****

**Programme Specification**

**Title of Course: BSc (Hons) Historic Building Conservation**

**Date Specification Produced: November 2012**

**Date Specification Last Revised: June 2020**

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | **BSc (Hons) Historic Building Conservation** |
| **Awarding Institution:** | **Kingston University** |
| **Teaching Institution:** | **Kingston University** |
| **Location:** | **Department of Architecture & Landscape,**  **School of Art & Architecture,**  **Kingston School of Art, Knights Park** |
| **Programme Accredited by:** | **Royal Institution of Chartered Surveyors (RICS)** |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

Historic Building Conservation is of ever greater relevance as increasing realisation takes place of the important contribution our built heritage makes to society. Within Kingston University this is widely recognised and this one-year ‘top-up’ award forms part of our suite of programmes which allows students to study the subject at the Foundation degree, Bachelor degree and Masters level, something which is probably a unique offer in UK higher Education. The final level of the programme (Level 6) is designed specifically for those who have successfully completed either the Kingston University foundation degree in Historic Building Conservation, run at the Building Crafts College (BCC), or who hold an equivalent award and preferably have some practical experience. Graduates from the BSc Historic Building Conservation top-up are deemed to have completed an Institute of Historic Building Conservation (IHBC) fully recognised course if they have previously completed the FdSc HBC at the BCC.

This programme, which is accredited by the Royal Institution of Chartered Surveyors (RICS), is offered on a full-time and part-time basis and provides a short but challenging and intensive period of study in which students deepen their subject knowledge and expertise and also have the opportunity to devise and execute a self-initiated research project in a specific aspect of historic building conservation. A special feature of this is that it may be either a written dissertation or can take the form of an experimental or practice project.

Many students undertaking this top-up award are already in relevant employment; others upon graduation will normally seek employment within the private, public or charitable sectors working alongside other curators, conservators and surveyors. Others seek to progress straight to the Masters level, either full-time or alongside their practice.

In common with all our courses offered across the School we aim that our students will develop a strong sense of the importance of balancing social, economic and environmental concerns such that they can contribute positively towards the creation of a more sustainable society.

1. **Aims of the Programme**

The overarching aim of the programme is to foster:

***The development of students' professional and technical knowledge and skills within their file of study; their intellectual and imaginative powers; their understanding and judgement; their problem solving skills; their ability to communicate and work with others constructively; their ability to see relationships within what they have learned and to perceive their field of study in a broader perspective and the context of a society focused on moving towards greater sustainability, economically, environmentally and socially. The course aims to stimulate an enquiring, analytical and creative approach, encouraging independent judgement and critical self-awareness such that upon graduation they have the graduate skills required to be pro-active citizens.***

The particular aims of the programme are that graduates should have:

* developed their skill, knowledge and understanding of historic building conservation beyond the level of Foundation Degree;
* the ability to innovate, to respond to new and unfamiliar situations with an imaginative use of knowledge and skills to solve problems related to historic building conservation and who are able to take advantage of new opportunities;
* the potential to become, after appropriate further practical experience, highly competent practitioners in their chosen field of historic building conservation;
* in their possession a substantial core of theoretical and technical knowledge about their specialism and in particular who can place historic building conservation issues within their wider social context.
* an advanced understanding of historic building materials and to be able to apply this situation to the analysis of buildings
* developed skills within the field of building design and appreciation
* a developed ability to demonstrate through their research project achievement of the aims of the course in relation to one topic area of the student's own choosing;
* a critical appreciation of the role of practice research relating to their subject discipline; and
* the knowledge and skills to use the above to develop a career within the field of historic building conservation or to continue their studies at a more advanced level.

