



UNIVERSITY OF  
CAMBRIDGE

Institute of Continuing Education

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**Undergraduate Certificate of Higher Education  
in Historic Building Conservation**

**2017-2019**

**Course code: 1719CCR100**

**COURSE GUIDE  
YEAR 1  
(2017 - 2018)**

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Welcome to the **Undergraduate Certificate of Higher Education in Historic Building Conservation**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 4 (i.e. first-year undergraduate level) and attracts 120 credits. The award is completed in two academic years (i.e. six termly units) and information is given for Units 1, 2 and 3 in this course guide. For further information about academic credit please see our website: <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

The course aims to provide an introduction to historic building conservation. More specifically, the objectives are:

1. To understand the development of the philosophy and ethics of conservation and the legislation and policy that protect the historic environment.
2. To survey, record and analyse the development of historic buildings through the examination of their materials, construction and style.
3. To learn practical techniques for conservation, repair and restoration, with the opportunity to experience the use of traditional materials.
4. To be able to make informed judgements on conservation issues affecting historic buildings.

### **Transferable skills for further study and employability**

- The capacity for independent thought and judgement
- The development of independent learning, study and time management skills
- The deployment of skills in critical reasoning
- The development of competence in using IT to support one's work
- The ability to work with others, productively and equitably
- The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study

### **Study hours**

The award of academic credit is a means of quantifying and recognising learning, and within the UK, one credit notionally represents 10 hours of learning<sup>1</sup>. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

1 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

### **Teaching staff**

#### **Course Director**

**Sarah Buckingham** has worked for 30 years in a broad range of roles in historic conservation and archaeology, in local authorities and Historic England. She also has a

strong background in planning and now works for the Planning Inspectorate. She holds a Masters Degree in Historic Conservation and is both a chartered Town Planner and a Fellow of the Society of Antiquaries. She has specialised professionally in the legal, policy and practice of conservation and on the reform of these systems. She is now working towards a Professional Doctorate at the University of Hertfordshire, where she is specialising in post-conflict reconstruction, concepts of authenticity, and the role of traditional building crafts in reconstruction. She has a strong commitment to heritage education, and supporting new practitioners wishing to enter the profession or colleagues at the start of their careers.

## Tutors

**David Grech** is a registered architect with over 30 years' experience in both the public and private sectors. He holds a Bachelor of Arts (with Hons) in Architecture and Environmental Design and a Bachelor of Architecture (with Hons), both from Nottingham University. He also has the RICS Post Graduate Diploma in Historic Building Conservation and is a Member of the Institute of Historic Building Conservation. As well as working as a practicing architect, David spent 4 years as a Lecturer in Architecture at the Welsh School of Architecture, and in 2004 was appointed Historic Areas Adviser with English Heritage.

**Alan Greening** runs a conservation architect's practice from Southwold, Suffolk. Brought up in the Black Country and working in a factory then architects' offices, he moved to London to study architecture. On graduation he founded a design practice and has been a design tutor at Rochester and Bournemouth colleges of art and design, plus the American College in London since 1982, balancing professional practice with education. Specialising in historic-building conservation since 1985, he was appointed a consultant to English Heritage in 1995, becoming the first-year tutor on the Architectural Association's postgraduate building-conservation course from 1996 to 2014. Practice continues, balancing conservation and historic-building project work with investigating and reporting on historic buildings, materials, fabric with their historic development.

## Administrative staff

**Academic Programme Manager:** Dr Liz Morfoot  
t. 01223 746226 e. [emm30@cam.ac.uk](mailto:emm30@cam.ac.uk)

**Programme Administrator:** Miss Emily Wells  
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## Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at:

[www.madingleyhall.co.uk/contact-us/how-to-find-us](http://www.madingleyhall.co.uk/contact-us/how-to-find-us)

## Contact details of ICE

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[www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)  
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*Please also refer to the 'information for students' section on ICE's website [www.ice.cam.ac.uk/studying-with-us/information-for-students](http://www.ice.cam.ac.uk/studying-with-us/information-for-students) and the 2017/18 Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.*

