

## Course record information

<b>Name and level of final award</b>	<ul style="list-style-type: none"> <li>• Master of Arts - Architecture &amp; Sustainable Heritage</li> </ul> <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
<b>Name and level of intermediate awards</b>	<ul style="list-style-type: none"> <li>• Postgraduate Diploma (Pg Dip) - Architecture &amp; Sustainable Heritage</li> <li>• Postgraduate Certificate (Pg Cert) - Architecture &amp; Sustainable Heritage</li> </ul>
<b>Awarding body/institution</b>	University of Westminster
<b>Teaching institution</b>	University of Westminster
<b>Status of awarding body/institution</b>	Recognised Body
<b>Location of delivery</b>	Primary: Central London Secondary/Tertiary Locations: Harrow
<b>Language of delivery and assessment</b>	English
<b>QAA subject benchmarking group(s)</b>	N/A
<b>Professional statutory or regulatory body</b>	Institute of Historic Building Conservation (Full recognition)
<b>Westminster course title, mode of attendance and standard length</b>	<ul style="list-style-type: none"> <li>• Architecture &amp; Sustainable Heritage, Full-time, September start - 1 year standard length</li> <li>• Architecture &amp; Sustainable Heritage, Part-time day, September start - 2 years standard length</li> </ul>
<b>Valid for cohorts</b>	From 2026/7

## Additional Course Information

N/A

## Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

## Aims of the programme

The MA Architecture and Sustainable Heritage delivers a unique educational experience for those wishing to study the historic built environment. The course is aimed at recent graduates who wish to pursue a career or further research in built heritage and mid-career professionals aiming to broaden their knowledge. With its focus on collaborative interdisciplinary approaches, active learning and the acquisition of new skills, the course offers students an opportunity to both gain and share insights in architectural and built-environment heritage. The MA aims to integrate practice and theory through the study of evaluation, management, and intervention alongside conceptual thinking and critical analysis.

With an emphasis on employability, live case studies and authentic assessment, the MA Architecture and Sustainable Heritage will prepare a new generation of built-environment heritage professionals for the current challenges posed by climate change; the drive to build sustainable communities; urban regeneration; and digital technology. The programme will foreground the adaptive reuse and retrofit of historic buildings, alongside issues of community engagement and inclusive heritage management. These will be explored within the core modules in the context of economics, legislation and policy. The curriculum is structured to allow students to choose a combination of optional modules to build skills and reach the course's objectives in a way that suits their own learning style and career path. By introducing students to innovative contemporary approaches, in a stimulating intellectual context, the course provides a solid foundation for those wishing to advance in heritage practice or engage in specialised research.

Our primary aims are:

1. To foster graduates' abilities to critically engage with heritage practice and theory, equipping them with the skills to assess and develop contextually sensitive solutions for heritage evaluation, management and intervention through a range of practical and theoretical approaches;
2. To support graduates in analysing existing design and theoretical trends in heritage practice, and to use these to produce high quality work in a scholarly manner;
3. To help graduates understand the role of heritage in building sustainable communities, promoting inclusion, and empower them to contribute meaningfully to societal well-being through practice, addressing the pressing challenges of climate change;
4. To place a strong focus on employability and transferable skills, aligning with the contemporary demands of the heritage sector by developing systematic and critical ways of understanding theory and practice, and determining appropriate methodologies for research and implementation of findings;
5. To leverage existing teaching and research collaborations, drawing from the expertise of researchers and industry connections to provide a well-rounded and engaging learning experience, fostering a progressive approach to heritage studies.

## Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

The MA Architecture and Sustainable Heritage will attract students from diverse educational and cultural backgrounds and will help establish graduates on a range of career paths upon completion, both within the UK and internationally. The specialised options within the course enhance employability by focusing on critical areas of practice, preparing graduates for careers in heritage, which include: conservation/sustainability officers in public and private sector planning; conservation architects; heritage consultants; urban designers; property managers; community developers; those working for NGOs or government agencies; urban regeneration professionals; historic building inspectors; project managers in heritage and regeneration. The course structure has also been designed to equip students with the skills needed to continue into doctoral research, if they choose.

The course benefits from its location in central London and the School's established links with Historic England; The Twentieth Century Society; SAVE Britain's Heritage, The IHBC and numerous conservation architects and local authorities. In addition, the course's global connections with the International Network for Urban Heritage Conservation in Higher Education Institutes; U Hasselt, University of Montenegro and the Sorbonne will enrich learning and generate opportunities for exchanges.

