



## MODULE SPECIFICATION

| Part 1: Information       |   |                    |  |
|---------------------------|---|--------------------|--|
| Module Title              | Planning for Conservation   |                    |  |
| Module Code               | UBGM7-15-M  | Level              | Level 7                                |
| For implementation from   | 2018-19   |                    |  |
| UWE Credit Rating         | 15  | ECTS Credit Rating | 7.5                                    |
| Faculty                   | Faculty of Environment & Technology   | Field              | Geography and Environmental Management |
| Department                | FET Dept of Geography & Environmental Mgmt  |                    |  |
| Contributes towards       | Social Research (Sustainable Futures) [Sep][FT][Frenchay][1yr] MRes 2018-19<br>Social Research (Sustainable Futures) [Sep][PT][Frenchay][2yrs] MRes 2018-19 |                    |  |
| Module type:              | Project   |                    |  |
| Pre-requisites            | None  |                    |  |
| Excluded Combinations     | None  |                    |  |
| Co- requisites            | None  |                    |  |
| Module Entry requirements | None  |                    |  |

| Part 2: Description   |
|---|
| <p><b>Educational Aims:</b> See Learning Outcomes.</p> <p><b>Outline Syllabus:</b> The main themes of the module will be:</p> <p>The history and philosophy of conservation.<br/>           The role of the historic environment in place making.<br/>           Legal frameworks for conservation in the UK in comparison with international practice.<br/>           The development of policy frameworks for conservation.<br/>           Design quality in historic environments.</p> |

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The theoretical and historic context:

The philosophy of conservation.

The history of the conservation movement.

The cultural, economic and social context of conservation and the idea of identity and place at local, national and international levels.

Community expectations and place.

Legal:

Understanding current legal frameworks and the role of guidance and legal interpretation.

Comparative consideration of alternative international approaches to conservation.

Understanding heritage assets:

Architectural styles, periods and vocabulary.

World Heritage sites.

Conservation areas designation, appraisal and management.

Listed Buildings; repair, alteration, extension and re-use.

Local value.

Buildings and other assets "at risk".

Understanding place:

Defining the nature of character.

Undertaking character appraisals including townscape appraisal and analysis of place.

Techniques for engaging and communicating with the public.

Working with community groups and local neighbourhoods.

Designing in context:

Design guidance methods for new development in conservation areas.

The nature of quality designs that respond appropriately to context but recognise modern needs such as energy efficiency, access for disabled people, space standards and current codes and Building Regulations.

Design in the public realm.

**Teaching and Learning Methods:** Scheduled learning includes lectures, site visits, guest speakers and workshops.

Independent learning includes essential reading, assignment preparation and completion etc, site visits to a study area and to visit examples of good practice.

This is a project module delivered through a series of studio-based lectures, discussions and workshops. Students are expected to participate actively and much of the teaching requires students to emulate the professional situation. The module links very closely to live examples and uses case studies from the public and private sectors to illustrate the points being made. There is a strong emphasis on the understanding of 'best practice' in the subject field. The module also draws upon the interdisciplinary nature of the students in integrating the architecture and planning backgrounds of those participating.

Scheduled learning:

Each contact day will be organised into a block of teaching to facilitate the scope to offer the separate days of the module as short courses for practitioners. The short course will be embedded into the module teaching, so that practitioners will be taught alongside post graduate students. Through this method, post graduate teaching periods will be quite intense in order to concentrate and make best use of contact time. However, the days will be organised to ensure full and active student engagement by including a variety of teaching methods in each session.

Teaching methods include:

Lectures to provide the foundation knowledge and understanding; Student led discussions and seminars that will draw on personal experiences, particularly of international students and practitioners; Talks by guest speakers; site visits and guided walkabouts; Workshops to assist with the development of the appropriate skills e.g. mapping and graphic skills;

Individual and group tutorials for formative assessment of emerging project work.

