

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	As above
3	Final Award	MA Urban Conservation Postgraduate Diploma Urban Conservation Certificate in Conservation and Planning Certificate in Conservation Principles & Techniques
4	Programme title	As above
5	Programme Accredited by:	MA/ Diploma recognised by Institute of Historic Building Conservation
6	UCAS Code	N/A
7	QAA Subject Benchmarking Group(s)	None as yet
8	Date of production/revision	November 2003

9 Programme Aims:

MA/ Diploma

1. to equip students with a broad understanding of urban conservation that enables them to grasp the theoretical foundations of the discipline and the linkages between theory and practice
2. to develop both transferable and professional skills
3. to develop research skills (MA especially)
4. to meet the professional requirements of the Institute of Historic Building Conservation
5. to conform with the spirit of the Education and Training Guidelines set down by the International Council on Monuments and Sites
6. to meet the criteria for Postgraduate Diploma and Masters level qualifications as laid down in the QAA's National Qualifications Framework

Certificates

To provide CPD in urban conservation, drawing from the MA/ Diploma programmes and aims 1-5 above.

10(a) Programme Intended Learning Outcomes: (for MA/ Diploma; Certificates are discussed below)

- A Knowledge and understanding; demonstrate knowledge and understanding of:
1. Principles and philosophies of conservation, including its social role,
 2. How the historic environment has evolved, the financial context and the legislative and policy framework within which apply to it,
 3. Traditional construction and materials

- B Subject-specific/professional skills
 1. Develop skills in researching, recording and analysing various elements of the historic environment
 2. Formulate and propose cogent policies, strategies and course of action as responses to conservation problems at the level of an individual building or site or across a wider spatial area
 3. Develop awareness of design issues in the historic environment
- C Cognitive skills
 1. Define and analyse problems effectively and appropriately
 2. Make effective use of evidence and information
 3. Articulate reasoned arguments
 4. Develop research skills and experience in the context of the school's research interests (MA especially)
- D Key (transferable) skills
 1. Effectively and fluently communicate information, ideas, principles, arguments and proposals through written, graphic, oral and electronic means, and demonstrate effectively, written, numeracy, oral, IT and information literacy skills.
 2. Work effectively individually and in groups
 3. Develop personal self-management skills such as setting priorities and time management

Certificate in Conservation and Planning and Certificate in Conservation Principles & Techniques

These programmes draw from the aims identified above. Specifically Conservation and Planning draws principally upon A1, A2 (part), B1, B2 (part), B3, C1-3, D1-3 and Conservation Principles & Techniques A1, A3, B1, B2 (part), C1-3, D1-3.

10(b) Programme Intended Learning Outcomes:

Teaching and Learning Methods and Strategies

A Knowledge and understanding

The primary means of conveying knowledge and understanding is through lectures (A 1-3). The general use of two hour teaching blocks enables these lectures to be interactive and often in workshop mode. In addition there is a strong emphasis on presentations through seminar presentations either singly or in groups. (A1 & 2) and A2 & 3 are taught partly through project work with students working on specific conservation issues and sites. Throughout the programmes the students are expected to supplement their classroom work with independent reading. The programme is mostly supported with material on Blackboard. In attaining A1 & 2 students undertake independent research with appropriate supervision from staff.

B Subject-specific/professional skills

Subject specific skills are introduced and developed through project work where students work individually and in teams to develop skills present ideas for action (B1 & B2). Students are required to undertake field-work to develop their skills.

C Cognitive skills

Cognitive skills are developed through research projects (C1 & 4); supervisions (C1, 3 & 4); and project work (C2). MA students are expected to undertake independent research having framed their own research questions. The emphasis in cognitive skill development is to learn by doing.

D Key (transferable) skills

Transferable skills are well embedded in the programme and are taught and developed in, for example, seminars and project work, (D1, 2 & 3). In addition the ability to work effectively in groups is developed through project work and seminars. This development of transferable skills is encouraged through course work (D1, 2 & 3) and through group activities such as project work and field trips.

10(c) Programme Intended Learning Outcomes:

Assessment Strategy and Methods

A Knowledge and understanding

Knowledge and understanding of subject are tested in a variety of ways. Generally these are assessed through course work or examination (A1–3). In most cases there is one major assessment (coursework or examination) per 10 credit module. This is sometimes supported by a minor assessment (e.g. presentation). Course work tests ability to research and reflect on material often gained largely in private study while examinations test ability to bring together material from the whole module in succinct arguments.

B Subject-specific/professional skills

These skills are tested in project work presentations and coursework.

C Cognitive skills

Cognitive skills C1–4 are largely assessed through course work including essays and reports (C1 & 2), the production of a research outline and dissertation (C4) (MA students only), project work based on field work (C4); presentations (C2); seminar papers (C3). C3 is also tested by written examination.

D Key (transferable) skills

Assessed by examination, essay writing, report writing, seminar papers, dissertation. D2 is assessed through project work and group presentations.

11 Programme Curriculum, Structure, and Features:

The MA Urban Conservation is a 180 credit, 12 month programme. The Postgraduate Diploma has the same taught components but omits the dissertation. Both can be undertaken on a part-time basis over a minimum of 24 or 21 months for MA and Postgraduate Diploma respectively. The Certificates are each 30 credits and extracted from the MA programme.

