****

**Programme Specification**

**Title of Course: FdSc Historic Building Conservation**

**Date Specification Produced: November 2012**

**Date Specification Last Revised: August 2019**

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:** | FdSc Historic Building Conservation |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | The Building Crafts College |
| **Location:** | Stratford, London E15 1AH |
| **Programme Accredited by:** | IHBC when completed in conjunction with the top-up to BSc(Hons) Historic Building Conservation |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

This Foundation Degree is delivered primarily through the Building Crafts College (BCC), situated in East London. The partnership between the University and the College is based on mutual but complementary strengths and provides the foundation upon which a portfolio of awards from FdSc to BSc (Hons) to MSc in Historic Building Conservation is offered by the University; a progression believed to be unique within the UK. Both the College and the sponsoring School (Art and Architecture) deliver vocationally orientated education and this FdSc has been designed to assist students in furthering their practical skills and enabling them to substantiate these skills with an academic background knowledge to further their career opportunities within that particular vocation.

The combination of the academic portion of the foundation degree, together with the opportunity to develop craft skills, enables students to develop a rounded approach to conservation in the built environment which could not be achieved with either a purely academic or purely craft-based approach. Increasingly, the value of the programme engendered through this combined approach is being recognised by conservation professionals.

Students who satisfactorily complete the Foundation Degree will be eligible to progress onto the top-up BSc (Hons) Historic Building Conservation degree at Kingston University and since its inception increasing numbers of FdSc graduates have moved on to BSc level or beyond, whilst others have moved directly into industry.

The FdSc in Historic Building Conservation is particularly suited to people already working at a craft level within the field of historic building conservation and students will have the opportunity to develop their craft level skills further through specialist workshop sessions, and at the same time develop their technical and theoretical knowledge, business related skills and interpersonal skills. Applicants from a non-craft level background will also be welcomed, provided that they can demonstrate the capacity and willingness to develop their workshop craft skills.

An essential element of the foundation degree is the skills-based element, normally developed both in the BCC workshops and in industry. Students working for a building conservation organisation will have an appropriate environment within which to undertake the broad range of modules. Those who are not already involved with or working directly for a building conservation organization will be encouraged to seek a suitable work-placement. The BCC has extensive contacts within the conservation industry which are used successfully to facilitate placements.

Through the programme’s emphasis on a combination of academic and practice-based learning, students develop an understanding of the philosophies surrounding historic building conservation and have opportunities to see these philosophies put into practice on actual conservation projects. Site visits, field trips and practical workshops provide a thread through the modules underpinning the course’s approach to conservation. A feature of the first year’s study programme is a residential field trip intended both to inform and illustrate technical teaching as well as strengthen the cohesive unity of the cohort. Typically this trip has been overseas and based in Venice.

1. **Aims of the Programme**

The overall aims of the field are to foster:

***The development of students' professional, intellectual and imaginative powers; their understanding and judgement; their problem solving skills; their ability to communicate; their ability to see relationships within what they have learned and to perceive their field of study in a broader perspective. The course aims to stimulate an enquiring, analytical and creative approach, encouraging independent judgement and critical self-awareness.***

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

* A sound understanding of conservation philosophies and concepts of sustainability and how these are applied to the conservation, restoration, repair and maintenance of historic buildings;
* The confidence and skills to meet the diverse needs of the building conservation industry at the foundation degree level;
* Specialist knowledge in some aspects of historic building conservation techniques underpinned by a broad-based academic learning;
* Developed the ability to link theory and practice, through the combination of academic study and work experience;
* Developed employability skills through their work experience gained on the programme;
* The ability to communicate information in a variety of forms to specialist and non-specialist audiences and to deploy key techniques of the discipline effectively; and
* A developing knowledge and skill base within the techniques of research and independent learning such that they are suitably prepared and can proceed to final year degree studies within the field of Historic Building Conservation should they so wish.