1. **Intended Learning Outcomes**

The programme outcomes are referenced to the UK Quality Code for Higher Education, including the QAA subject benchmark statement for Land, Construction, Real Estate and Surveying (2019) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2019), and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course, students will be able to:** |  | **Intellectual skills**  **On completion of the course, students will be able to:** |  | **Subject Practical skills**  **On completion of the course, students will be able to:** |
| A1 | Demonstrate a working and applied knowledge of historic building construction, architectural design and building services and their influences on the British built environment, | B1 | Critically analyse the information and knowledge base within which they are working and be able to challenge ideas rationally and constructively | C1 | Devise design schemes competently and produce manual or computer aided designs |
| A2 | Demonstrate a full and critical knowledge of the law and regulations , including health and safety and EU regulations governing building design, defects, alteration and use of buildings applied within the historic context | B2 | Identify practice related problems and prepare logically sound plans for their solutions | C2 | Use EXCEL and standard industry software packages for drawing and measurement of buildings and for information retrieval and management |
| A3 | Deep knowledge of techniques and materials used in the construction of buildings through the ages and the development of architectural styles in British architecture | B3 | Think creatively and with imagination and bring these capacities to solve problems related to their studies | C3 | Use testing equipment competently to diagnose, investigate and analyse building conditions |
| A4 | Demonstrate critical knowledge of the acquisition, procurement and development /adaptation processes of buildings including project management techniques such that they can be applied to designed and costed feasibilities studies all as applied to historic buildings | B4 | Exercise sound judgement based on appropriate evidence in relation to professional practice problems and research questions | C4 | Undertake building inspections, schedules of conditions and dilapidations, planned maintenance, defects analysis, party wall surveys, insurance valuations, property and project management; |
| A5 | Advise critically in relation to design proposals for alterations to historic buildings with consideration for spatial relationships, building performance, materials choice and elemental detailing | B5 | Recognise the implications of ethics and economic, social and environmental sustainability and apply these principles to all their studies in preparation for their future professional lives | C5 | Prepare professional reports applying technical competencies to meet Client’s strategic objections |
| A6 | Relate all their studies to a well-attuned knowledge and holistic understanding of sustainability |  |  | C6 | Take a client brief and prepare documentation for contract administration, feasibility studies and other purposes |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

Successful completion of the FdSc Historic Building Conservation or equivalent.

A minimum IELTS score of 6.0 with at least 5.5 in each component or TOEFL 80 or equivalent is required for those for whom English is not their first language.

In view of the nature of this programme which is to Level 6 only, all applicants, other than those holding the Kingston University FdSc Historic Building Conservation will be subject to interview to test for appropriateness of their prior educational and experiential learning.

1. **Programme Structure**

This programme is offered as a full field in full-time and part-time modes, and leads to the award of BSc (Hons) Historic Building Conservation. Entry is exclusively to Level 6 (See section C). Intake is annually in September.

* + 1. **Professional and Statutory Regulatory Bodies**

Royal Institution of Chartered Surveyors (RICS).

Graduates from this course are deemed to have completed an Institute Historic Building Conservation (IHBC) fully recognised course if they have previously completed the FdSc HBC at the BCC.

* + 1. **Work-based learning**

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

* + 1. **Outline Programme Structure**

The programme is made up of four Level 6 modules each worth 30 credit points. Typically a student upon entry must have completed 120 credits at each of Levels 4 and 5 on an appropriate programme. All students will be provided with the University Undergraduate Regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

**FULL-TIME**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 6** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| The Existing Built Environment | AR6201 | 30 | 6 | 1 & 2 |
| Advanced Skills for the Building Conservation Surveyor | AR6202 | 30 | 6 | 1 & 2 |
| Adaptive Design and Application | AR6203 | 30 | 6 | 1 & 2 |
| Research Project | AR6204 | 30 | 6 | 1 & 2 |

**PART-TIME**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 6** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| **YEAR 1** | | | | |
| The Existing Built Environment | AR6201 | 30 | 6 | 1 & 2 |
| Advanced Skills for the Building Conservation Surveyor | AR6202 | 30 | 6 | 1 & 2 |
| **YEAR 2** | | | | |
| Adaptive Design and Application | AR6203 | 30 | 6 | 1 & 2 |
| Research Project | AR6204 | 30 | 6 | 1 & 2 |

Level 6 requires the completion of the compulsory modules.

1. **Principles of Teaching Learning and Assessment**

*Overarching Principles*

All students on the programme are working towards a professional career in which they must be able to exercise judgement, communicate with clients and the public and throughout take an ethical approach to all that they do; we also encourage them through the design and execution of the curriculum to be both knowledgeable in terms of how sustainability principles apply to their own field but also develop a responsible attitude towards the role that built environment professionals can play in helping to manage resources in ways which promote environmental sustainability, good governance, respect for people, well-being and the pursuit of economic goals. Sustainability may not be mentioned specifically in the titles of modules, or even in the learning outcomes but it underpins all that we teach and the way we encourage students to approach their own learning in a reflective way seeking to find themselves as individuals. To the School, sustainability is as much about *how* people learn as it is about *what* they learn.

