



Higher National Unit Specification

General information for centres

Unit title: Architectural Conservation: Principles

Unit code: F4MW 34

Unit purpose: This Unit is designed to set out clearly to candidates the historical development of the principles of architectural conservation so that they can understand the policies of bodies such as Historic Scotland for the conservation, management and use of Scotland's historic environment.

On completion of the Unit the candidate should be able to:

- 1 Explain the principles and philosophy which underpin current conservation policy and practice.
- 2 Explain the historical development of the conservation charters and Scottish Historic Environment Policies.
- 3 Evaluate citizenship issues locally within the historical environment.

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: It would be beneficial if candidates had a basic knowledge and understanding of the construction industry. Possession of basic knowledge and understanding may be evidenced by possession of an appropriate Higher or HN Unit.

Core Skills: There are opportunities to develop the Core Skills of *Communication* (Written and Oral), *Information Technology* (Using Information Technology) and *Problem Solving* (Critical Thinking and Planning and Organising) and *Working with Others* all at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of another Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: It is possible to assess candidates either on an individual Outcome basis, combinations of Outcomes or by a single holistic assessment combining all Outcomes such as a single case study.

A single holistic assessment covering all Outcomes should not exceed three hours in duration.

Higher National Unit specification: statement of standards

Unit title: Architectural Conservation: Principles

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

OUTCOME 1

Explain the principles and philosophy which underpin current conservation policy and practice

Knowledge and/or Skills

- ◆ Principles and philosophy which underpin current conservation policy for conserving the built environment
- ◆ Underlying values of conservation

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the principles and philosophy which underpin current conservation policy for conserving the built environment paying particular attention to:
 - motives for wishing to conserve buildings
 - consideration of what it is that is trying to be protected
 - means by which the protection is to be gone about:
 - policies
 - listing
 - controversial discussions
 - fashions
 - 19th century through to current 21st century conservation movements
 - advances in thinking and technique

Higher National Unit specification: statement of standards (cont)

Unit title: Architectural Conservation: Principles

- ◆ underlying values of conservation contrasting:
 - conservative and non interventionist approach to traditional buildings ('frozen in time') and
 - enlightened conservation of imaginatively adapted buildings taking into account the following factors:
 - social
 - cultural and national
 - religious and sentimental
 - commemorative and associative
 - exemplary and instructive
 - political
 - economic
 - operational usefulness and obsolescence
 - aesthetic and picturesque
 - environmental
 - sustainability
 - owner's self-interest

Assessment Guidelines

The assessment could be extended response questions.

Higher National Unit specification: statement of standards (cont)

Unit title: Architectural Conservation: Principles

OUTCOME 2

Explain the historical development of the conservation charters and Scottish Historic Environment Policies

Knowledge and/or Skills

- ◆ Historical development of Scottish Historic Environment Policies

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the historical development of the conservation charters. This must include the developments within late 19th century, 20th century and post Second World War.
- ◆ explain the Scottish Historic Environment Policies (SHEP). This must include the aims and implementation of SHEP.
- ◆ explain influences which created the charters and the Scottish Historic Environment Policies. Candidates must explain a minimum of five reasons which underpinned the charters and the Scottish Historic Environment Policies. This must include realisation of the full potential of the historic environment as a resource and the importance of the caring for, protection and enhancing of the historic environment.

Assessment Guidelines

The assessment could be extended response questions.

OUTCOME 3

Evaluate citizenship issues locally within the historical environment

Knowledge and/or Skills

- ◆ Considering what aspects of a town's past give distinctiveness to:
 - community
 - locality
 - historic built environment
- ◆ Understanding that a building's function can change over time in response to the changing needs of different communities
- ◆ Investigating real-life issues within the neighbourhood to identify how decisions affecting the local historic built environment are made

Higher National Unit specification: statement of standards (cont)

Unit title: Architectural Conservation: Principles

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they have skills of enquiry, and have participated and followed up and engaged in responsible action within the historic environment. Candidates must:

- ◆ evaluate what aspects of a town's past give the community, locality and historic built environment its distinctiveness
- ◆ evaluate how the function of a building or an area of buildings can change over time in response to the changing needs of different communities
- ◆ investigate real-life issues within their neighbourhood
- ◆ evaluate how the real-life issues have affected decisions in their local historic built environment
- ◆ evaluate a local real-life issue. Candidates must show evidence of their active participation

Assessment Guidelines

The evidence may be presented in the response to the specific questions within a case study put forward by the student. The evidence could be in the form of a log book or a diary.

The case study will contain circumstances from which the candidates describe and consider the distinctive aspects of a town, the changing function of buildings and real-life issues and decision-making concerning the historic built environment in their neighbourhood.