1. **Intended Learning Outcomes**

The programme outcomes are referenced to the UK Quality Code for Higher Education, including the QAA Foundation Degree Characteristics Statement 2015 and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), 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 knowledge of construction related to historic buildings; its technology, structures and architectural design and the influence of that design over time on the British built environment, and the ability to apply their theoretical knowledge; | B1 | Apply knowledge to practical situations related to the repair of historic buildings | C1 | Use laboratory and workshop equipment safely within health and safety requirements  for experimental investigation and evaluate data to produce useful results |
| A2 | Show practical understanding of conservation philosophies and the contexts in which such philosophies are applied to the maintenance, restoration, conservation and repair of historic buildings; | B2 | Identify practice-related problems | C2 | Use survey equipment to record details of historic buildings and to analyse the results |
| A3 | Analyse the deterioration processes as they occur in historic buildings and show knowledge of how such processes may be arrested, prevented and/or treated; | B3 | Demonstrate a questioning approach to the acquisition of knowledge | C3 | Use digital technologies such as AutoCAD to assist with information retrieval and management and to produce drawn solutions |
| A4 | Display knowledge of the techniques and materials used in the construction of buildings through the ages and the development of architectural styles in British architecture; | B4 | Exercise developing judgement in relation to professional practice | C4 | Carry out condition surveys |
| A5 | Evidence their knowledge of the statutory frameworks relevant to the construction industry, specifically those related to the historic environment and historic buildings | B5 | Demonstrate developing independence in their approach to learning such that they can analyse data appropriately and start to draw conclusions | C5 | Write reports in appropriate academic or/and professional style |
| A6 | Prepare, monitor and revise as necessary specifications and schedules of work specifically with regard to conservation projects |  |  | C6 | Produce freehand sketch drawings |
| A7 | Understand the basis for on-site contract administration and the management of conservation projects, whilst ensuring the implementation of on-site health and safety legislation |  |  |  |  |

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:

* Points: 72 tariff points
* Units: to include at least two A-levels or equivalent
* General Studies not accepted
* Key Skills points not included in tariff

Plus GCSE (scores 9-4)): five subjects including English and Maths (Key Skills Level 2 may be used in lieu of GCSE English and Maths)

Applicants with non-standard qualifications but with practical experience within the field are

actively encouraged.

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.

1. **Programme Structure**

This programme is offered as a full field in full-time mode and leads to the award of FdSc Historic Building Conservation. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

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

Institute of Historic Building Conservation

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

Work placements are actively encouraged, although it is it is the responsibility of individual students to source and secure such placements with the assistance of the Course Team. 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. The College and the School have an increasing network of conservation organisations which offer placements to students and members of the course team have professional links with a range of organisations, ensuring that these links remain vibrant and also, importantly, that the currency of the course content remains up-to-date.

* + 1. **Outline Programme Structure**

Each of the 2 levels is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University Undergraduate Regulations (UR) 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 4 (all core)** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Development of Skills for the Historic Environment | AR4201 | 30 | 4 | 1 & 2 |
| Conservation Legislation and Regulation | AR4202 | 30 | 4 | 1 & 2 |
| Application of Skills in Conservation | AR4203 | 30 | 4 | 1 & 2 |
| Context of Conservation and the Built Environment | AR4204 | 30 | 4 | 1 & 2 |

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before consideration for an award.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Historic Building Conservation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 5** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Elective Project | AR5201 | 30 | 5 | 1 & 2 |
| Management of Conservation Projects | AR5202 | 30 | 5 | 1 & 2 |
| Traditional Building Construction & Repair | AR5203 | 30 | 5 | 1 & 2 |
| Applied Conservation Measurement and Analysis | AR5204 | 30 | 5 | 1 & 2 |

Students who have successfully completed 120 credits at Level 5 are awarded the Foundation Degree in Historic Building Conservation. They may also be eligible to progress to the BSc (Hons) (Top- up) in Historic Building Conservation.

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

*Overarching Principles*

All students on the programme are working towards a practical and professional career in which they must be able to demonstrate a strong skill and knowledge base but also 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 ethical, cultural and social principles apply to their own field.