In relation to this programme, all students will be entering from programmes based outside the University campus, so an induction is conducted to ensure that the students are aware of and support our philosophy of learning and understand Kingston University’s Corporate Plan*.* The School has a deep belief that the role of teaching and assessment is to underpin student learning and throughout the programme the strategy is to engage students with a wide range of activities that enable them to develop the knowledge and skills that they will need as practitioners alongside their knowledge base. The student should, as far as practicable, be empowered to take control of their learning but be supported strongly through the process. In delivering on this principle, much of the teaching related to knowledge and understanding will be focused on simulated real life study and projects in which students will be led through the materials and required to develop their skills through the tasks set. Although the students are only part of the programme for 4 modules (120 credits) care will be taken to ensure that they benefit from a short field trip and site visits which the School regards as key components of the strategy and support sessions aimed at skills development. The field trip and site visits are an important part of the delivery strategy.

*Teaching & Learning: Developing Knowledge and Skills through a Range of Means including the Capstone Projects*

A solid and comprehensive technical and professional knowledge base which builds on students’ prior achievements in their prior Historic Building Conservation studies is delivered through lectures, seminars and tutorials; deep knowledge acquisition lies at the heart of our programmes.

Lectures are used to impart key information and will normally be limited to one hour in duration, followed up by seminars. Extensive use is made by teaching staff of e-learning via the VLE (Canvas). Not only are teaching materials loaded up in advance of lectures, but other materials and web links are loaded, some lectures are recorded and podcasts are downloaded. Teaching may be augmented by on-line discussion groups to aid understanding. We recognise that an ability to be comfortable with a range of digital media is important to employability skills and effective learning. Students also need to be computer literate and able to operate industry standard computer packages.

Developing skills is also critical to successful vocational education. These skills are practical – such as the ability to design and draw building details and layouts both free hand and with the use of IT programmes such as CAD and students on this top-up year will further develop their skills acquired in their foundation degree studies. Students will also have skills in Excel and will have the opportunity to further develop their skills in project management software programmes; they will also learn to access research databases efficiently. They will further develop their professional skills and some assessments will be focused on presenting strategic client advice. Intellectual skills, such as resolving problems in relation to building analysis and adaptation will help them prepare for their subsequent professional lives. The learning and assessment philosophy also places emphasis on personal skills development, through extensive use of Personal Development Plans andthrough group-based activities which develop team working skills and respect for colleagues which are critical dimensions of professional practice.

All these skills are developed systematically building on the level already attained in their previous award studies. Skills development takes place in all modules but it is specifically addressed through project based work which takes place extensively and is a critically important learning methodology. It is most strongly emphasised in module AR6202 (Advanced Skills for the Building Conservation Surveyor) which includes short field trips in which all students participate, unless for some reason they cannot travel in which casea simulated alternative exercise is provided, thus better ensuring full accessibility. This module also contains a project which synthesis*es* their learning on other modules and their prior learning to act as a ‘capstone’ project, which is a hallmark of all Kingston awards and enables students to integrate and reflect upon their learning.

The individual research project (AR6204) is also a capstone project as it enables them to use their creative and imaginative powers to design projects which have real applicability in the industry and which enable them to draw down on all their skills as well as knowledge base. For example, for students on this programme, a standard dissertation may be their choice, but others may seek to undertake a project in which either practical work is involved or design work. In all cases they are mentored in their choice and strongly encouraged to integrate empirical investigations, thus demonstrating research and inter-personal and analytical skills.

*Assessment*

Assessment is both formative (i.e. the work is marked and feedback given but the mark does not count towards the module achievement mark) and summative (the assessed mark counts towards the module grade awarded). Formative assessment is important as it encourages students and supports their overall learning. Examples of formative work which may be included are:

* Self-administered tests run through the VLE (our online learning environment);
* Draft submissions for comment;
* On-line discussion groups monitored by staff;
* In-class quizzes to test recently covered lecture material;
* Formal ‘client meetings’ in which notes are made and feedback given; and
* The preparation of portfolios based on weekly seminar work, where only the final portfolio is assessed summatively.

