**UNIVERSITY OF YORK**

**POSTGRADUATE PROGRAMME REGULATIONS**

| **This document applies to students who commence the programme(s) in:** | | | | |
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| **Awarding institution** | | **Teaching institution** | | |
| **University of York** | | **University of York** | | |
| **Department(s)** | | | | |
| Archaeology | | | | |
| **Award(s) and programme title(s)** | | **Level of qualification** | | |
| MA in Conservation Studies (Historic Buildings) | | Level 7 (Masters) | | |
| **Award(s) available *only* as interim awards** | | | | |
| Postgraduate Diploma in Conservation Studies (Historic Buildings)<br>Postgraduate Certificate in Conservation Studies (Historic Buildings) | | | | |
| **Admissions criteria** | | | | |
| II.1 Honours degree, Bachelor's degree with 3.0+ GPA, equivalent foreign qualification, or 5 years relevant experience; for foreign language speakers, level 6.5 IELTS/61 Pearson PTE | | | | |
| **Length and status of the programme(s) and mode(s) of study** | | | | |
| **Programme** | **Length (years) and status (full-time/part-time)** | **Mode** | | |
| | | **Face-to-face, campus-based** | **Distance learning** | **Other** |
| MA in Conservation Studies (Historic Buildings) | 1 year full-time; 2 or 3 years part-time | Yes | No | N/A |

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| **Language of study** | English | | | |
| **Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)** | | | | |
| Recognised by the Institute for Historic Building Conservation | | | | |
| **Educational aims of the programme(s)** | | | | |
| The aims of the programme are:<br>1) to facilitate students' development of advanced intellectual and practical skills, through a study of the interplay between theories and methods, and the analysis of primary and secondary material<br>2) to present research-informed teaching and engage students with theories, methods, and debates which are at the forefront of relevant building archaeology and conservation research<br>3) to provide students with the opportunity to carry out an independent research project requiring higher-level academic engagement<br>4) to enable students to develop detailed knowledge and expertise in building conservation<br>5) to help students develop skills which will enable them to seek employment in the conservation sector<br>6) to provide students with the opportunity to carry out a dissertation as their independent research project | | | | |
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| **Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes** | | | | |
| *This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:* | | *The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:* | | |
| **A: Knowledge and understanding** | | | | |
| Knowledge and understanding of:<br>1. key principles and terminology used in building conservation and archaeology<br>2. the nature of the material culture of the past, including key forms of data and the methods used to analyse them.<br>3. the role of theory in interpreting data, and an appreciation of the changing | | Learning/teaching methods and strategies (relating to numbered outcomes):<br>● lectures (1-11)<br>● seminars (1-11)<br>● fieldtrips and practical sessions (1-11)<br>● directed reading (1-11)<br>● use of the VLE (1-11) | | |

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| paradigms within which building conservation and archaeology have been undertaken<br>4. the concept, history and philosophy of cultural heritage conservation in the wider international context<br>5. the challenges and opportunities that arise from working with diverse sources of archaeological and cultural evidence<br>6. the social and political significance of conservation and archaeology at local, national, and international scales<br>7. The practical and logistical concerns that influence decision-making, and an appreciation of the interests and concerns of various stakeholders;<br>8. The parameters of legislation and policy in effective systems of protection and management of the historic environment;<br>9. The character and use of historic building materials (earth, lime, metals, stone, timber, brick, concrete), their mechanisms of decay, and their repair or conservation treatment.<br>10. The role of traditional building craft skills and knowledge systems combined with scientific knowledge of the chemical and structural properties of materials in the interpretation, conservation and management of historic buildings.<br>11. The range of skills and processes used in the study of architectural history and conservation | Types/methods of assessment (relating to numbered outcomes)<br><br>● Coursework Essays / written assignments (1-11)<br>● Project Coursework (1-11)<br>● Assessed Lecture (1-11)<br>● Dissertation (1-11) |