*Information correct as at 05 October 2017*

# Syllabus for Unit 1

Michaelmas Term 2017

## Conservation law and practice and vernacular architecture

<b>Start date</b>	9 October 2017	<b>End date</b>	9 December 2017
<b>Day</b>	Monday (evenings only), Saturday and Sunday	<b>Time</b>	7.15pm-9.15pm
<b>Venue</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
<b>Course Director</b>	Sarah Buckingham	<b>No of meetings</b>	9 meetings, 2 site visits and a Saturday day-school (9 December 2017)
<b>Tutors</b>	David Grech Alan Greening		
<b>Guest Speaker</b>	Tony Calladine		

### Aims

- To develop students' understanding of social, cultural, political, aesthetic, economic and environmental values that underpin conservation policy and practice in relation to historic buildings;
- To introduce students to the study of early and particularly vernacular architecture, and associated building crafts;
- To introduce students to law, policy and practice in conservation;
- To introduce students to analytical and recording skills.

### Content

This first unit provides an introduction to the philosophical and legal frameworks for conserving the built heritage as a basis for students to begin developing their own approaches to conservation issues. This will be done through lectures, backed up by the examination and discussion of case studies in meetings and day-schools, and reflected throughout the year by presentations given by students to the group.

Unit 1 will also begin to explore the close relationship between place, material and building crafts which is particularly evident in early and vernacular architecture, using lectures and

site visits. Students will develop practical skills in observation, analysis and recording using a variety of techniques, through site visits and the maintenance of a site notebook. Visits will examine early buildings in Cambridge and the townscape, including early and vernacular buildings, and in Bury St Edmunds, will look at the mixture of materials, styles and crafts employed, considering conservation issues presented in urban contexts.

### Provisional lecture list

All teaching sessions take place at Madingley Hall unless a different venue is given.

SB = Sarah Buckingham

DG = David Grech

AG = Alan Greening

TC = Tony Calladine

JE= John Ette

Session	Date	Content
Lecture 1	09/10/2017	Introduction and welcome to the course. <u>Philosophy 1</u> – our relationship with the past and historical perspective on conservation of the built environment (SB)
Site visit – Cambridge (Saturday) <b>10.00-13.00</b>	14/10/2017	Local architecture – pre-1600 buildings (SB)
Lecture 2	16/10/2017	<u>Conservation Law &amp; Practice 1</u> : History - conservation, politics and ideology (SB)
Optional visit	23/10/2017	Optional visit to Cambridge University Library and Map Room. Please meet in the Library foyer at 14.00 for a 14.30 start. Don't forget your student card!
Lecture 3	23/10/2017	Introduction to assignment. Contemporary Issues & case studies in the historic built environment (SB)
Site visit – Bury St Edmunds (Sunday) <b>10:30-13:30</b>	29/10/2017	Visit to Bury St Edmunds (JE & SB)
Lecture 4	30/10/2017	Ice to Fire - Ice-Age to Norman (AG)
Lecture 5	06/11/2017	Introduction to Vernacular Architecture Regional Variations in Vernacular Architecture (DG)
Lecture 6	13/11/2017	<u>Conservation Law and Practice 2</u> Designation (TC)
Lecture 7	20/11/2017	<u>Conservation Law and Practice 3</u> How do we protect the historic built environment? (SB)
Lecture 8	27/11/2017	The Vernacular Architecture of Cambridgeshire and Huntingdonshire. The Vernacular/Polite Threshold (DG)
Lecture 9	04/12/2017	<u>Philosophy 2</u> Intervention Strategies – change and repair (SB)
Saturday day-school	09/12/2017	Madingley Hall Case Studies, presentations and reflection (Camilla Nichol – Antarctic Heritage Trust) (SB)

## Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- show an awareness of early British architectural history, vernacular architecture, use of materials and building crafts;
- show an understanding of the principles and forms of vernacular architecture in East Anglia;
- explain their own approaches to the conservation, analysis and recording of the historic environment;
- demonstrate an understanding of current policies and practice relating to the conservation of the built environment.