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| <p>Independent learning:<br/> Each contact period will be preceded by a series of designated and quite specific tasks of independent learning to ensure that students take responsibility for their own learning, but receive clear guidance about the expectations of the module. This will enable deeper learning to take place during the main contact hours. Independent learning methods will include:<br/> Essential reading;<br/> Viewing videos or other online material deemed suitable as underpinning of the module;<br/> Undertaking critiques of relevant documents (e.g. conservation area appraisals, policy documents ) prepared by others;<br/> Preparing preparatory assignments; preparation of assessed project work;<br/> Engagement with clients.</p> <p>Contact time: 36 hours<br/> Assimilation and development of knowledge: 74 hours<br/> Assessment: 40 hours</p> |
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| Part 3: Assessment  |                  |                   |  |
|---|------------------|-------------------|--|
| <p>Assessment will be based solely on project work. Formative assessment will take place at a series of landmarks during the study period to enable students to improve on their work prior to final submission.</p> <p>It will comprise a design project/report which will draw together some of the practice consideration about conservation (conservation area appraisals) with some of the academic themes (e.g. authenticity). Students will have scope to set their own specific focus in consultation with modules tutors.</p> <p>This assessment will be developed progressively through the module with dedicated sessions being arranged to help with its production. These sessions will provide guidance on the approach to assessment, the type of content to be included, and guidance on visual design and production. The assessment will use, and extend, the range of skills developed in the Masters degree and create a substantial piece of work. A limit of 3,500 words will be applied to the project; reference will be made to the university's word count policy in doing so.</p> <p>As noted in part two, the report will allow for the assessment of learning outcomes 1-5.</p> <p>Re-sit work will follow the same broad format.</p> <p>The assessment is felt to minimise the risk for plagiarism on the basis that each portfolio will focus upon a student's individual proposal, which will be developed under tutor supervision over a series of weeks.</p> <p>Students will be able to present their project for formative review in advance of the deadline. Example projects will be made available to the cohort for review, with care being taken to ensure that these relate to a different site and design brief.</p> |                  |                   |  |
| First Sit Components  | Final Assessment | Element weighting | Description  |
| Project - Component A   | ✓                | 100 %             | Design Project equivalent to 3000 words                  |
| Resit Components  | Final Assessment | Element weighting | Description  |
| Project - Component A   | ✓                | 100 %             | Resubmission of Design Project equivalent to 3,000 words |

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| <b>Part 4: Teaching and Learning Methods</b> |  |   |
|--|--|---|
| Learning Outcomes                            | On successful completion of this module students will be able to:  |   |
|  | <b>Module Learning Outcomes</b>  |   |
|  | MO1  | Demonstrate an understanding of legal and policy frameworks for conservation of historic assets in the UK and internationally                           |
|  | MO2  | Analyse and explain key themes in the conservation literature including leisure and tourism, authenticity, identity and place attachment                |
|  | MO3  | Prepare a project report of findings to professional standards of written and graphic expression that responds effectively and appropriately to a brief |
|  | MO4  | Critically evaluate policy documents, character appraisals and management plans   |
|  | MO5  | Understand the importance of design quality in historic areas and make well justified assessments of development projects in conservation areas         |
| Contact Hours                                | <b>Contact Hours</b>   |   |
|  |  |   |
|  | <b>Independent Study Hours:</b>  |   |
|  | Independent study/self-guided study  | 114   |
|  | <b>Total Independent Study Hours:</b>  | 114   |
|  | <b>Scheduled Learning and Teaching Hours:</b>  |   |
|  | Face-to-face learning  | 36  |
|  | <b>Total Scheduled Learning and Teaching Hours:</b>  | 36  |
|  | <b>Hours to be allocated</b>   | 150   |
|  | <b>Allocated Hours</b>   | 150   |
| Reading List                                 | <p>The reading list for this module can be accessed via the following link:</p> <p><a href="https://uwe.rl.talis.com/modules/ubgmy7-15-m.html">https://uwe.rl.talis.com/modules/ubgmy7-15-m.html</a></p> |   |