The College takes primary responsibility for delivery of modules, working closely with colleagues based at Kingston. However all students will have full access to the University’s online e-learning resource, and in particular to the University’s extensive online library database. This facility enables students to access an extensive range of information relating to the built environment generally.

The virtual learning environment (VLE), Canvas, acts as the main online location and portal for course and School information and news. Course Materials such as handbooks, module guides, timetables and information on talks programmes, lectures and events are all accessible through the VLE.

Both organisations have 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. It follows that, as the student progresses through the programme, the emphasis changes, and from skills development in Level 5 the students move to more self-initiated work and deeper study at Level 5.

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. Site visits to historic buildings and experiential work form critical parts of the strategy.

*Teaching & Learning: Developing Knowledge and Skills through a Range of Means*

A solid and technical knowledge base is non-negotiable related to the field of historic building conservation delivered through lectures, seminars and tutorials. It is considered important that student learning is regularly monitored and, in accordance with Kingston’s learning strategy, specific regular tutorial sessions are built in as an integral part of the delivery.

Lectures are used to impart key information and will normally be limited to one hour in duration, followed up by seminars. Further, as the numbers on the programme are strictly limited, all lectures tend to be very interactive and feedback and feed-forward to students is an integral part of all student interaction with staff. 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.

Developing skills is critical to successful vocational education. These skills are practical – and as detailed in the modules (especially AR4201, AR4203 and AR5202) are important aspects of this programme. Students will be able to use survey equipment for recording buildings, undertake condition surveys and use specific software packages such as AutoCAD all of which are vital in the context of understanding, analysing and conserving historic buildings. Further, through modules such as the Elective Project (AR5201) which acts as the synthesising project for the programme, students will develop investigative research skills. Elsewhere in the programme, students develop the requisite professional skills - such as how to write and present reports - and intellectual skills all of which will help them to prepare for further study or to enter practice.

As a partner of the Kingston School of Art, the course 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.

The study of historic building conservation cannot be conducted entirely in the workshop classroom or learning resource centre. Visits to historic environments are critical and these are built in to the programme, normally together with a residential study trip, to a city such as Venice, in order that they can contextualise their studies and gain practical insights into the challenges posed to fragile buildings by modern life and the environment.

*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 include:

* 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 of work 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. A special feature of the course is the emphasis on coursework. This has a greater applicability to the area of study and the forms of employment that those who graduate from the programme will subsequently undertake.

Emphasis is placed on developing simulated and real world experiences. Students undertake traditional academic tasks such as essays but a real emphasis is placed on portfolios and other practical work. The Elective Project module provides an opportunity for the student to demonstrate their learning from the programme in terms of knowledge and skills. This project may often include hand drawn and computer-generated conservation solutions or equally it consists, in large part of the development, of a significant practical design or craft piece. As the programme is focused on developing employability skills, the ability to present orally, to produce well-presented and appropriately structured professional reports, to sketch and produce scheme designs are also assessed.

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.

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 and individual tutorials.

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

Students are supported by a variety of means at College, University, Faculty and School level, and by the Union of Kingston Students and by two academic teams who seek to maintain as far as practicable, an open door policy in the spirit of supporting students. We are particularly mindful that students who study at our partner college will need particular ‘signposting’ to ensure that they are well supported and both the School and the College communicate closely to ensure this happens. The following mechanisms are used in support of students:

A College and 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;
* An academic in the School working alongside the Course Leader at the College who can give support to help students understand the context of their discipline and the programme structure;
* A Liaison Officer who ensures a smooth communication channel is maintained at all times between the College and the School;
  + A College administration team supported by a School dedicated Course Administrator to ensure that students are provided with a quick and ‘local’ answer to any administrative queries they may have and who can ‘signpost’ them to the comprehensive College/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 College, 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 Year Guides tailored to students’ individual year of study

The School of Art and Architecture and the College both provide a Tutorial and Academic Support system that is comprehensive and tailored to student needs:

* + Each student is provided with a named member of academic staff in induction week at Level 4 who will remain their personal tutor throughout their studies.
  + An induction programme and study skills sessions at the start of every academic year to ensure that students are aware of the expectations we have of them as they move through the programme;
  + Students have local academic support but are free to access the Academic Success Centre in the University; and the Faculty provision in Knights Park which specialises in art and design support.

