1. **KentVision code and title of the module**

ARCH8420 Conservation in Action: The Ethical, Legislative and Administrative Framework

1. **Division and School/Department or partner institution which will be responsible for management of the module**

Arts and Humanities, Kent School of Architecture and Planning

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Compulsory to the following courses: MSc Architectural Conservation

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to demonstrate:**
   1. A systematic understanding of historical approaches in Europe, and especially Britain, to the significance of the conservation of buildings.
   2. An understanding of the national and international statutory frameworks for enacting, funding and maintaining building conservation.
   3. An understanding of the concept of historic environments.
   4. Practical experience in the reading and writing of Heritage Statements.
   5. An understanding of the administration and procurement strategies for conservation projects.
   6. An understanding of current funding mechanisms and the generation of investment in the historic environment through private sponsorship and grant scheme administration.
   7. An understanding of the socio-economic impact of historic site regeneration.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to demonstrate:**
   1. An ability to critically apply theories, research and analysis to the ideas, development and quality of projects.
   2. An ability to communicate effectively, using a range of communication skills.
   3. An ability to comprehensively understand the nature of differing types of documentation used in planning and analysis.
3. **A synopsis of the curriculum**

This module explores the policies and legislation that guide the preservation of historic sites, and the modern administrative framework of conservation. Focusing on the UK heritage protection and planning systems, the module’s lectures and seminars will examine various kinds of statutory designation. The aim is to provide a thorough examination of the notions of the listed building, the scheduled archaeological site, the conservation area and the registered landscape. Particular emphasis will be put on the role of conservation in the National Planning Policy Framework and on the mechanisms through which the development of historic sites is authorised. This will involve an investigation of the challenges associated with planning permissions, and listed building consent. The module will offer the opportunity to explore the systems through which conservation is financed and managed. Guest speakers will introduce the students to the available grants that assist building conservation and area regeneration. The module will also familiarise the students with procurement strategies, as well as with conservation contracts, methods of valuation, and cost planning.

1. **Reading list**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

1. **Contact hours**

Total contact hours: 30 hours

Private study hours: 270 hours

Total study hours: 300 hours

1. **Assessment methods**
   1. Main assessment methods

Heritage Statement 5,000 words (100%)

13.2 Reassessment methods

Like for like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Lectures | **X** | **X** | **X** |  |  |  |  |  |  |  |
| Seminar presentation / discussion | **X** | **X** | **X** |  |  |  |  | **X** | **X** | **X** |
| Statement seminar presentations |  |  |  | **X** |  |  |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Heritage Statement | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Lectures, seminar teaching and tutorials will continue to draw on international source materials for historical and contemporary examples and theories of architectural conservation.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 06/01/2022 | Minor | 2022/23 | 1,13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018