Administrative Information

Unit code: F4MW 34
Unit title: Architectural Conservation: Principles
Superclass category: TD
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Higher National Unit specification: support notes

Unit title: Architectural Conservation: Principles

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit has been written in order to allow candidates to develop knowledge, understanding and skills in the following areas:

- 1 Explaining the principles and philosophy which underpin current conservation policy and practice.
- 2 Explaining the historical development of the conservation charters and Scottish Historic Environment Policies.
- 3 Evaluating citizenship issues locally within the historical environment.

This Unit is at SCQF level 7 and is a mandatory Unit within the new HNC and HND Architectural Conservation. It is also suitable for delivery as a freestanding Unit.

Candidates must meet the minimum Evidence Requirements as specified in the statement of standards section.

The list of topics which could be covered by lecturers is given below. Whilst it is not mandatory for a centre to use this list of topics it is strongly recommended that it does so to ensure continuity of teaching and learning across the units and because the assessment exemplar pack for this Unit is based on the Knowledge and/or Skills and list of topics in each of the Outcomes. Lecturers are advised to study this list of topics in conjunction with the assessment exemplar pack so that they can get a clear indication of the standard of achievement expected of candidates in this Unit.

Higher National Unit specification: support notes (cont)

Unit title: Architectural Conservation: Principles

Outcome 1

Explain the principles and philosophy which underpin current conservation policy and practice

Underlying values of conservation:

- ◆ social
- ◆ cultural and national
- ◆ religious and sentimental
- ◆ commemorative and associative
- ◆ exemplary and instructive
- ◆ political
- ◆ economic
- ◆ operational usefulness and obsolescence
- ◆ aesthetic and picturesque
- ◆ environmental
- ◆ sustainability
- ◆ owner's self-interest
- ◆ motives for wishing to conserve buildings
 - consideration of what it is that is trying to be protected
 - means by which the protection is to be gone about:
 - policies
 - listing
 - controversial discussions
 - fashions
 - 19th century through to current 21st century conservation movements
 - advances in thinking and technique
- ◆ underlying values of conservation contrasting:
 - conservative and non interventionist approach to traditional buildings by minimal intervention, repair and disturbance to the fabric and finishes of a historic building such that no building or part of it should be repaired before such repair is strictly necessary ('frozen in time') and
 - enlightened conservation of imaginatively adapted buildings

Sustaining sources of materials and workmanship, matching (or not) with age.

BS 7913 'Guide to the principles of the conservation of the conservation of historic buildings' and updates.

Historic Scotland's TAN No 8 'Historic Scotland Guide to International Conservation Charters' 1997 and updates.

Higher National Unit specification: support notes (cont)

Unit title: Architectural Conservation: Principles

‘Memorandum of Guidance on Listed Buildings and Conservation Areas’ 1998 and updates.

SPAB Manifesto.

UNESCO conventions.

Early development of conservation principles worldwide throughout C17 and C18 enlightenment, antiquarianism and romanticism, through to C19 practitioners such as Scott, Pugin, Ruskin and Morris, culminating in the founding of SPAB in 1877.

C20 developments should be discussed through intervention of governments, legislation and interested societies.

Outcome 2

Explain the historical development of the conservation charters and Scottish Historic Environment Policies.

International development of conservation principles from the arrangement of meetings of experts concerned with conservation in 1964, becoming the Venice charter in 1966.

Charters and developments to the present day including current philosophy embedded in the Stirling Charter 2000 and the 2007 Scottish Historic Environment Policies (SHEPs) and updates.

Choosing our Future: Scotland’s Sustainable Development Strategy (2005) and updates.

Natural heritage, pollution, ecological damage and resource consumption, and achieving sustainable development.

Outcome 3

Evaluate citizenship issues locally within the historical environment.

Considering what aspects of a town’s past give the community, locality and historic built environment its distinctiveness.

Use a study of an historic area, for the purposes of demonstration these support notes use the Merchant City in Glasgow.

Higher National Unit specification: support notes (cont)

Unit title: Architectural Conservation: Principles

Explore the homes and occupations of the residents to:

- ◆ understand that the use of buildings changes to accommodate social and communal developments
- ◆ look at changes in residents' occupations, patterns of life and uses of the buildings and land between Victorian times and the year 2000 by studying census returns, trade directories, maps and photographs
- ◆ identify the most and least common occupations of residents in the area
- ◆ emphasise trade, the slave trade and emigration and the development of Glasgow as a port

Students could visit the Trades House and Merchants' House and other parts of the Merchant City in Glasgow to explore the history of the development of Glasgow within the context of trade, slavery and emigration.

Students could develop an understanding that a building's function can change over time in response to the changing needs of different communities.

When visiting the Merchant City in Glasgow the students could look at six buildings and their current use.

Lecturers could focus the study around how the buildings develop over the years and how in the current climate of building development the area could or should be given a modern focus for redevelopment.