## Student assessment

The course requires a commitment to reading and pre-class preparation. The assignment will be a report of 3,000 – 3,500 words unless otherwise stated on any one of the following. Your work should be illustrated with sketches, diagrams or photographs integrated with the text. You must ensure that your work has proper references and includes a bibliography:

- *Select a building (not a church) with significant pre-1600 fabric to which you can gain easy access, and describe its structure and construction. Referring to the characteristic building materials of the locality, critically evaluate how their use has affected the structure, character and appearance of the building. Use annotated drawings and photographs to support your account.*
- *Identify a locality with specific vernacular architectural character. Analyse and discuss critically how the characteristic traditional building materials of the area have influenced the evolution of the local style. Use annotated drawings and photographs to support your account.*
- *Choose a building which retains significant elements of vernacular material, construction and detailing. Write a Conservation Statement report to the standard/HLF template (template and briefing to be supplied) which identifies its significance and measures for guiding sustainable changes to it. (Around 2, 000 words)*

**Students' selections of titles must be agreed in writing with the Course Director or tutor before preparation of the assignment is begun.**

The word count includes all main text and footnotes, but excludes figure legends and the bibliography.

Closing date for the submission of assignments: **before 12 noon on Friday 5 January 2018 (GMT\*)**

*\*Greenwich Mean Time*

Students are expected to submit their assignments online through the VLE and feedback on assignments is delivered online.

**For Year 1 reading and resources list please see pp.14-15**

# Syllabus for Unit 2

Lent Term 2018

## Church architecture (up to 1600) and buildings in stone

<b>Start date</b>	8 January 2018	<b>End date</b>	17 March 2018
<b>Day</b>	Monday (evenings only), and Saturdays	<b>Time</b>	7.15pm-9.15pm
<b>Venue</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
<b>Course Director</b>	Sarah Buckingham	<b>No of meetings</b>	4 meetings, 6 site visits and 2 Saturday day-schools (10 February and 3 March 2018)
<b>Tutors</b>	David Grech Alan Greening		
<b>Guest Speakers</b>	John Ette Dr Joe Elders David Smith		

### Aims

- To develop students' understanding of the use of stone as a building material;
- To develop students' understanding of architectural history studies for the period; 1000 -1600 through the examination of vernacular, polite and ecclesiastical architectural forms;
- To develop students' analytical and recording skills.

### Content

The second unit examines in detail the use of stone as a building material, exploring the relationship between geology, place, construction and style. Construction techniques including solid wall masonry, arches and vaulting will be covered. This will be done through lectures, practical visits to a quarry and masonry yard, and through the examination of case studies, focusing on local examples and the conservation and repair challenges presented by construction in stone. Through lectures and visits students will examine more formal styles of architecture, in which stone is most often a key element, including the development of church architecture up to 1600. Tuition in drawing and sketching will develop the range of techniques available to students for recording standing structures.

### Provisional lecture list

All teaching sessions take place at Madingley Hall unless a different venue is given.

SB = Sarah Buckingham

DG = David Grech

AG = Alan Greening

JE = John Ette

JoE = Joe Elders

DS = David Smith

Session	Date	Content
Lecture 1	08/01/2018	Introduction to Geology, quarrying and building techniques (SB)
Lecture 2	15/01/2018	Introduction to Church Architecture (AG)
Saturday Site Visit 3 hrs	20/01/2018	Cambridge Churches (AG)
Lecture 3	29/01/2018	Building Stones in Cambridgeshire – Clunch, Carstone, Crag and Septaria; Flint and Flint Flushwork (SB)
Saturday day-school and site visit	10/02/2018 (10am- 3pm)	“Church Day” – including the Ecclesiastical Exemption and the work of church architects. (AG, DG & JoE) and visit to Ely Cathedral*
Lecture 4	12/02/2018	Rubble Wall and Masonry Construction (SB)
Saturday Site Visit	17/02/2018 Leave Madingley at 9.00	Clipsham, Barnack and Caster (AG)
Saturday half day- school	03/03/2018 (10am – 1pm)	Flint Knapping (DS)
Saturday Site Visit	10/03/2018	Geological Tour of Cambridge (SB)
Tuesday Site Visit	13/03/2018 Leave Madingley at 9.00	Ancaster Quarry (SB)
Saturday Site Visit	17/03/2018 Leave Madingley at 9.00	Castle Acre (JE)

\*Students to cover the cost of the cathedral tour guide on the day.

### Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to show that they:

- understand the relationship between the structural imperatives and the physical characteristics of pre-1600 stone buildings;
- understand stone buildings in their historic context;
- understand stone conservation issues;
- understand the development of church architecture.

### Student assessment

The course requires a commitment to reading and pre-class preparation. Write a report of 3,500 - 4,000 words unless otherwise stated on any one of the following. Your work should be illustrated with sketches, diagrams or photographs **integrated with the text**. You must ensure that your work has proper references and includes a bibliography.

