

PROGRAMME LEARNING OUTCOMES

Master of Science in Conservation [MSc(Conservation)]

1. University Educational Aims (UEAs) for Taught Postgraduate Curricula

To enable our students to develop their capabilities in:

- (a) Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline / profession
- (b) Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity
- (c) Tackling novel situations and ill-defined problems
- (d) Collaboration and communication of disciplinary knowledge to specialists and the general public
- (e) Awareness of and adherence to personal and professional ethics
- (f) Enhancement of leadership and advocacy skills in the profession ^{Note}.

(^{Note} This educational aim will apply only to professional curricula. Whether a similar aim might be articulated for non-professional curricula is still being considered.)

2. Statement of Programme Learning Outcomes (PLOs)

Programme: Master of Science in Conservation [MSc(Conservation)]

PLO	Statement
1	Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline / profession Apply, competently, critical thinking, analytical ability and research skills in investigating and resolving issues in all aspects of built-heritage conservation and different stages of the conservation process in the global and local conservation contexts.
2	Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity Apply, effectively, up-to-date theories and international best practice in architectural conservation projects by thinking “out of the box,” using multi-disciplinary and cross-disciplinary pedagogies and methodologies within the framework of built-heritage conservation.
3	Tackling novel situations and ill-defined problems Apply evidence-based professional knowledge and opinions in novel situations and seek multi-disciplinary and cross-disciplinary approaches to arrive at consensual solutions among professionals and stakeholders.
4	Collaboration and communication of disciplinary knowledge to specialists and the general public Communicate clearly concepts and practice of built-heritage conservation to professionals in the field and related fields, and disseminate such knowledge to global and local specialists and general audience in accessible terms.
5	Awareness of and adherence to personal and professional ethics Be familiar with the professional ethics required in built-heritage conservation laid down by international, national and local professional institutes and recognize the personal responsibility in upholding such professional ethics as a reflection of professional standards and integrity.
6	Enhancement of leadership and advocacy skills in a profession Exercise, with professional authority and competence, in an advisory and advocacy position, in-depth knowledge of international best practice in built-heritage conservation in the global and local contexts.

3. Statement of Programme Learning Outcomes (PLOs) aligned with or mapped against University Educational Aims (UEAs)

Mapping of the PLOs against the UEAs (in the form of a matrix). Please put a tick in the appropriate boxes.

UEAs	Programme Learning Outcomes					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO5
Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline / profession	✓	✓	✓			
Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity	✓	✓	✓			
Tackling novel situations and ill-defined problems	✓	✓	✓	✓		
Collaboration and communication of disciplinary knowledge to specialists and the general public		✓	✓	✓		
Awareness of and adherence to personal and professional ethics			✓	✓	✓	
Enhancement of leadership and advocacy skills in a profession.				✓	✓	✓