## What will you be expected to achieve?

### Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

**Level 7 course learning outcomes:** upon completion of Level 7 you will be able to:

- 001 Apply an advanced understanding of heritage philosophy, practice and theory, and select contextually sensitive problem-solving strategies for built-environment heritage evaluation, management and intervention ( KU PPP )
- 002 Demonstrate a comprehensive knowledge of the historical and theoretical foundations of heritage and the application of legislation, business models and economic strategies ( KU PPP )
- 003 Design and develop interdisciplinary projects by drawing from multiple fields and collaborating effectively with peers, experts and stakeholders in various disciplines ( PPP CS )
- 004 Critically engage with key aspects in the role of heritage in building sustainable communities, addressing pressing challenges and promoting social inclusion ( PPP CS )

- 005 Act autonomously to make strategic decisions and develop solutions in relation to the impact of globalisation on heritage, the socio-cultural context, political and ecological conditions. ( KU PPP CS )
- 006 Apply key transferable skills, including analytical and research skills, verbal and written communication ( KU KTS CS )
- 007 Apply the values and ethics of working as a professional in the field of the historic environment and demonstrate the ability to exercise independent judgement with regards to economic, legal and ethical contexts ( PPP KTS )
- 008 Systematically organise and communicate advanced information, perspectives and debates in one distinct area of the historic environment ( KU KTS )
- 009 Identify, adapt and implement appropriate research methodologies ( KU KTS CS )
- 010 Synthesise knowledge from a range of primary and secondary sources to support critical and reasoned positions ( KU KTS CS )

## How will you learn?

### Learning methods

This course provides a nurturing and supportive learning environment where students are encouraged to question established knowledge and practices and critically evaluate issues within a theoretical and practical framework. We promote reflective, inter and multidisciplinary thinking and cultivate the capacity for projective thought, encouraging flexibility in students' approaches to heritage practice and theory.

In addition to the core modules, the students will select option modules that reflect their interests. Although students will enter with different skills and experience, the course will build and maintain a strong cohort identity around the central theme of sustainable heritage. Students may select option modules from across different pathways, allowing them to either deepen existing knowledge or explore new subject areas. This structure allows students to bring the diverse perspectives that they have been introduced to in their chosen option modules to the discussions and workshops in the core modules, using them to develop and enrich cross-disciplinary strategies.\* This holistic approach will enable students to step outside traditional disciplinary boundaries when they choose case-studies and research methods for the final dissertation. The methodologies employed in our course aim to empower learners to become self-reliant and self-developing individuals. We encourage learners to reflect on their own positionality and personal growth, in order to advance their career prospects and improve their employability.

\*See 'Course Structure' section for details on option modules.

### Teaching methods

With a focus on employability, the course incorporates authentic assessments that are directly related to industry and professional practices. Each module encourages the adoption of various learning styles through a spectrum of teaching methods, including lectures (featuring a number of guest speakers, academics and industry practitioners), fieldwork, dynamic seminar discussions, debates and problem solving scenarios between students from different educational backgrounds and skill-sets, personal tutorials, guided reading, immersive case studies and practical exercises. Students receive continuous support from dedicated tutors and supervisors throughout the course, with all modules seamlessly integrated into Blackboard.

#### Our commitment to equality diversity and inclusion

MA Architecture and Sustainable Heritage is committed to equality, diversity and inclusion in all aspects of teaching and learning. The course has been structured to offer students a range of paths that suit different learning styles. Teaching methods comprise a combination of lectures; seminar discussions; fieldwork and problem-solving exercises. Progress will be assessed through both formative and summative assessments. Coursework will include: presentations; practical and design assignments; essays and reports. The assessment methods for all coursework have been designed to accommodate a variety of individual strengths and requirements. The course's taught content introduces students to diverse perspectives and challenges them to look beyond traditional viewpoints. By focusing on the hidden histories embedded in the historic built environment, the course empowers students to explore their own heritage and cultures. With an emphasis on building sustainable communities through engagement and participation, the course actively promotes inclusivity and well-being, offering a safe space for students to share ideas.