- *Select a church building (pre-1600 or largely so). By analysing the principal features, give an evaluative outline of its architectural development and any repairs or interventions in the fabric, and explaining where work on the building is typical of its period and where it is not. Use annotated drawings and photographs to support your account.*
- *Select a stone building. Describe and draw areas of the building where the stonework has been subject to alteration and repair. Describe the stone and mortar and critically assess the alterations and repairs, evaluating possible alternative approaches. Use annotated drawings and photographs to support your analysis.*
- *Select a building to which changes are proposed. Write a Heritage Impact Statement to assess and justify the particular scheme or proposal (template and briefing to be supplied) (around 2, 000 words).*

**Students' selections of titles must be agreed in writing with the Course Director or tutor before preparation of the assignment is begun.**

The word count includes all main text and footnotes, but excludes figure legends and the bibliography.

Closing date for the submission of assignments: **before 12 noon on Monday 9 April 2018 (BST)\***

*\*British Summer Time*

Students are expected to submit their assignments online through the VLE and feedback on assignments is delivered online.

**For Year 1 reading and resources list please see pp.14-15**

## Syllabus for Unit 3

Easter Term 2018

# Building with traditional materials; timber, earth, lime, plaster and thatch

<b>Start date</b>	23 April 2018	<b>End date</b>	16 June 2018
<b>Day</b>	Monday (evenings only) and Saturdays	<b>Time</b>	7.15pm-9.15pm
<b>Venue</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
<b>Course Director</b>	Sarah Buckingham	<b>No of meetings</b>	2 meetings, 2 drawing classes and 7 site visits
<b>Tutors</b>	David Grech Alan Greening		
<b>Guest Speakers</b>	Dr Leigh Alston Rick Lewis Martin Brown Malcolm Carrington Richard Robinson John Ette Stephen Westover		

### Aims

- To consolidate students' understanding of architectural history to 1600;
- To consolidate students' overview of the development of conservation philosophy and ethics in relation to the historic built environment;
- To develop students' understanding of timber construction and conservation;
- To develop students' understanding of the use of traditional materials such as earth and lime;
- To develop students' use of analytical and drawing techniques.

### Content

The third unit examines the use of timber in traditional buildings, including its sourcing and preparation, and the impact it has on construction and repair techniques. Timber-frames will be given particular focus. Other traditional materials and techniques such as thatching, earth walling and lime mortar will also be introduced. These topics will be covered through lectures, site visits and practical demonstrations. Learning will be supported through the continuing use of analytical and recording techniques and the completion of students' site notebooks for the first year. The final day-school of the term will provide an opportunity for

consolidation of understanding gained through the year, and reflection on what has been learned.

### Provisional lecture list

AG = Alan Greening

LA = Leigh Alston

DG = David Grech

RL = Rick Lewis

MB = Martin Brown

MC = Malcolm Carrington

RR = Richard Robinson

JE = John Ette

SW = Stephen Westover

Session	Date	Content
Lecture 1	23/04/2018	Introduction to Timber-framing (AG)
Site visit (Saturday, 2 hours)	28/04/2018	Visit to Timber-framed buildings (LA)
Lecture 2	07/05/2018	Repairing Timber frames (RL)
Site visit (Saturday, 4 hours)	12/05/2018	Constructing Timber frames (RL)
Lecture 3	14/05/2018	Drawing Class 1
Site visit (Saturday, 5 hours)	19/05/2018	Heritage at Risk (3 hours) Dealing with Heritage at Risk (2 hours) (JE)
Lecture 4	21/05/2018	Drawing class 2
Site visit (Saturday, 4 hours)	26/05/2018	Lime Day (MB)
Site visit (Saturday, 4 hours)	02/06/2018	Daub Day (MC)
Site visit (Saturday, 3 hours)	09/06/2018	Thatching (RR)
Site visit (Saturday, 4 hours)	16/06/2018	Sourcing and cutting timber (SW)

### Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- demonstrate a broad understanding of timber-building history in England between 1000 and 1600;
- demonstrate an understanding of the principles of traditional building crafts including timber, stone, lime, earth and thatch;
- use working sketches and photographs to record standing structures to a standard that supports their evaluation and analysis;
- frame their own responses to conservation issues relating to timber structures in the built environment, bringing to bear relevant values, understanding of materials and techniques involved, and an awareness of legal requirements.