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;
  + 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.
  + 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 the subject level
* Student evaluation including MEQs (Module Evaluation Questionnaires), Level Surveys and the National Student Survey (NSS)
* Moderation policies
* Feedback from employers

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

The College has a very extensive network of high level employer support. 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 Away Days and informal Staff Meetings in which feedback from all sources is considered and innovation encouraged.

1. **Employability Statement**

Both BCC and the School of Art and Architecture take 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 the historic building conservation sector and 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 a range of settings. Specifically, however it is designed to allow students to progress to the final year of the BSc (Hons) Historic Building Conservation programme based in the Kingston School of Art.

Students are prepared for practice by an informed curriculum, by undertaking field trips 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 pursue part-time relevant employment or work experience schemes to enable them to benefit from the programme fully.

Graduates from the programme have gone on to work for specialist heritage organisations and trusts, specialist conservation contracting organisations and educators, consultancies and advisory bodies or continued as self-employed, but with the specialism of conservation added to their portfolio. Others have progressed to the BSc HBC top up award run within the University.

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

None

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

QAA Foundation Degree Characteristics statement

<http://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-15.pdf?sfvrsn=ea05f781_10>

Professional Body:

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

Course Page:

<http://www.kingston.ac.uk/undergraduate-course/historic-building-conservation/>

BCC website:

[www.thebcc.ac.uk](http://www.thebcc.ac.uk/)

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and 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 4** | | | | **Level 5** | | | |
|  | **Module Code** | | **AR4201** | **AR4202** | **AR4203** | **AR4204** | **AR5201** | **AR5202** | **AR5203** | **AR5204** |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 |  | S |  | S | S |  | S | S |
| A2 |  |  |  | S |  |  | S | S |
| A3 | S |  |  |  |  |  | S | S |
| A4 | S |  |  |  | S |  | S | S |
| A5 |  | S |  | S |  |  |  |  |
| A6 |  |  |  |  |  | S | S | S |
| A7 |  |  | S |  |  | S |  | S |
| **Intellectual Skills** | B1 |  |  | S |  |  | S |  | S |
| B2 |  |  | S |  | S | S | S | S |
| B3 | S | S | S | S | S | S | S | S |
| B4 |  | S | S |  | S | S | S | S |
| B5 | S | S | S | S | S | S | S | S |
| **Practical Skills** | C1 |  |  | S | S |  | S |  | S |
| C2 |  |  | S |  |  |  |  | S |
| C3 | S |  |  |  |  |  | S | S |
| C4 |  |  | S |  |  |  | S | S |
| C5 | S | S | S | S | S | S | S | S |
| C6 | S |  | 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.**

**COURSE DIAGRAM**

**Level 4 Level 5**

AR5202 – Management of Conservation Projects

30 credits

AR5203 – Traditional Building Construction & Repair

30 credits

AR5204 – Applied Conservation Measurement and Analysis

30 credits

AR4201 – Development of Skills for the Historic Environment

30 credits

AR4202 – Conservation Legislation and Regulation

30 credits

AR4203 – Application of Skills in Conservation

30 credits

**TB1 TB2 TB1 TB2 TB3**

AR5201 – Elective Project

30 credits

AR4204 – Context of Conservation and the Built Environment

30 credits

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | FdSc Historic Building Conservation |
| **Intermediate Award(s):** | Cert HE in Historic Building Conservation |
| **Minimum period of registration:** | 2 years |
| **Maximum period of registration:** | 4 years |
| **FHEQ Level for the Final Award:** | Level 5 |
| **QAA Subject Benchmark:** | Foundation Degree Qualification |
| **Modes of Delivery:** | Full-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Art and Architecture (managing School) |
| **Department:** | Architecture & Landscape |
| **UCAS Code:** | K250 |
| **Course/Route Code:** | UFHBC1HBC01 |
|  |  |