architects, Chartered Surveyors, Architectural Technologists, Engineers, heritage consultants and other professions in the field of Historic Building Conservation.

- Enable participants to improve their employment prospects through the development of useful and relevant skills and knowledge, contact with professionals actively applying the principles taught in the course, and through the attainment of an internationally recognised qualification.

- Foster in students a concern for the conservation of the Earth's resources through the development of appropriate formal and technical responses to global issues such as climate change, and the developing debate and knowledge on how to respond.

- Both contribute to our position within the Faculty of Creative and Cultural Industries, by developing programmes that will offer other students in the Faculty a better understanding of the discipline and possibilities for exchanges of ideas; and benefit from our proximity to other disciplines related to the built environment by seeking collaboration with staff and students that will foster the development of skills and research in the work of our students that lie beyond the minimum levels of competence.

- Provide an opportunity to engage in work-based learning through a coherent programme of study.

- Ensure that the programme complements and dovetails, where necessary, with our other Masters programmes.

The RICS Involvement in the Programme:

The course is one of the courses that conforms to the Partnership arrangements between the University of Portsmouth and the Royal Institution of Chartered Surveyors

- The Course conforms to RICS Quality Standards;

- Access relates to RICS threshold standards;

- A biannual partnership development meeting is held between UoP and RICS;

- External Examiners are appointed in line with UoP guidelines and are also subject to RICS approval.

The IHBC Involvement in the Programme

The Course is fully recognized by IHBC (Institute of Historic Building Conservation) and follows its areas of competence in philosophy, practice, history, research, recording, analysis, legislation, policy, finance, economics, design, presentation and technology.

13. Reference Points

The Outcomes have been developed taking account of the following:

- University of Portsmouth Curriculum Framework Document
- The UK Quality Code for Higher Education
- Framework for Higher Education Qualifications (FHEQ)
- National Qualifications Framework
- Policy for placement learning
- Vocational and professional experience, the scholarship and the research expertise of academic members of staff
- Requirements of Professional and /or Statutory Regulatory Bodies. The School is in partnership with the Royal Institution of Chartered Surveyors (RICS) who accredits this programme on an annual basis and the programme is recognised by the Institute of Historic Building Conservation (IHBC).
- RICS competencies are referred to in the learning outcomes.
- ICOMOS (International Council of Monuments and Sites) guidelines are referred to in the learning outcomes.
- The Quality Assurance Agency for Higher Education: subject benchmark statement for Construction, property and surveying 2008 relates to undergraduate studies. However the 'typical standards' are partly used as a reference.

N.B. Programme Learning Outcomes are cross referenced to the above points as is shown in the following key:
KEY:
(CPS 1.2) = Construction Property and Surveying
(RICS) = Royal Institution of Chartered Surveyors competencies.
(ICOMOS g) = International Council of Monuments and Sites guidelines.
(A&D 1.2) = Art and Design Subject Benchmark Statement 2008
(HAAD 1.2) = History of Art Architecture and Design Benchmark Statement 2008
(SOA) = School of Architecture

14. General Learning Outcomes

Level 7

Master's degrees/Postgraduate Certificates/Postgraduate Diplomas are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- 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 the discipline

- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development

15. Learning Outcomes

A. Knowledge and Understanding of:

General:

A.1　the social, political, economic and professional context, in relation to the specialism. (SOA) (RTPI 7.7.2)

A.2　the needs and aspirations of building users: the impact of buildings on the environment, and the precepts of sustainable design: the way in which buildings fit into their local context. (GC5.1, GC5.2, GC5.3) (ICOMOS n)

A.3　the need to critically review precedents relevant to the function, organisation and technological strategy of proposals; the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context; the contributions of designers and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation. (GC7.1, GC7.2, GC7.3)

A.4　the appropriate research methods for the specialism. (SOA)

A.5　the professional, ethical, and legal responsibilities of a designer in respect of their duty of care; including health and safety. (SOA)

Specialist:

A.6　the principles, techniques, methods and theories of historic building conservation, building restoration, and the appreciation of historic buildings, environments; and the long term welfare of cultural, architectural and natural heritage. (ICOMOS i) (RICS)