## Student assessment

The course requires a commitment to reading and pre-class preparation. Write an essay of 4,500 - 5,000 words unless otherwise stated on any one of the following. Your work should be illustrated with sketches, diagrams or photographs **integrated with the text**. You must ensure that your work has proper references and includes a bibliography.

- *Select a timber-framed building or building of other vernacular construction to which you can gain easy access and describe the building and its construction. Show how the building has been changed over time and critically assess how successful the repairs or interventions have been, evaluating, where relevant, possible alternative approaches. Use annotated drawings and photographs to support your analysis.*
- *Using the case study of a traditional craft, trade or source of building material, explain how its history, development, geographical extent and current condition have been affected by changing social values in one or more periods using one or more case studies of specific buildings to illustrate your argument.*
- *Identify a building at risk or vulnerable to risk and prepare a Heritage at Risk Condition Assessment (template and brief to be supplied) to inform strategies for its conservation and management, including a strategy for addressing the risk or potential risk (around 3, 000 words).*

In your assignment you should demonstrate an understanding of how attitudes to the conservation of the historic built environment have been affected by changing social values in one or more periods. You should also consider the conservation issues arising from the expression of such attitudes, applying your understanding of the relevant values, an understanding of materials and techniques involved, and an awareness of current legal requirements that might affect conservation decisions.

The word count includes all main text and footnotes, but excludes the figure legends and bibliography.

Closing date for the submission of assignments: **before 12 noon on Monday 9 July 2018 (BST)**

Students are expected to submit their assignments online through the VLE and feedback on assignments is delivered online.

**For Year 1 reading and resources list please see pp.14-15**

## Introductory reading and resource list for Year 1

*A more specialised list will be provided during each term in relation to specific lectures.*

(\*core text)

Author	Title	Publisher and date
*Alcock, Barley, Dixon & Meeson	Recording Timber Framed Buildings- An illustrated glossary	Council for British Archaeology 1996 ISBN 1 872414 72 9
Brunskill RW	Traditional Farm Buildings of Britain	Gollancz 1897 (and later editions) ISBN 0-575-04039-4
Brunskill RW	Traditional Buildings of Britain	Gollancz 1999
*Brunskill R W	Illustrated Handbook of Vernacular Architecture (4thed)	Faber & Faber 2000 (1971) ISBN 0-571-13916-7
Calloway S (Ed)	The Elements of Style	Mitchell Beazley 1997 ISBN 1554070791
*Clark K	Informed Conservation	English Heritage 2001
Clifton -Taylor A	The Pattern of English Building	Faber & Faber 1999 ISBN 0-571-14890-5
*English Heritage (Historic England)	Practical Building Conservation Series Volumes on:- Stone Timber Mortars, Renders and Plaster	Ashgate Publishing 2013
*Fleming J, Honour H, Pevsner N	The Penguin Dictionary of Architecture	Penguin 1999 (4thed)
Friar S	The Sutton Companion to Castles	Sutton 2003
*Harris R	Discovering Timber-Framed Buildings	Shire 1993 ISBN 97807 47802150
Hart S	Flint architecture of East Anglia	DLM 2000 ISBN 1 900357 18 6
Hoskins W G	The Making of the English Landscape	First published 1955- any edition or date
McCann J	Clay and Cob Buildings	Shire 2004 ISBN 97807 47805793
*Mynors C	Listed buildings, Conservation Areas and	Sweet & Maxwell (Latest

	Monuments	edition)
Peters J E C	Discovering Traditional Farm Buildings	Shire 1981 ISBN 9780852635568
* Pevsner N, Bradley S	Cambridgeshire (The Buildings of England Series) (You are also strongly recommended to obtain the volume in this series for the County in which you live.)	Yale UP 2014 <b>ISBN-10:</b> 0300205961 <b>ISBN-13:</b> 978-0300205961
Rackham O	The History of the Countryside	Dent 1986 (or any later Editions) ISBN 0 460 04449 4
Rawle T	Cambridge Architecture	Trefoil 1985 ISBN 0 8629 050 8
Ray N	Cambridge Architecture	CUP 1994 ISBN 0 521 45222 8
*Rodwell R	Church archaeology	English Heritage 1989 ISBN 0 7134 2590 3
Taylor C	The Cambridgeshire Landscape	Hodder and Stoughton 1973
Taylor C	Village and Farmstead	George Philip 1983 ISBN 0 540 01082 0
Wood M	The English Mediaeval House	Bracken Books 1965 (Reprint 1985) London Studio Editions 1996
Wright A	Craft Techniques for Traditional Buildings	Batsford 1991