## Assessment methods

The specific assessment requirements for each module are outlined in their respective descriptions, and the assessment criteria are aligned with the overall expected level of achievement. Our assessments encompass a diverse range of formats to accommodate the show of skills and knowledge tailored to the modules. Given the broad range of disciplines and themes the course addresses, a range of assessment types will be utilised, depending on the modules chosen: written assignments (essays and dissertation), reports, and presentations. They may include other suitable means of evaluation, aligning with the individual module's objectives and intended learning outcomes (such as charettes), but they do not include written exams.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	001, 003, 004, 005, 006, 008, 009, 010
Literate and effective communicator	003, 006, 008, 010
Entrepreneurial	003, 004
Global in outlook and engaged in communities	001, 002, 005, 007
Socially, ethically and environmentally aware	001, 002, 003, 004, 007

## Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

## Modules

### Level 7

Students will join from different disciplinary backgrounds and the course will therefore offer a level of freedom to undertake an individually tailored path by choosing optional modules below, which are grouped within three clusters: Evaluation; Management and Intervention:

#### *Evaluation*

Reading London: place experience and representation

Heritage in Action

Ethnographic Ways of Knowing

\*Representing World Cultures

\*Future Archives

Theories of Critical Practices in Architecture

\*Image Futures

#### *Management*

Conservation and Heritage

Sustainable neighbourhood development and management

Communities towards sustainability and public engagement

Environmental Policy Assessment and Climate Change

Responsible Destination Development

Planning for Urban Risk and Resilience

Business Process Integration

Modifying Transport Behaviour: Theory, Practice and Politics

*Intervention*

Place and Experience in Design for Urban Spaces

Live Event Project Management

Event Experience Design

Leadership for Event Professionals

\*Global Arts and Sustainable Futures

\*Interactive Art and Storytelling

Streets, Places and Active Transport

The Social and Cultural Value of Community Events

Students may select modules from across the pathways, in line with their interests and reach the course Learning Outcomes in a manner that suits their learning styles (please note that some option modules are suited to architecturally-trained students but none specifically require experience of specialist software such as CAD or BIM. However, all students will be able to take these modules, if they select them (depending on availability), regardless of their experience and background. Students will not be disadvantaged by choosing a different set of options).

\* Please note that the optional modules delivered by the School of Arts are taking place at Harrow campus. Some other modules may also be delivered at different campuses.

<b>Module Code</b>	<b>Module Title</b>	<b>Status</b>	<b>PT Year (where applicable)</b>	<b>UK credit</b>	<b>ECTS</b>
7ASHE002W	Contexts of Sustainable Heritage and Intervention	Core	1	40	20
7ARCH028W	Research Methods for Architectural Studies	Core	2	20	10
7AIDE006W	Thesis Project	Core	2	60	30
7BDIN001W	Business Process Integration	Option		20	10
7CTAD016W	Future Archives	Option		20	10
7CTAD017W	Global Arts & Sustainable Futures	Option		20	10
7IMAG029W	Image Futures	Option		20	10
7CTAD018W	Interactive Art and Storytelling	Option		20	10
7TRAN037W	Modifying Transport Behaviour: Theory, Practice and Politics	Option		20	10
7TRAN027W	Streets, Places and Active Transport	Option		20	10
7PLAN040W	Communities Towards Sustainability: Public Engagement	Option	Various	20	10
7PLAN041W	Conservation and Heritage	Option	Various	20	10
7PLAN029W	Environmental Policy, Assessment and Climate Change	Option	Various	20	10

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7ARCH008W	Ethnographic Ways of Knowing: Critical and Creative Explorations of Site	Option	Various	20	10
7EVMN011W	Event Experience Design	Option	Various	20	10
7MUST022W	Heritage in Action	Option	Various	20	10
7EVMN012W	Leadership for Event Professionals	Option	Various	20	10
7EVMN016W	Live Event Project Management	Option	Various	20	10
7PLAN038W	Place and Experience in Design of Urban Spaces	Option	Various	20	10
7PLAN010W	Planning for Urban Risk and Resilience	Option	Various	20	10
7ARCH012W	Reading London: Place, Experience and Representation	Option	Various	20	10
7CLST013W	Representing World Cultures	Option	Various	20	10
7TOUR016W	Responsible Destination Development	Option	Various	20	10
7PLAN020W	Sustainable Neighbourhood Development and Management	Option	Various	20	10
7EVMN017W	The Social and Cultural Value of Community Events	Option	Various	20	10
7ARCH027W	Theories of Critical Practices in Architecture	Option	Various	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

## Professional body accreditation or other external references

The course has been developed in consultation with the Institute of Historic Building Conservation and has full IHBC recognition.

## Course management

The course is overseen by the Head of the College of Design, Creative and Digital Industries and placed in the School of Architecture and Cities. Course Leaders for MA Architecture and Sustainable Heritage are responsible for managing the course.

## Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

## Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one

appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](http://westminster.ac.uk/academic-learning-development).

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

## Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>.

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

## How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

## How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©

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