



MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|---|--------------------|--|
| Module Title | Conserving Buildings and Places | | |
| Module Code | UBLMXB-15-3 | Level | Level 6 |
| For implementation from | 2018-19 | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 |
| Faculty | Faculty of Environment & Technology | Field | Architecture and the Built Environment |
| Department | FET Dept of Architecture & Built Environ | | |
| Contributes towards | Architectural Technology and Design {Top-Up} [Aug][FT][SHAPE][1yr] BSc (Hons) 2018-19 Building Surveying [Sep][FT][Frenchay][1yr] MSc 2018-19 Building Surveying [Sep][FT][Frenchay][2yrs] GradDip 2018-19 Building Surveying [Sep][PT][Frenchay][2yrs] MSc 2018-19 Building Surveying {With Preparatory Studies} [Sep][FT][Frenchay][2yrs] MSc 2018-19 | | |
| Module type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

Part 2: Description

Educational Aims: The aims of this module are to:

Critically examine how conservation philosophy and principles, including the idea of cultural significance, are integrated into current conservation policy & procedures; and

Evaluate how conservation philosophy and principles can be used effectively in practice for the conservation of buildings and places.

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

The primary theme of the module is a consideration of the extent to which cultural significance, said to be embodied-in and represented-by the built cultural heritage, can effectively inform and manage policies, procedures and technical intervention for the conservation of buildings and places.

This interaction will be investigated by considering:

The purpose of conservation and the social, political, economic, cultural, and technical influences on the creation and development of contemporary conservation philosophy and principles;

How conservation philosophy & principles, including the role of cultural significance, are translated into practice for developing managerial approaches and technological intervention for the care and enhancement of buildings and places (e.g. Maintenance and repair strategies, conservation of specific materials/elements, energy & carbon management, new design, change of use etc.);

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

The implications and practice-based issues for conserving Listed Buildings;

The implications and practice-based issues for interventions on buildings and places within Conservation Areas;

The role of Conservation Management Plans.

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.

Contact Hours:

Activity:

Contact time: 36 hours

Assimilation and development of knowledge: 74 hours

Presentation Preparation: 20 hours

Coursework Preparation: 20 hours

Total Study Time: 150 hours

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Part 3: Assessment

The assessment strategy for the module is made up of two components:

Component A

A group presentation is a suitable, rigorous and effective mechanism under controlled conditions for measuring the learning outcomes. The presentation will test their level of knowledge, their ability to manipulate that knowledge through responding to specific scenarios and requirements.

The presentation will last for approximately 20 minutes.

At resit, the presentation will be done individually.

Component B

The coursework will be an individual summary report based on work undertaken during the module. The report might be related to a particular heritage site similar in content to a report type required in the heritage sector of the construction industry, e.g. an historic building record, a HER revision, a conservation plan, an assessment of cultural significance etc. The student will be expected to undertake research into the particular site and apply their findings using the skills and knowledge acquired from the contact sessions.

| First Sit Components | Final Assessment | Element weighting | Description |
|----------------------------|------------------|-------------------|---|
| Report - Component B | ✓ | 75 % | Conservation Report (1500 words – equivalent) |
| Presentation - Component A | | 25 % | Group Presentation (20 min) |
| Resit Components | Final Assessment | Element weighting | Description |
| Report - Component B | ✓ | 75 % | Conservation Report (1500 words – equivalent) |
| Presentation - Component A | | 25 % | Individual presentation (10 min) |

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| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | | | | | |
|---|---|---------------------------------|--|---------------------------------|--|-------------------------------------|--|---------------------------------------|--|---|--|-----------------------|----|---|----|------------------------------|-----|------------------------|-----|
| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2" style="text-align: center;">Module Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td style="width: 20%;">MO1</td> <td>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</td> </tr> <tr> <td>MO2</td> <td>Evaluate the idea of cultural significance and explain how this can be effectively used to manage the practice of conservation of buildings and places</td> </tr> <tr> <td>MO3</td> <td>Explain and assess the effectiveness of the current policy framework for building conservation</td> </tr> </tbody> </table> | Module 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 | | | | | | | | | | |
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| Contact Hours | <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2" style="text-align: center;">Contact Hours</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">Independent Study Hours:</td> </tr> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">114</td> </tr> <tr> <td style="text-align: center;">Total Independent Study Hours:</td> <td style="text-align: center;">114</td> </tr> <tr> <td colspan="2" style="text-align: center;">Scheduled Learning and Teaching Hours:</td> </tr> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">36</td> </tr> <tr> <td style="text-align: center;">Total Scheduled Learning and Teaching Hours:</td> <td style="text-align: center;">36</td> </tr> <tr> <td style="text-align: center;">Hours to be allocated</td> <td style="text-align: center;">150</td> </tr> <tr> <td style="text-align: center;">Allocated Hours</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> | Contact Hours | | Independent Study Hours: | | Independent study/self-guided study | 114 | Total Independent Study Hours: | 114 | Scheduled Learning and Teaching Hours: | | Face-to-face learning | 36 | Total Scheduled Learning and Teaching Hours: | 36 | Hours to be allocated | 150 | Allocated Hours | 150 |
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| Independent Study Hours: | | | | | | | | | | | | | | | | | | | |
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| Face-to-face learning | 36 | | | | | | | | | | | | | | | | | | |
| Total Scheduled Learning and Teaching Hours: | 36 | | | | | | | | | | | | | | | | | | |
| Hours to be allocated | 150 | | | | | | | | | | | | | | | | | | |
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| Reading List | <p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/ublmxb-15-3.html</p> | | | | | | | | | | | | | | | | | | |