Module Specification

Conserving Buildings and Places

Version: 2028-29, v2.0, Approved

Contents

Part 1: Information

Module title: Conserving Buildings and Places

Module code: UBLMXB-15-3

Level: Level 6

For implementation from: 2028-29

UWE credit rating: 15

ECTS credit rating: 7.5

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: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module introduces students to the philosophy, policy, and practice of building and place conservation. It emphasises critical reflection on concepts such as cultural significance and their influence on policy, management, and technical interventions. Students learn to evaluate and apply conservation principles in real-world contexts, balancing cultural, social, economic, environmental, and technical factors.

Features: Engagement with real sites through visits and case studies.
Exposure to heritage-sector practice via guest speakers and professional reports.
Opportunities to critically debate conservation philosophy vs practice.
Application of knowledge to live or historic contexts, simulating professional outputs.

Educational aims: The aims of this module are to:

Critically examine how conservation philosophy and principles, including the idea of cultural significance, are embedded in contemporary policy and procedures.

Evaluate how conservation philosophy and principles can be effectively applied in practice to conserve buildings and places.

Outline syllabus: This module is designed to encourage holistic and critical thinking about the principles, policy, and practice associated with conserving buildings and places.

Topics are likely to include, but are not limited to:

The purpose of conservation and the influence of social, political, cultural, economic, and technical factors on the development of conservation philosophy and principles.

The role of cultural significance and its application in shaping contemporary conservation policy.

Managerial approaches and technological interventions, including:
Maintenance and repair strategies
Conservation of specific materials and elements
Energy and carbon management in heritage contexts
Adaptation, change of use, and new design in historic settings

The statutory planning framework for the conservation of buildings and places.

Listed Buildings: implications and practice-based issues.

Conservation Areas: implications and practice-based issues.

The role, purpose, and application of Conservation Management Plans.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled Learning

The module will be delivered through a variety of scheduled learning contact sessions. These will involve:

Introductory lectures: These will include a combination of:
traditional lecture material;
more interactive breakout sessions.

Structured seminars : These will:
Be group-based
Be student-led and based on specific tasks provided by teaching staff;
Include activities which enable student to research, explore and apply their developing knowledge to specific issues.

Visits and external speakers: This module will also benefit through the inclusion of site visits and / or visiting speakers.

Independent Learning

In addition to the scheduled learning contact time, students will be required to undertake a minimum of 9-10 additional hours weekly of independent learning. This will include directed reading and research, self-directed reading and research, formative exam preparation and summative coursework completion.

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

MO1 Evaluate the influences on the development of conservation philosophy and principles, identifying the nature of the problems which arise when applying conservation principles to policy and to practice

MO2 Evaluate the idea of cultural significance and explain how this can be effectively used to manage the practice of conservation of buildings and places

MO3 Explain and assess the effectiveness of the current policy framework for building conservation

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/ublmxb-15-3.html

Part 4: Assessment

Assessment strategy: Assessment is designed to reflect the applied, interdisciplinary nature of conservation practice and to develop both subject knowledge and transferable skills. Each student will undertake a case study that will consist of a balanced mix of group and individual tasks enabling students to demonstrate critical understanding, professional communication, and independent enquiry.

Case Study of a chosen site (2500 words):
Group element – Students work collaboratively to analyse a conservation scenario and present findings to a professional-style audience.
Individual Element – Each student produces a professional-style conservation report (for example, a cultural significance assessment, conservation plan, or historic building record) based on a chosen site or case study. This tests independent

research, critical evaluation, and application of conservation principles to real-world contexts.

Formative feedback is embedded through seminars, interim reviews, and guided discussions, supporting students to refine their work ahead of submission.

Resit Case Study: as above but undertaken individually, with revised or alternative site/case study focus.

Assessment tasks:

Case Study (First Sit)
Description: Conservation Case Study (2500 words – equivalent)
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3

Case Study (Resit)
Description: Conservation Case Study (2500 words – equivalent)
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Interior Architecture {Foundation} [Frenchay] - WITHDRAWN BA (Hons) 2024-25

Building Surveying {Foundation} [Frenchay] BSc (Hons) 2024-25

Interior Architecture [Frenchay] - WITHDRAWN BA (Hons) 2025-26

Architectural Technology and Design {Foundation} [GCET] BSc (Hons) 2025-26

Building Surveying {Foundation} [Frenchay] - WITHDRAWN BSc (Hons) 2025-26

Building Surveying [Frenchay] BSc (Hons) 2025-26

Building Surveying [Frenchay] BSc (Hons) 2025-26

Architectural Technology and Design [Frenchay] BSc (Hons) 2025-26

Architectural Technology and Design [Frenchay] BSc (Hons) 2025-26

Building Surveying [Frenchay] BSc (Hons) 2026-27

Building Surveying [Frenchay] BSc (Hons) 2026-27

Architectural Technology and Design {Foundation} [Frenchay] BSc (Hons) 2024-25

Architectural Technology and Design {Foundation} [GCET] BSc (Hons) 2024-25

Architectural Technology and Design {Foundation} [Frenchay] BSc (Hons) 2025-26

Architectural Technology and Design [Frenchay] BSc (Hons) 2025-26

Architectural Technology and Design [Frenchay] BSc (Hons) 2025-26

Architectural Technology and Design {Foundation} [Frenchay] BSc (Hons) 2024-25

Architectural Technology and Design [Frenchay] BSc (Hons) 2026-27

Architectural Technology and Design [Frenchay] BSc (Hons) 2026-27

Architectural Technology and Design {Foundation} [Frenchay] BSc (Hons) 2025-26

Architectural Technology and Design [Frenchay] BSc (Hons) 2026-27

Urban Planning [Frenchay] BSc (Hons) 2026-27

Architectural Technology and Design {Foundation} [Frenchay] BSc (Hons) 2025-26