

## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2025/26

Date created: 24/02/2021

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Version no. 1

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### 1. Programme title(s) and code(s):

MA in Urban Conservation

#### a) [HECOS Code](#)

HECOS Code	%
100594	[100%]

#### b) UCAS Code (where required)

[n/a]

### 2. Awarding body or institution:

University of Leicester

### 3. a) Mode of study

Flexible/blended learning

#### b) Type of study

Campus-based

### 4. Registration periods:

[Insert intended award and title]

The normal period of registration is one year full time or two years part-time.

The maximum period of registration two years full-time or four years part-time

### 5. Typical entry requirements

The standard entrance requirement is a 2:1 honours degree or equivalent in a relevant subject in the humanities, social sciences or natural sciences, e.g. Archaeology, History, Geography and Geology.

Non-standard entrants will be assessed on the basis of professional or voluntary experience in conservation, heritage and/or planning. Normally, applicants should have a minimum of six months full-time or one year part-time experience. In the case of non-standard entrants other types of relevant work experience will also be considered on the basis of interview and/or portfolio of work. Entry will be determined by evidence of the ability of the applicant to benefit from and successfully complete the programme. The English language requirement for students whose first language is not English is IELTS 6.5 or equivalent.

### 6. Accreditation of Prior Learning

Exemptions may be granted for specific modules of the programme. The decision to grant any exemptions will be based on the evidence of prior achievement of the learning outcomes associated with the relevant module(s) from which exemption is sought. Normally the prior learning must have been achieved within the last five years. The maximum amount of APL permitted is half of the taught components of a degree programme.

Applications for APL will be assessed by the Director of the Centre for Urban History and one other member of CUH academic staff. Applicants should provide documented evidence of prior

learning together with a covering statement of the module(s) for which they seek exemption and a rationale. No mark will be awarded for module(s) covered by APL; the candidates overall result (Pass, Merit, Distinction) will be decided on the basis of marks awarded in non-APL modules taken on the programme.

## 7. Programme aims

The programme aims to provide students with academic knowledge and professional experience in urban conservation and heritage. Students will be familiarised with approaches to the conservation of cities drawn from history, architecture and engineering as these are applied in both policy and research contexts. They will be supported in gaining practical experience of project management and contemporary policy in urban conservation together with research skills in either policy-related or scientific aspects of the field. The programme aims to equip students with the knowledge and skills necessary to work in urban conservation and/or to undertake doctoral research. It is recognised by the Institute for Historic Building Conservation as an appropriate training in the field.

## 8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy](#) [Login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- ESRC Postgraduate Training and Development Guidelines (5th edition, 2015)

## 9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

### a) Subject and Professional skills

#### i) Knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Advanced knowledge of the history of cities and their built environment; the principles, policies and techniques of urban conservation; critical and scientific approaches to conservation.	Seminars, workshops, field and on-site study, tutorials, directed reading, dissertation supervision, independent reading and research.	Summative and formative assessment including written essays, practicals, reports, oral presentations, individual and group projects, examinations, and a dissertation.

ii) Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to apply and debate key concepts in conservation- related studies.	Seminars, workshops, field and on-site study, directed reading, dissertation supervision, independent reading and research.	Essays, oral presentation, projects, dissertation

iii) Techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to apply techniques of structural and historical analysis; awareness of skills of project management, budgeting, etc; ability to select and apply appropriate research methodologies.	Seminars, fieldwork, dissertation supervision, directed reading	Practical demonstration, examination, oral presentation, reports, essays, dissertation

iv) Critical Analysis

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to apply theory, argument and critical concepts to academic research and professional practice.	Group work, seminar discussion, fieldwork, directed reading, dissertation supervision.	Oral presentation, essays, reports dissertation, interaction with group and supervisor.

v) Presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to present material to a high standard in a variety of formats (written, oral, statistical, etc.).	Seminars, workshops, tutorials, oral presentations, independent research and dissertation supervision.	Essays, reports, oral presentations, dissertation.

vi) Appraisal of evidence

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Ability to analyse policy and research, and to select evidence appropriate to the context.</p> <p>Ability to develop and maintain a rigorous independent enquiry at an advanced level.</p>	Seminars, workshops, research seminars, independent research, fieldwork, dissertation supervision.	Essays, reports, practicals, oral presentations, interactions with supervisor, dissertation.

**b) Transferable skills****i) Research skills**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Develop a critical awareness of the research environment in urban conservation studies including scholarly journals.</p> <p>Ability to carry out an effective literature review and search for primary and secondary sources.</p> <p>Awareness of political and policy issues affecting research.</p> <p>Awareness of the ethical and legal dimensions of research.</p> <p>Awareness of the changing landscape of research in different fields affecting urban conservation.</p>	<p>Seminars, research seminars, workshops, directed reading, fieldwork, dissertation supervision and research.</p>	<p>Summative and formative assessment including essays, individual and group projects, presentations, dissertation.</p>

**ii) Communication skills**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Ability to write clearly and concisely in a style appropriate to the context (e.g. report, academic essay).</p> <p>Ability to develop ideas and arguments effectively in speaking and writing.</p> <p>Command of scholarly and policy protocols, e.g. referencing.</p>	<p>Seminars, workshops, oral presentations, dissertation preparation and supervision.</p>	<p>Essays, reports, individual, group project report, dissertation.</p>

**iii) Data presentation**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Ability to select, organise and analyse qualitative and quantitative data.</p>	<p>Oral presentation, seminars, workshops, directed reading.</p>	<p>Essays, reports, presentations, practicals, dissertation.</p>

**iv) Information technology**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Ability to use information technology to search for technical, professional and scholarly sources.</p>	<p>Library induction, tutorials.</p>	<p>Essays, reports, presentations, practicals, dissertation.</p>

v) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to find remedies for practical and intellectual problems, individually and in group contexts.	Oral presentations, seminars, field work, independent and directed reading.	Essays, reports, presentations, practicals, dissertation.

vi) Working relationships

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to contribute positively to group activity.  Ability to organise and manage group activity.	Group presentations and projects, workshops, fieldwork.	Group project report, reports.

vii) Managing learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to work independently and manage own learning.  Meeting deadlines, taking initiative, planning ahead.	Workshops, study skills, student support service.	Submission of work on time and to a good standard.

viii) Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to construct an effective CV and plan for next stage of career, including developing links with potential employers, supervisors, etc.	Engagement with careers service, tutors and professional practitioners.	Ability to achieve a viable transition from the course to the next career stage.