A.7　the ICOMOS (a to n), UNESCO, BSI and other international guidelines and their incorporation into RICS, IHBC, BCAS, AABC, SPAB, UK based guidelines and competencies. (ICOMOS h)

A.8　the management of projects, organisation and works, liaison with occupiers, owners and others, records and maintenance. (RICS)

B. Cognitive (Intellectual or Thinking) Skills, able to:

B.1　evaluate information, opinion and evidence critically and draw conclusions that display methodological and theoretical rigour (SOA) and formulate independent judgements, and articulate reasoned arguments through reflection review and evaluation. (Critical Engagement) (A&D 4.6)

B.2　apply strategies of selection for dealing with information. (SOA)

B.3　plan, implement and report on a programme of original research. (SOA)

B.4   engage in theoretical and practical debate at the forefront of the area of specialism. (SOA) (RTPI7.7.1)

C. Practical (Professional or Subject) Skills, able to:

General:

C.1   plan and execute complex studies or a design process analysis. (SOA)

C.2   use visual, verbal and written communication methods and appropriate media (including sketching, modelling, digital and electronic techniques) to represent the testing, analysis and critical appraisal of complex proposals and their resolution to a range of professional and lay audiences. (SOA)

C.3   produce documentation and reports, which are clear, analytical and logical covering a range of issues of culture, theory and design, executed to a professional standard. (SOA)

C.4   apply appropriate theoretical concepts to projects, demonstrating a reflective and critical approach. (GC2.3)

C.5   identify and manage individual learning needs so as to prepare for and maintain professional standards commensurate with qualification. (SOA)

C.6   demonstrate problem solving skills, professional judgement, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances, including an understanding of when other specialist advice must be sought. (GA2.6) (ICOMOS j)

C.7   balance and present alternative points of view held within the subject, to use unfamiliar arguments and artefacts constructively, and to engage critically with familiar or established ideas. (HAAD 6.6).

Specialist

C.8   read a monument, ensemble or site and identify its emotional, cultural and use significance; assess and monitor the condition of buildings, evaluate sites, by collating and assessing scientific data using non-intrusive surveying techniques. (CPS 7.9) (ICOMOS a, e)

C.9   analyse defects in structure, fabric, and materials leading to correct diagnose. (ICOMOS f)

C.10 formulate strategies for conservation action including design, specification of sound remedial treatments and repairs to building defects; prioritise proposals and assess the financial and cost factors of projects. (CPS 7.9)

C.11 prepare and create a wide range of documentation, including conservation statements and plans, maintenance plans, cost plans, inspection and other reports. (SOA) (ICOMOS k) document works executed in an accessible manner. (ICOMOS l)

D. Transferable (Graduate and Employability) Skills, able to:

D.1   work autonomously in a self-directed manner, managing and appraising their own working practices thereby developing as a reflective practitioner and an independent learner. (SOA)

D.2   Work as part of a team. (SOA)

D.3   Manage independent study. (SOA)

D.4   Demonstrate mature understanding of the relationship within a multidisciplinary context of this specialism to other specialist areas of expertise. (SOA) (RTPI 7.7.4)

16. Learning and Teaching Strategies and Methods

Information relating to the subject areas is presented through a combination of lectures, seminars, site visits, workshops and reading lists. Students are also expected to engage in online activities such as blogs and online debates. Students engage in individual and/or group projects in order to pursue their own interests within the broader framework of the programme.

Seminar presentations involve peer group feedback, e-participation, formative assessment of written drafts, group work and tutorials.

Practical skills are developed through a combination of lectures, seminars and workshops and project seminar based learning.

17. Assessment Strategy

Coursework is in the form of written documents, seminar presentations and/or design work. Assessments may include evidence of e-participation.

The principles of post-graduate study and specialist knowledge are assessed summatively mid-way through the year, in Teaching Block 2 and the Consolidation and Assessment Period (CAP). Students are also provided with formative assessment throughout the year. Their research development is summatively assessed following the Christmas break and the final thesis assesses a masters' level achievement at the end of the academic year. Integrated and Work-Based learning is assessed during the CAP period.