Summative feedback takes a wide range of forms, some of which have been outlined under the teaching and learning section above and all of which are detailed in the Module Descriptors.

Therefore a policy has been adopted to ensure that, as far as possible, emphasis is placed on developing simulated and real world experiences. Students undertake traditional academic tasks such as essays but skills are also tested in other ways, as set out in the module descriptors, such as the preparation of portfolios including both freehand and computer generated drawings. As the programme is focused on developing employability skills, the ability to present orally, to produce well-presented and appropriately structured professional reports are also assessed. Professionals working in historic building conservation also need to communicate effectively with people from a wide range of backgrounds, all the time demonstrating an ability to sustain an argument, whilst having due consideration for those with whom they are dealing. Therefore oral negotiation and presentation are key parts of our assessment strategy.

Each module is designed to test up to six learning outcomes; therefore in each module a range of assessment is undertaken with up to three formal summative points, spread throughout the year better to ensure an even workload for the student. Normally the last assessment task will be synoptic in nature in that it will test all or most learning outcomes, thereby assuring the Assessment Board that each student has fulfilled the learning objectives before progressing to the next stage of study. At level 6 each module will have the equivalent of no more than 12,000 words.

Feedback to students on summative assessment is vitally important. This is delivered through a number of means such as formal written individual feedback which contains pointers for future improvement; class collective feedback; issuing of model answers, and the School are experimenting with the use of video software for individual feedback on work submitted on-line. The method used will vary depending on the task that was undertaken but staff realise the need for it to be timely and supportive.

**LinkedIn Learning** – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

1. **Support for Students and their Learning**

Students are supported by a variety of means at University, Faculty and School level and by the Union of Kingston Students and by an academic Team who seek to maintain as far as practicable and open door policy in the spirit of supporting students. In particular the School ensures:

A School organisation that provides support at the point of need:

* + A Module Leader for each module gives ‘front line’ support on technical matters relating to the subject material through the tutorial week sessions;
  + A Course Leader who can give support to help students understand the context of their discipline and the programme structure;
  + A dedicated Undergraduate Course Administrator who provides students with a quick and ‘local’ answer to any administrative queries they may have and who can ‘signpost’ them to the comprehensive University central services relating to advice on finance, regulations, legal matters, accommodation, international student support, disability and equality support;
  + Staff Student Consultative Committees and regular open meetings at School and Faculty levels to promote good communication and to ensure that staff are aware of any collective concerns that students may have; and
  + Designated Course Handbook

A School Tutorial and Academic Support system that is comprehensive and tailored to student needs:

* + Each student is provided with a named member of academic staff who will remain their personal tutor throughout their studies.
  + An induction programme and study skills sessions at the start of the academic year to ensure that students are aware of the expectations we have of them and that they may have of us;

A Range of Support for Careers and Employability:

* + Close contact with the University Careers and Employability Service
  + Close contact with local employers and professional bodies and encouragement to students to enter professional competitions in which the School has an enviable record;
  + Support to students to gain placements and internships; and
  + Throughout delivery of a curriculum geared to the professional development of students by e.g. professional development planners integrated into assessment work.
  + VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
  + LinkedIn Learning – an online platform offering self-paced software tutorials

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs (Module Evaluation Questionnaires), Level Surveys and the NSS (National Student Survey)
* Moderation policies
* Feedback from employers

The Department of Architecture & Landscape interfaces with several professional bodies (RICS, IHBC, RIBA, ARB and LI) and for these annual monitoring and periodic reviews provide other opportunities for reflection and external contribution to course design and quality assurance and enhancement.

Additionally the School promotes reflection on its own practice through the pedagogical and professional educational research of its staff members and through a series of informal Staff Meetings in which feedback from all sources is considered and innovation encouraged.

