1. **Title of the module**

ARCH8430 (AR843) – Intervention at Historic Buildings

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

Kent School of Architecture

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)**

Spring

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

None

1. **The programmes of study to which the module contributes**

MSc Architectural Conservation

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to demonstrate:**
	1. Expertise in the design of conservation-oriented interventions to historic buildings.
	2. An ability to use conservation statements and plans as a basis for conservation strategies.
	3. Familiarity with the methods employed in the survey of historic buildings and sites.
	4. An ability to manage a design proposal and to formulate design briefs.
	5. An ability to work in many different scales and conditions, ranging from building interiors to building complexes and from urban areas to landscapes and gardens.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to demonstrate:**
	1. An ability to guide and manage change to historic buildings.
	2. An understanding of the entire process of conservation projects, including survey, conservation statement, establishment of conservation strategy, formulation of briefs, design development, procurement and implementation.
	3. An awareness of the impact of conservation principles on the way in which historic buildings are preserved, reconstructed, or adapted to new uses.
	4. An inclusive, broad view of the urban environment and an understanding of historic buildings as integral parts of an urban setting.
	5. An ability to integrate conservation attitudes with contemporary economic and social goals.
3. **A synopsis of the curriculum**

This module explores the various methods of promoting beneficial change to historic buildings. A conservation project that will be supervised on a weekly basis offers the opportunity to design an intervention to a historic site. The project will not only focus on one historic building but it will offer the opportunity to investigate the role of conservation in the broader urban environment. In parallel to this project, a series of lectures will investigate various stages in the delivery of conservation projects, examining the methods of survey, appraisal, repair, strengthening, adaption, extension, and monitoring of historic buildings and surrounding urban spaces. One of these lectures will be delivered at Canterbury Cathedral, and will give students the opportunity to observe the ongoing conservation of the monument guided by one of its chief conservators. During the course, special emphasis will be put on issues related with the preservation and management of historic cities. Encouraging the students to experiment with all the phases of a conservation project, this module provides a synthesis of theory and practice, and promotes the development of a holistic approach to architectural conservation.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Cantacuzino, S. (1975). *New Uses for Old Buildings*. London
Charles, F.W.B. (1995). *Conservation of Timber Buildings*. Shaftesbury: Donhead
Croci, G. (1998). *The Conservation and Structural Restoration of Architectural Heritage*, Southampton: Computational Mechanics Publications.
Feilden, B.M. (2003). *Conservation of Historic Buildings*. Butterworth
ICOMOS. (1990). *Guide to Recording Historic Buildings.* Butterworth.
Krier, L. (1998). *Architecture, Choice or Fate*. London: Papadakis Publisher.
Larkham, P.J. (1996) *Conservation and the City*. London: Routledge.
Roberts, P. & Sykes, H. (1999). *Urban Regeneration*. Sage Publications.
Watt, D. & Swallow, P. (1996). *Surveying Historic Buildings*. Shaftesbury: Donhead.

1. **Learning and teaching methods**

Total contact hours: 30 hours

Private study hours: 270 hours

Total study hours: 300 hours

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

Conservation Plan (25%)
Conservation Project (75%)

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures |  | **X** | **X** |  |  |  | **X** |  |  | **X** |
| Tutorials / presentations | **X** |  |  | **X** | **X** | **X** |  | **X** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Conservation Plan | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Conservation Project | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School 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.

**FACULTIES SUPPORT OFFICE 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) |
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Revised FSO Jan 2018