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| **B: (i) Skills – discipline related** | |
| On completion of their programme of study, students should be able to:<br>1) observe and record relevant data from a range of sources<br>2) evaluate, analyse, and interpret data relevant to building archaeology and conservation<br>3) appraise, critique, and synthesise interpretations of such data, and the literature of the discipline<br>4) apply appropriate scholarly, theoretical, and scientific principles and concepts to problems in the fields of building archaeology and conservation.<br>5) communicate complex discipline-specific information in both verbal and written formats<br>6) observe, record, and evaluate historic buildings and their settings<br>7) assess the practical application of the conservation methods and theories discussed in the course<br>8) structure, formulate and critically review a conservation plan<br>9) Demonstrate the skills necessary to plan, undertake, and report upon independent research on a topic within the field of conservation studies | Learning/teaching methods and strategies (relating to numbered outcomes):<br>● Seminar presentations, discussions and practical sessions (1-8)<br>● Directed Reading (1-5)<br>● Supervised independent research project (9)<br><br>Types/methods of assessment (relating to numbered outcomes)<br>● Essays, written assignments and Coursework Projects (1-8)<br>● Assessed lecture (1-7, 9)<br>● Dissertation (1-7, 9) |
| **B: (ii) Skills - transferable** | |
| On completion of their programme of study, students should be able to: | Learning/teaching methods and strategies (relating to numbered outcomes): |

<table>
<tr><td rowspan="2">1. Independently gather, organise, and present information and arguments in a critical manner<br>2. Communicate complex ideas to a high standard in both written and verbal formats<br>3. Work effectively with others as a team<br>4. produce logical and structured arguments supported by relevant evidence<br>5. plan, design, and execute a programme of independent research</td><td>● Seminars (1- 4)<br>● Practical Sessions (3)<br>● Directed Reading (1, 2, 4)<br>● Supervised Independent Research (1, 2, 4, 5)</td></tr>
<tr><td>Types/methods of assessment (relating to numbered outcomes)<br>● Dissertation (1, 2, 4, 5)<br>● Essays, written assignments and coursework projects (1, 2, 4)<br>● Assessed Lecture (1, 2, 4)<br>● Feedback on presentations (1-4)</td></tr>
<tr><td colspan="2">C: Experience and other attributes</td></tr>
<tr><td rowspan="2">Upon completion of their programme of study, students should be able to:<br><br>1. Evaluate personal performance in a range of tasks<br>2. Demonstrate the skills necessary for self-managed lifelong learning<br>3. Demonstrate the development of an adaptable and flexible approach to study and work.<br>4. identify and work towards personal targets for academic and career development in the conservation sector or other fields</td><td>Learning/teaching methods and strategies (relating to numbered outcomes):<br>● Seminar preparation and presentations (1-3)<br>● Essays, written assignments and Coursework projects (1-3)<br>● Supervised Independent Research (1-4)<br>● Directed Reading (2-3)<br>●</td></tr>
<tr><td>Types/methods of assessment (relating to numbered outcomes)<br>● Not assessed</td></tr>
<tr><td colspan="2">Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory Bodies)</td></tr>
<tr><td colspan="2">N/A</td></tr>
<tr><td colspan="2">University award regulations</td></tr>
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To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements and programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University's award and assessment regulations specify the University's marking scheme, and rules governing progression (including rules for compensation), reassessment and award requirements. The award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

**Departmental policies on assessment and feedback**

Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department's website http://www.york.ac.uk/archaeology/intranet/taught-pg/rules-assessment/summative-assessment/ and http://www.york.ac.uk/archaeology/intranet/taught-pg/rules-assessment/grade-descriptors/

Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programmes and the relevant module descriptions. These are available in the student handbook and on the Department's website http://www.york.ac.uk/archaeology/intranet/taught-pg/rules-assessment/summative-assessment/

**Masters full-time**

| Autumn term | Spring term | Summer term | Summer vacation |
|---|---|---|---|
| *Approaches to conservation*<br>20 credit module | *Issues in cultural heritage conservation*<br>20 credit module | Independent Study Module (Dissertation)<br><br>80 credit module<br>(core) | |
| 20 credit module<br>(Analysing Historic Buildings) | 20 credit module<br>(Interpreting Historic Buildings) | | |
| 5 credit module<br>(Practical Building Conservation) | 5 credit module<br>(Sustainable Building Conservation Skills) | | |
| 5 credit module<br>(Heritage Protection) | 5 credit module<br>(Conservation Solutions) | | |

**Masters 2 year part-time**

| ***Year 1*** | | | |
|---|---|---|---|
| Autumn term | Spring term | Summer term | Summer vacation |
| *Approaches to conservation*<br>20 credit module | *Issues in cultural heritage conservation*<br>20 credit module | *Begin work on dissertation*<br>80 Credits (core; ISM) | |

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| 5 credit module (Practical Building Conservation) | 5 credit module (Sustainable Building Conservation Skills) | | |
| ***Year 2*** | | | |
| Autumn term | Spring term | Summer term | Summer vacation |
| 20 credit module (Analysing Historic Buildings) | 20 credit module (Interpreting Historic Buildings) | *Dissertation continued*<br>80 Credits (core; ISM) | |
| 5 credit module (Heritage Protection) | 5 credit module (Conservation Solutions) | | |