## Summary of Year 2 (2018-2019)

First session: Saturday 6 October 2018

### Unit titles:

**Unit 4: Early polite architecture and recording, analysing and specifying change to historic buildings**

**Unit 5: Recognising and dealing with structural problems in historic buildings, protecting and managing designed landscapes, and the emergence of industrial architecture**

**Unit 6: The development of style from the late 19th century to the present day, the use of modern building materials and techniques and conserving late 20th century buildings**

The second year will explore developments in “polite” architecture” and associated materials and building craft skills, using lectures and site visits. Unit 4 will include a visit to Audley End, an outstanding example of Jacobean architecture. Important themes in architectural history will be explored, including Neoclassicism. Designed landscapes will also be introduced in the context of developments in architectural style and through a dedicated lecture. This will be consolidated through a visit to Moggerhanger Abbey, an early 19<sup>th</sup>-century Neo-classical house and grounds. Early Victorian and industrial architecture will be covered, including and associated materials, with an emphasis on the use of metals, including innovations in the use of iron framing, using lectures and site visits, including some practical experience.

The overview of the development of architectural style from the late Victorian period, focusing on the Gothic revival, will move through trends of the early 20<sup>th</sup> century to the radical changes to design philosophy and construction brought in with the Modern Movement. The use of modern construction techniques using steel framing, curtain walling and concrete will be examined through lectures, site visits and the examination of case studies.

Building on content from Year 1, students will also look more deeply into the philosophical and legal frameworks for conserving the built heritage, focusing on the concept of “place” and ways in which it can be analysed and protected. This will be done through lectures, backed up by the examination and discussion of case studies in meetings and day-schools.

Students will develop their practical skills in observation, analysis and recording through a workshop session covering measured survey techniques, and through the continued practice of drawing skills derived from Year 1 in assignments and the maintenance of a site notebook.

Through a workshop on writing specifications, they will be introduced to the concepts of diagnosing building problems and specifying remedial works. Students will develop their understanding of structural and material failings in historic buildings and repair solutions and wider strategies for the treatment of buildings at risk through lectures and the examination of case studies at the day school. They will also be introduced to development economics through a lecture and case studies, in order to develop their awareness of this key factor in securing the successful repair and re-use of historic buildings.

Learning will be supported through the continuing use of analytical and recording techniques, and students will be encouraged to keep a site notebook throughout the year to record visits, sketches etc. and encourage continued practice of drawing skills acquired in Year 1.

# TIMETABLE: YEAR 1

## Michaelmas 2017

### Unit 1

Lecture 1	09/10/2017
Saturday site visit	14/10/2017
Lecture 2	16/10/2017
Lecture 3	23/10/2017
Sunday site visit	29/10/2017
Lecture 4	30/10/2017
Lecture 5	06/11/2017
Lecture 6	13/11/2017
Lecture 7	20/11/2017
Lecture 8	27/11/2017
Lecture 9	04/12/2017
Saturday day-school	09/12/2017
Optional visit to the University Library	23/10/2017

## Lent 2018

### Unit 2

Lecture 1	08/01/2018
Lecture 2	15/01/2018
Saturday site visit	20/01/2018
Lecture 3	29/01/2018
Saturday day-school + site visit	10/02/2018
Lecture 4	12/02/2018
Saturday site visit	17/02/2018
Saturday half-day-school	03/03/2018
Saturday site visit	10/03/2018
Tuesday site visit	13/03/2018
Saturday site visit	17/03/018

## Easter 2018

### Unit 3

Lecture 1	23/04/2018
Saturday site visit	28/04/2018
Lecture 2	07/05/2018
Saturday site visit	12/05/2018
Drawing class 1	14/05/2018
Saturday site visit	19/05/2018
Drawing class 2	21/05/2018
Saturday site visit	26/05/2018
Saturday site visit	02/06/2018
Saturday site visit	09/06/2018
Saturday site visit	16/06/2018

**Assignment submission dates are normally 3 weeks after final teaching session of term.**

*Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.*

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