1. **Employability Statement**

The School takes the employability of its graduates very seriously and the skills and knowledge base required by future employers are guiding principles in developing not just what we teach but how we assess students. For example, employers seek people with good team working skills and who can present effectively and confidently. Accordingly, the course has been designed to meet the core curriculum needs of those wishing to pursue careers within historic building conservationand careful consideration has been given to the study materials, mode of delivery and skills development which will best enable students to graduate with the knowledge, skills, ethical approach and confidence to enter practice in graduates positions within property consultancies, property companies, public authorities and social housing providers. The Academic Team maintains close links to practice and the professional accrediting bodies in order to ensure that those responsible for keeping the curriculum up to date are well informed. Some staff also sit on professional body groups and committees or/and act as professional body assessors which further ensures both currency of the programme and that contacts between the School/Department and practice are supportive and informed. Alumni and other practitioners also play a role in delivering the programme thus giving students insights into practice; they also often offer internships and approach us directly when they have graduate positions that they require to fill.

Students are prepared for practice by an informed curriculum, by undertaking the field trip and site visits, undertaking simulated practice projects and by a series of support activities such as employability evenings, CV writing sessions etc. Students are also encouraged to enter professional body competitions and pursue internships and vacation work within a professional setting. However, we recognise that employers also value a range of other skills and experiences and students are encouraged to take part in the wider life of the University through sporting, musical or other activities or through community volunteering.

The University and the School are particularly committed to the sustainability agenda and students are encouraged to work with the Sustainability Team in a range of environmental activities aimed at helping the university pursue its own drive towards greater sustainability.

Graduates from the programme have taken up posts in a variety of employment settings including positions with specialist contracting organisations, local authorities and charitable organisations whilst others have gone on to Master’s study.

1. **Approved Variants from the Undergraduate Regulations**

None

1. **Other sources of information that you may wish to consult**

**QAA Subject benchmark**

Land, Construction, Real Estate and Surveying

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-land-construction-real-estate-and-surveying-16.pdf?sfvrsn=4998f781_10>

**Professional Body:**

<https://www.rics.org/uk/>

[www.ihbc.org.uk](http://www.ihbc.org.uk/)

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are summatively assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | **Level 6** | | | |
|  | **Module Code** | | **AR6201** | **AR6202** | **AR6203** | **AR6204** |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | **A1** | S |  | S |  |
| **A2** | S | S | S | S |
| **A3** | S |  | S |  |
| **A4** | S | S | S |  |
| **A5** | S | S | S |  |
| **A6** | S | S | S | S |
| **Intellectual Skills** | **B1** | S | S | S | S |
| **B2** | S | S | S | S |
| **B3** | S | S | S | S |
| **B4** | S | S | S | S |
| **B5** | S | S | S | S |
| **Practical Skills** | **C1** | S |  | S |  |
| **C2** |  |  | S |  |
| **C3** | S | S | S | S |
| **C4** | S |  | S |  |
| **C5** | S |  | S |  |
| **C6** |  | S | S |  |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**BSc (Hons) top up Historic Building Conservation – course diagram**

**FULL-TIME**

**Level 6**

**TB1 TB2**

AR6201 The Existing Built Environment

30 credits

AR6202

Advanced Skills for the Building Conservation Surveyor

30 credits

AR6203

Adaptive Building Design and Application

30 credits

30 credits

AR6204 Research Project

30 credits

**PART-TIME**

**Level 6**

**YEAR 1 YEAR 2**

**TB1 TB2 TB1 TB2**

AR6201

The Existing Built Environment

30 credits

AR6203

Adaptive Building Design and Application

30 credits

AR6202

Advanced Skills for the Building Conservation Surveyor

30 credits

AR6204

Research Project

30 credits

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | BSc (Hons) Historic Building Conservation |
| **Intermediate Award(s):** | None |
| **Minimum period of registration:** | FT = 1 year PT = 2 years |
| **Maximum period of registration:** | FT = 2 years PT = 4 years |
| **FHEQ Level for the Final Award:** | Level 6 |
| **QAA Subject Benchmark:** | Construction, Property and Surveying |
| **Modes of Delivery:** | Full- time, Part-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Art and Architecture |
| **Department:** | Architecture & Landscape |
| **UCAS Code:** | KF50 |
| **Course/Route Code:** | UFHBG1HBG01 (Full-time)  UPHBG1HBG01 (Part-time) |
|  |  |