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)[1] for full details on the course structure and units

- The MSc Historic Building Conservation is offered as a full-time 1 year or part-time 2 year postgraduate programme. 80 credits are required for the MSc Historic Building Conservation.
- Standard University rules apply and the regulations must be consulted for a full description of exit awards.
- Units are offered as 30 credit units with a 60 credit thesis unit. One credit is equivalent to 10 hours of learning.
- The School has an Industrial Liaison Board and provides links with Employers through part-time staff the evening lecture series and opportunities for mentoring by regional practices.

19. Employability Statement

Opportunities for career planning are embedded in the practice units.

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- CCi Creative Skills Centre and CCi Academic Skills Centre
- CCi Creative Careers Centre
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- Student Handbooks produced by the School include "Introduction to School of Architecture" and "A Concise Guide to Units" for each course which are provided for each student. They provide information about the course structure and University regulations etc.
- The Introduction to the School includes our Code of Practice on Marking and how Feedback is provided for all assessments
- The School of Architecture pages on the Virtual Learning Environment (VLE) provides a central source for all information, programmes and teaching notes
- Personal Development Planning (PDP) for all awards is being developed for the Virtual Learning Environment (VLE)

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[1] www.port.ac.uk/unitwebsearch

- The CCi Workshops are well staffed, and well equipped for model making, mock ups, and CNC milling and laser cutting

21. Admissions Criteria

A. Academic Admissions Criteria

- A good honours degree in a relevant subject such as Architecture, Civil Engineering, Building and Surveying, or equivalent professional experience and/or qualifications. A portfolio is required.
- Interviews may be offered where the above entry criteria are not exactly met.
- Applicants whose first language is not English must provide evidence of English language ability with a minimum IELTS score of 6.5 (normally with not less than 6.0 in any one component) or equivalent.
- Prior (formal and/or experiential) learning may be assessed and accredited.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

However, applicants should be aware that certain disabilities, e.g. significant visual impairment, may make it very difficult for students to achieve the programme learning outcomes of discipline such as historic building conservation. A central component of the course is group work where students are required to develop their design skills through formal presentation of their own concepts and ideas to staff and fellow students for critical review through debate and discussion. This type of group work is integral to the learning, assessment and subsequent practice experience and students who are unable to participate fully in such activities may find their prospects for success in the course and eventual career significantly compromised.

If in doubt, please contact the School to discuss the possibilities for study.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course

- Combined Honours Management Board
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course Level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages
- Academic staff volunteer to lead study trips abroad, which also provide staff development.

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (*see Assessment and Regulations[2]*).

There is one exemption from the Academic Regulations:

1. For the Conservation and Practice unit (P24236) and Conservation: Theories unit (P24237), all assessment artefacts require a mandatory pass mark of 40%. This is in order to meet the learning outcomes required for professional body accreditation.

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

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[2] http://policies.docstore.port.ac.uk/policy-107.pdf?_ga=2.35873504.1363879306.1532935696-1470967879.1491987462

- complete an External Examining Form confirming confidence that the School has in place systems for assessing students that ensure that lowest pass students meet all the IHBC and RICS criteria.

Award External Examiners (usually also a Subject External Examiner) who will:
- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

The Royal Institution of Chartered Surveyors (RICS)

Institute of Historic Building Conservation (IHBC)

B. Periodic Programme Review (or equivalent)

The MSc Historic Building Conservation course participated in a successful Periodic Programme Review on 26th April 2013. A review for 2017-2018 was deferred due to the ongoing work on the Curriculum Framework 2019 changes and the impending work on the review cycle.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see Higher Education Review of the University of Portsmouth, March 2015[3]*).

D. Others

None.

26. Further Information

Further information may be found in:
- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- University of Portsmouth[4] and Faculty of Creative and Cultural Industries[5] websites

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[3] http://www.qaa.ac.uk/docs/qaa/reports/university-of-portsmouth-her-15.pdf?sfvrsn=5071f581_4

[4] www.port.ac.uk/

[5] http://www2.port.ac.uk/faculty-of-creative-and-cultural-industries/?_ga=2.258035018.1363879306.1532935696-1470967879.1491987462