Students could analyse the requirements of the Merchant City in the twenty first century and suggest which buildings could be used to help provide those requirements.

The Merchant City is a conservation area. Students could discuss what to do with the buildings.

Students could look at the modern context of the buildings by completing a survey that asks questions such as:

- ◆ is the street a busy through route or a quiet back street?
- ◆ is it an old or a modern building?
- ◆ what is the building used for today?
- ◆ if the building is derelict what do they think it was used for in the past?
- ◆ had the building more than one use?
- ◆ are there any clues as to why they think it had more than one use?

Students could investigate real-life issues within the neighbourhood to identify how decisions affecting the local historic built environment are made.

Students could challenge some of the decisions made by planners and present viable and justifiable alternatives.

Students could acknowledge that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Higher National Unit specification: support notes (cont)

Unit title: Architectural Conservation: Principles

Students could be asked to recognise that different priorities can conflict and that compromises have to be made.

Students could be asked to recognise the part played by the planning department, local agencies and pressure groups in shaping the local environment.

Students could be asked to relate written material to the physical environment and be able to make judgements about their surroundings.

Students could be asked to place the decisions made about the local environment into a wider, regional or even national context.

Guidance on the delivery and assessment of this Unit

Where this Unit is incorporated into other Group Awards it is recommended that it be delivered in the context of the specific occupational area(s) that the award is designed to cover.

Details on approaches to assessment are given under Evidence Requirements and Assessment guidelines under each Outcome in the Higher National Unit specification: statement of standards section. It is recommended that these sections be read carefully before proceeding with assessment of candidates.

Throughout the Unit emphasis will be placed where appropriate on the application of Health and Safety and Sustainability. Safe working practises should be looked at in accordance with current safety codes of practise and regulations. Sustainability should include reference to criteria affecting sustainability, impact of not implementing sustainability on the environment and the legislation promoting sustainability.

Higher National Unit specification: support notes (cont)

Unit title: Architectural Conservation: Principles

Opportunities for developing Core Skills

There are opportunities to develop aspects of the following Core Skills.

Communication at SCQF level 5. Candidates will be required to read materials relating to the principles and philosophy of conservation. If candidates produce written reports and essays or extended response questions this will provide opportunities to develop written Communication. Lecturers might use class discussions to deliver parts of the Unit and this would provide opportunities to develop Oral Communication.

Information Technology at SCQF level 5. This Unit offers candidates the opportunity to research, source information, and produce evidence using ICT.

Problem solving at SCQF level 5. This Unit offers candidates the opportunity to get involved with complex conservation issues and plan and assess solutions which would provide opportunities to develop problem solving skills of critical thinking and planning and organising. The Unit also offers candidates the opportunity to liaise with conservation bodies and the planning departments of local authorities which would provide opportunities to develop skills of *Working with Others*.

Open learning

This Unit could be delivered by distance learning, which may incorporate some degree of on-line support. However, with regard to assessment, planning would be required by the centre concerned to ensure the sufficiency and authenticity of candidate evidence. Arrangement would be required to be put in place to ensure that the assessment, which, if it is required to be at a single event, was conducted under controlled, supervised conditions.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Architectural Conservation: principles

This Unit is designed to prepare you for a career in the building surveying or building control area of the construction industry where conserving buildings correctly is important. This Unit is suited to building surveyors and building control officers, architects and client advisers, who are involved in building conservation projects from their inception through to completion on site.

In Outcome 1 you will look at the principles and philosophy which underpin current conservation policy and practice including the underlying values of conservation: social; cultural; political; economic; aesthetic; environmental. Conservation policy is discussed historically from the formation of SPAB through to current worldwide ICOMOS charters and BS 7913 'Guide to the principles of the conservation of historic buildings'.

In Outcome 2 you will look at the historical development of the international conservation charters from the ICOMOS charters of the 1960s to the present worldwide policies. Scottish developments should be discussed from the Stirling Charter in 2000 to the Scottish Historic Environment Policy of 2007 and beyond.

In Outcome 3 you will develop skills of enquiry, participation and responsible action within the historic environment.

You will consider such matters as what aspects of a town's past give the community, locality and historic built environment its distinctiveness.

You will show an understanding that a building's function can change over time in response to the changing needs of different communities. You will analyse the requirements of your particular historic environment in the twenty first century and suggest which buildings could be used to help provide those requirements. You will investigate real-life issues within your neighbourhood to identify how decisions affecting the local historic built environment are made.

Overall you will be expected to use your local historic environment to realise how different societies, events and influences have shaped where you live and will continue to shape any future developments. You are expected to be active citizens, to understand your environment, to feel motivated and confident to influence the future by being able to understand how the historic environment is relevant to your life today.

There are opportunities for you to develop the Core Skills of *Communication, Information Technology* and *Problem Solving* (critical thinking and planning and organising) all at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.