



## **Module Specification**

### **Inclusive Urban Conservation**

Version: 2026-27, v1.0, Approved

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## Part 1: Information

**Module title:** Inclusive Urban Conservation

**Module code:** UBLLCD-30-M

**Level:** Level 7

**For implementation from:** 2026-27

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Arts, Technology and Environment

**School:** CATE School of Architecture and Environment

**Partner institutions:** None

**Field:** Architecture and the Built Environment

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module explores the evolving practice of urban conservation through the lens of inclusion, equity, and cultural sensitivity. Students will critically examine legal, policy, and design frameworks that shape the conservation of historic urban environments in the UK and internationally, evaluating how these systems support—or constrain—socially just outcomes. Drawing on interdisciplinary perspectives, the module investigates the cultural, spatial, and social dimensions of heritage, including identity, authenticity, place attachment, and the role of leisure and tourism in shaping

urban narratives.

Through case studies, studio work, and community engagement methods, students will assess the ethical and political complexities of conservation planning, including stakeholder legitimacy, democratic participation, and the tensions between top-down and bottom-up approaches. The module culminates in the development of professional-standard conservation proposals that integrate policy analysis, inclusive design strategies, and critical appraisal—preparing students to advocate for heritage-led regeneration that reflects diverse community perspectives and promotes equitable urban futures.

**Features:** Not applicable

**Educational aims:** This module aims to equip students with the critical knowledge, analytical skills, and professional competencies required to engage with urban conservation in a socially inclusive and ethically responsible manner. Drawing on UK and international frameworks, students will explore how legal, policy, and design mechanisms shape the conservation of historic urban environments, with particular attention to equity, cultural representation, and community participation.

Through interdisciplinary inquiry and practical application, students will examine the cultural, spatial, and social dimensions of heritage, including identity, authenticity, and place attachment, and assess the political and ethical challenges of conservation planning in diverse urban contexts. The module fosters professional competence in preparing inclusive conservation strategies that integrate policy analysis, participatory methods, and visual communication—preparing students to contribute meaningfully to heritage-led regeneration and place-making.

This module supports the development of core competencies outlined by the RTPI including spatial planning, policy analysis, stakeholder engagement, and ethical practice, while also aligning with the IHBC's Areas of Competence, particularly in Professional Practice, Evaluation, and Intervention. Students will be encouraged to reflect on their role as future practitioners in shaping conservation approaches that are culturally sensitive, socially just, and environmentally sustainable.

**Outline syllabus:** An indicative syllabus is below:

Introduction to Inclusive Conservation - Key concepts: heritage, inclusion, equity, spatial justice. Overview of module aims and assessment.

Legal & Policy Frameworks - UK and international conservation legislation; UNESCO, Historic England, local planning policies. Case law and policy critique.

Design Quality in Historic Environments - Principles of urban design in conservation areas; assessing development proposals; inclusive design standards.

Cultural Narratives & Urban Heritage - Identity, authenticity, place attachment; contested heritage and memory; cultural representation in planning.

Leisure, Tourism & Heritage Economies - Impacts of tourism on conservation and inclusion; commodification vs. community benefit.

Ethics & Politics of Conservation Planning - Stakeholder legitimacy, democratic structures, planning as political practice.

Top-down vs. Bottom-up Approaches - Comparative models of governance and participation; community-led conservation.

Community Engagement Methods - Participatory tools, co-design, negotiation skills; evaluating engagement effectiveness.

Mapping Equity & Vulnerability - GIS and spatial analysis for inclusive conservation; identifying displacement risks and cultural assets.

Developing Inclusive Conservation Strategies - studio-based workshops; integrating policy, design, and community input.

Professional Communication & Appraisal - Graphic and written techniques; responding to briefs; preparing proposals for diverse audiences.

Reflective discussion on professional development and ethics.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Scheduled learning will be split between lectures and associated, hands-on workshops. Lectures will be used to provide the background theories, concepts and examples from research and practice. The workshops will encourage both group and individual reflection on the key themes being discussed.

Students will be asked to undertake some preparatory work to help support and underpin these workshop sessions, including elements of reading and personal research. Some of these references will be taken from the reading strategy but, given the dynamic nature of the subject matter and the broad nature of the students' research, additional and bespoke sources will also need to be found.

Independent learning includes hours engaged with essential reading to support the lecture sessions and the reading that will be needed to underpin the workshops.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Critically evaluate legal, policy, and design frameworks for the conservation of historic urban environments in the UK and internationally, with attention to how these frameworks support or hinder inclusive and equitable outcomes.

**MO2** Analyse the cultural, social, and spatial dimensions of urban heritage, including themes such as identity, authenticity, place attachment, and the role of leisure and tourism, in order to understand how conservation practices shape lived experience and community narratives.

**MO3** Assess the ethical and political dimensions of conservation planning, including stakeholder legitimacy, democratic decision-making, and the tensions between top-down and bottom-up approaches, to develop inclusive strategies that reflect diverse community perspectives.

**MO4** Demonstrate professional competence in preparing inclusive conservation proposals, using appropriate methods of community engagement, graphic and written communication, and critical appraisal to respond effectively to complex briefs and advocate for socially just heritage practices.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/EFB57287-2261-D08B-6F28-B92481546960.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/EFB57287-2261-D08B-6F28-B92481546960.html?lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** The summative assessment is in the form of an Inclusive Conservation Strategy for a Historic Urban Area Portfolio that consists of: (1) a contextual analysis and equity audit; (2) inclusive conservation strategy proposal.

Students will select a historic urban site and develop a comprehensive conservation strategy that balances heritage protection with inclusive urban development. The strategy should demonstrate sensitivity to cultural narratives, socio-economic diversity, and spatial justice, while integrating planning policy, design principles, and community engagement.

Part 1: Contextual Analysis and Equity Audit which includes:

Site profile: historical significance, architectural character, socio-cultural context

Equity audit: demographic analysis, accessibility, displacement risks, cultural representation

Mapping of conservation assets and vulnerable communities using GIS or similar tools

Short commentary on tensions between preservation and inclusion.

Part 2: Inclusive Conservation Strategy Proposal will include:

Vision statement and guiding principles for inclusive conservation

Proposed interventions: adaptive reuse, public realm improvements, cultural programming

Policy alignment: integration with planning frameworks and heritage legislation

Community engagement plan: participatory methods, co-design strategies, stakeholder mapping

Visual materials: annotated maps, diagrams, conceptual sketches.

**Key rationale:**

This coursework is designed to enable students to critically engage with the challenges and opportunities of inclusive urban conservation. By developing a strategy for a historic site, students will explore how heritage protection can be balanced with the needs of diverse communities, addressing issues of equity, cultural representation, and spatial justice. The two-part structure encourages both analytical depth and creative problem-solving: Part 1 builds foundational understanding through spatial and socio-cultural analysis, while Part 2 challenges students to translate this insight into a professionally grounded proposal that integrates policy, design, and participatory planning. The assignment reflects real-world planning practice and supports the development of key competencies in strategic thinking, stakeholder engagement, and ethical decision-making—preparing students to advocate for heritage-led regeneration that is inclusive, sustainable, and socially responsive.

Resit brief will be the same as the first sit.

**Assessment tasks:****Practical Skills Assessment (First Sit)**

Description: Inclusive Conservation Strategy for a Historic Urban Area Portfolio that consists of: (1) a contextual analysis and equity audit; (2) inclusive conservation strategy proposal

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Urban Planning [Frenchay] MSc 2026-27