**Masters 3 year part-time**

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| ***Year 1*** | | | |
| Autumn term | Spring term | Summer term | Summer vacation |
| *Approaches to conservation*<br>20 credit module | *Issues in cultural heritage conservation*<br>20 credit module | | |
| 5 credit module (Practical Building Conservation) | 5 credit module (Sustainable Building Conservation Skills) | | |
| ***Year 2*** | | | |
| Autumn term | Spring term | Summer term | Summer vacation |
| 20 credit module (Analysing Historic Buildings) | 20 credit module (Interpreting Historic Buildings) | *Begin work on dissertation*<br>80 credits (core; ISM) | |
| 5 credit module (Heritage Protection) | 5 credit module (Conservation Solutions) | | |

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| *Work Experience Placement*<br>nil credit module (option)<br>Summative assessment:<br>Pass/Fail, Week 2 or Week 10 summer term by log book | | | |
| ***Year 3*** | | | |
| Autumn term | Spring term | Summer term | Summer vacation |
| *Dissertation*<br>80 credits (core; ISM) | | | |

**Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards**

| Autumn term | Spring term | Summer term | Summer vacation | Date of final award board |
|---|---|---|---|---|
| Core/Option modules<br><br>Week 10 submission | Core/Option modules<br><br>Week 10 submission | ISM Assessed lecture<br><br>Week 6 | ISM Dissertation<br><br>First week in September submission | Week 6 Autumn |
| Research Skills modules block 1<br><br>Week 6 submission | Research Skills modules block 1<br><br>Week 6 submission | Progression board meeting<br><br>Week 4 | | |
| Research Skills modules block 2<br><br>Week 10 submission | Research Skills modules block 2<br><br>Week 10 submission | Post-progression re-sits<br><br>Week 10 submission | | |

## Overview of modules

### Core modules

| Module title | Module code | Credit level[1] | Credit value[2] | Prerequisites | Assessment rules[3] | Timing (term and week) and format of main assessment[4] | Independent Study Module? [5] |
|---|---|---|---|---|---|---|---|
| Approaches to conservation | ARC00014M | 7 | 20 | N/A | None | AuT Week 10, essay/ written assignment | No |
| Issues in cultural heritage conservation | ARC00015M | 7 | 20 | N/A | None | SpT Week 10, essay/ written assignment | No |
| Analysing Historic Buildings | ARC00010M | 7 | 20 | N/A | None | AuT Week 10, essay / written assignment | No |
| Interpreting Historic Buildings | ARC00011M | 7 | 20 | N/A | None | SpT Week 10, essay / written assignment | No |
| Dissertation | ARC00009M | 7 | 80 | N/A | NC | SuT Week 6, lecture; SuVac first week in September, dissertation | yes |

### Skills modules

| Module title | Module code | Credit level | Credit value | Prerequisites | Assessment rules | Timing and format of main assessment | Independent Study Module? |
|---|---|---|---|---|---|---|---|
| Heritage Protection | ARC00043M | 7 | 5 | N/A | P/F | AuT, coursework | No |
| Practical Building Conservation | ARC00063M | 7 | 5 | N/A | P/F | AuT, coursework | No |
| Conservation Solutions | ARC00058M | 7 | 5 | N/A | P/F | SpT, coursework | No |

[1] The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

[2] The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

[3] **Special assessment rules** (requiring University Teaching Committee approval)

P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

NC – the module cannot be compensated

NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

[4] AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

[5] **Independent Study Modules** (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

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| Sustainable Building Conservation Skills | ARC00075M | 7 | 5 | N/A | P/F | SpT, coursework | No |

| **Transfers out of or into the programme** | |
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| Yes: to MA in Conservation Studies programme | |
| **Exceptions to University Award Regulations approved by University Teaching Committee** | |
| **Exception** | **Date approved** |
| None | N/A |
| **Quality and Standards** | |

The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.

Quality assurance and enhancement processes include:

- The academic oversight of programmes within departments by a Board of Studies, which includes student representation
- The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector
- Annual monitoring and periodic review of programmes
- The acquisition of feedback from students by departments.

More information can be obtained from the Academic Support Office:
http://www.york.ac.uk/admin/aso/

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| **Date on which this programme information was updated:** | 1 August 2017 |
| **Departmental web page:** | http://www.york.ac.uk/depts/arch |

**Please note**

The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided.

Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.