The majority of the programme consists of a series of compulsory modules, to meet the professional requirements of the Institute of Historic Building Conservation. Knowledge and skills are developed through a series of lecture based courses (mostly 10 credits) which outline the principles and philosophies of conservation, nature of the conservation-planning system and its institutions, architectural history, traditional construction, urban design concepts, the workings of the land market and research skills. Project-based modules bring this knowledge together and apply it at a variety of spatial scales as well as building the full range of skills. A further key part of the programme for MA students is the 60 credit Dissertation or alternatively, with the specific permission of the Degree Programme Director, Design Thesis.

Compulsory Modules: MA/ Diploma

Code	Credits	Descriptive title	
ARC835	(20)	Architectural History	
ARC836	(20)	Conservation Principles 2: Informed Conservation	
ARC870	(10)	Conservation Principles 1: Philosophy & Politics	
ARC872	(10)	Traditional Construction	
ARC873	(10)	Conservation of the Historic Environment 2	
TCP717	(10)	Conservation of the Historic Environment 1	
TCP723	(10)	Land Economics	
TCP801	(10)	Planning Frameworks	
TCP852	(10)	Urban Design Seminars	
TCP899	(60)	Dissertation <i>or</i> ARC898 Design Thesis	(MA only)
TCP911	(10)	Evaluation, Analysis and Research	

Certificate in Conservation and Planning

ARC870	(10)	Conservation Principles 1: Philosophy & Politics
ARC873	(10)	Conservation of the Historic Environment 2
TCP717	(10)	Conservation of the Historic Environment 1

Certificate in Conservation Principles & Techniques

ARC836	(20)	Conservation Principles 2: Informed Conservation
ARC872	(10)	Traditional Construction

12 Criteria for Admission:

- a) applicants who hold an Honours degree from this or another approved University or awarding body;
- b) holders of other relevant qualifications (by agreement with the Dean of Postgraduate Studies)

For candidates in category (a) an interview is not required but applicants are encouraged to visit the School. Candidates in category (b) would be interviewed wherever possible.

13 Support for Students and their Learning:

Induction

At the start of their studies students are inducted into the University, the School, their programme and the city. This is combined with social events for students to get to know each other and staff.

Study skills support

This is not considered to be usually necessary at this level. Support is given on a case by case basis.

Academic support

Academic staff encourage all students to make appointments to discuss their work or to discuss via e mail. MA students are expected to meet with their dissertation supervisor on a fortnightly basis to discuss progress. Certain other elements of the programme e.g. projects are run with intensive contact between staff and students.

Pastoral support

The personal tutor system is carried out by the course leader who meets with all their students at least twice a year. The first meeting in semester 1 focuses on settling in and the second on talking through semester 1 results and issues arising at that stage in semester 2 and to reflect on future choices. In addition academic staff encourage students to talk through their problems whether personal or academic. Students are referred to the Student Counselling Service where appropriate.

Support for Special Needs

The University and the School is committed to developing an environment in which students with disabilities can pursue their intellectual and personal development with appropriate central and departmental support services. It is the policy of the University that all applicants for programmes of study are considered first and foremost on grounds of academic and individual merit and, in respect of applicants who are disabled, every possible effort is made to overcome any factors which might prevent them from undertaking a programme of study or research for which they have been approved under normal admissions arrangements. This policy is made clear to potential applicants in the university Prospectuses and reinforced in the documents “Newcastle and You” which are given to all students at registration.

The University has a Disability Unit that is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties such as dyslexia. The unit is headed by the Disability Officer and has a Dyslexia Adviser, a Co-ordinator for Deaf Students and a Technical Support Adviser. The unit has a technical resources room with specialist equipment for the use of students and for assessment purposes. The Disability Unit also provides advice and guidance to all university staff to promote effective disability awareness and support for students.

Learning resources

APL library materials are effectively and coherently managed by the Robinson Library.

Student computer services are provided by UCS through the campus wide provision of clusters of networked PCs or workstations.

14 Methods for evaluating and improving the quality and standards of teaching and learning:

Modules and programmes are kept under review through a series of mechanisms:

- a) Reflections of module leaders and meetings of teaching staff/ programme management team
- b) Student evaluation.
- c) Staff Student Committee
- d) Year group meetings
- e) External examiner reports. The aim, in-line with IHBC advice, is to have an IHBC practitioner examiner. This examiner works with a larger group of examiners on postgraduate programmes, including at least one academic.
- f) Faculty & University reviews
- g) Professional accreditation.

Changes are discussed and approved through Boards of Studies and where possible and appropriate through Staff Student Committee. Results of student evaluations are reported and displayed in studios.

15 Regulation of Assessment

Pass Marks

50% for all modules

Course Requirements

All modules must be passed. One resubmission per module is allowed.

Qualification award

The final degree award of MA Conservation is based on a simple percentage, weighted on credits. It may be passed with Distinction or Merit.

Mark	Degree category
70%+	Distinction
60-69%	Merit
50-59%	Pass
less than 50%	Fail

The Postgraduate Diploma in Urban Conservation and the Certificates in Conservation and Planning and Conservation Principles & Techniques are pass or fail.

Role of the External Examiner

External examiners are appointed by the Faculty Teaching and Learning Committee. The role of the examiner is to act as a moderator of standards, attend the Examination Board and to report to the University.

16 Indicators of Quality and Standards:

RAE Grade 5 (2001)
TQA 21 points (1997)
IHBC “initial recognition” in 2001

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report