## 10. Special features:

The programme draws on multi-disciplinary expertise across the humanities, social and natural sciences as well as the practical experience of conservation professionals in government and voluntary agencies. It is also distinctive in providing a variety of outcomes – policy-related, professional and academic – within a single programme.

## 11. Indications of programme quality:

The programme is based on an academic unit with an established international reputation, the Centre for Urban History, which has a tradition of outstanding research and postgraduate education. In its development, the programme received strong endorsement from a panel of external representatives, including the Churches Conservation Trust, English Heritage and Leicester City Council, at a workshop funded by the Employer Engagement initiative. It has subsequently been recognized by the main professional body in the field, the Institute of Historic Building Conservation (IHBC) as providing an appropriate training for membership of the association and professional practice in conservation. The programme involves as Visiting Lecturers and participants, professionals from Historic England and Leicester City Council among other organizations. Student

evaluations from the course are an important means by which the quality of the programme is monitored and maintained.

## 12. Special features

This programme follows the University's regulations governing taught postgraduate programmes: <https://le.ac.uk/policies/regulations/senate-regulations/senate-regulation-6>

### 12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
<b>Research-briefed</b> Bringing staff research content into the curriculum.	<b>Research briefed</b> Staff research is integrated into the curriculum across all modules on the programme. The core module City in History is team taught so that students are introduced to a range of specialisms from across the field of urban history. Urban History teachers are directly linked to the School's world-renowned research centre, the Centre for Urban History.
<b>Research-based</b> Framed enquiry for exploring existing knowledge.	<b>Research-based</b> The core module City in History involves enquiry into historiographical developments over time (Group Review) and in relation to a selected historical theme (essay). Analysis of existing knowledge is central to all modules.
<b>Research-oriented</b> Students critique published research content and process.	<b>Research-oriented</b> All Urban Conservation modules involve close engagement and assessment of published scholarship. This is a key element of essays, but it is also practiced through other forms of assessment including presentations
<b>Research-apprenticed</b> Experiencing the research process and methods; building new knowledge.	<b>Research-apprenticed</b> The Urban Conservation programme is designed to prepare students to produce their own historical research and develop their own professional skills in the MA dissertation. The core module City in History includes analysis and assignments focused on primary sources, historiography and specific historical skills such as oral history and media sources research. Primary source research and project analysis is also integrated across all other modules. The 15,000-word research dissertation marks the culmination of the programme, when students develop their own research project with guidance from a specialist supervisor. At an early stage of the dissertation module, students deliver a presentation on their plans and ideas that takes the form of an academic conference paper.

**As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:**

The School has a rich culture of extra-curricular research seminars and public lectures, organised by the Centre for Urban History, the Centre for Local and Regional History, the Stanley Burton Centre for Holocaust and Genocide Studies, and the Leicester Medieval Research Centre. These events bring distinguished researchers to campus, and undergraduate as well as postgraduate students are welcome to participate.

**Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:**

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

The School holds an annual Teaching Away Day as well as termly teaching meetings for the History team to develop ideas around best practice. These events allow for in-depth discussion of teaching, including the interface with research and how we support students to become research-briefed, research-based, research-oriented and research-apprenticed.

The programme is taught with contributions from Urban Conservations professionals, including local authority urban conservation and planning officers.

### **13. Progression points**

The MA is composed of 180 credits. It can be taken as one-year full-time or two years part-time.

There is no formal progression at Masters level, although students are required to have completed 120 credits before proceeding to the Dissertation.

Modules may be taken singly by occasional students and for the purposes of continuing professional development. Students wishing to take only 60 or 120 credits will be eligible for a Certificate or Diploma respectively. Students wishing to complete the Masters must undertake a Dissertation. Students are required to take all modules in order to qualify for IHBC membership.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

**14. Rules relating to re-sits or re-submissions:**

Course regulations allow for candidates to resubmit coursework for individual modules once only. The mark for resubmitted work is capped at 50%.

**15. Additional information** [e.g. timetable for admissions]

The course has been designed to allow for the development of a distance-learning version at a later stage. Modules may also be taken individually as part of continuing professional development (CPD).



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### Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MA Urban Conservation

**Level 4/Year 1**      **2025/26**

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	60 credits
Optional	n/a	n/a	60 credits

180 credits in total

Students take four modules (two per semester for full-time students, one per semester for part-time). Modules are listed with title and credits

Compulsory:

Delivery period	Code	Title	Credits
Sem 1	HS7251	The City in History	30 credits
Sem 1	HS7075	How Buildings Work: Architectural History and Structural Engineering	30 credits

Semester 2

Compulsory:

Delivery period	Code	Title	Credits
Semester 2	HS7081	Conservation, Heritage and the Urban Environment	30 credits
Semester 2	HS7252	Conservation in Practice	30 credits
Semester 2	HS7250	Dissertation*	60 credits

\*Compulsory for the award of MA

## Appendix 2: Module specifications

See undergraduate [module specification database](#) [Login required] (Note - modules are organized by year of delivery).