



Institute of Continuing Education

Undergraduate Certificate in Historic Building Conservation

2019 - 2020

Course code: 1920CCR100

COURSE GUIDE

Welcome to the **Undergraduate Certificate 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 60 credits. The award is completed in one academic year. 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 programme aims to provide an introduction to historic building conservation. More specifically, the objectives are:

1. To introduce students to the philosophy and ethics of conservation and the legislation and policy that protect the historic environment.
2. To give the students practical skills to survey, record, interpret and analyse the development of historic buildings through the examination of their materials, construction and style.
3. To develop students' understanding of practical techniques for conservation, repair and restoration, with the opportunity to experience the use of traditional materials.
4. To promote critical thinking as a means of fostering the ability to reach independent and informed judgements on conservation issues affecting historic buildings.
5. To provide students with opportunities for progression to further studies in the area of building conservation.

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 learning¹. 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, and has specialised in the law, policy and practice of conservation and on the reform of these systems. She also has a strong background in planning and worked as a Planning Inspector for three years. She is now the Conservation and Design Team Leader at the Royal Borough of Kensington and Chelsea. She holds a Masters Degree in Historic Conservation and is both a chartered Town Planner and a Fellow of the Society of Antiquaries. 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

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

Head of Academic Centre Administration: Ms Ola Dlugokencka

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Academic Centre Coordinator: Ms Lizzie Burgess

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Academic Centre Administrator: Ms 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

The 6 two-day teaching blocks that take place at Madingley Hall are fully catered (including dinner on the Friday nights). The day schools based at Madingley Hall include lunch and refreshments on the day. Please note that students are responsible for booking their own accommodation, arranging transport and paying any associated entrance fees for fieldtrips.

Contact details of ICE

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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 and the 2019/20 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 02 August 2019

Syllabus for Unit 1

Michaelmas Term 2019

Conservation philosophy, law and practice and vernacular architecture

Start date	7 October 2019	End date	7 December 2019
Day	Monday, Friday and Saturday	Time	7.00pm-9.00pm & 10.00am – 4.00pm
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Course Director	Sarah Buckingham	No of meetings	1 lecture, 2 short teaching blocks and 1 day school, including 2 site visits
Tutors	Alan Greening		

Aims

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

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.

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, developed through site visits. Visits will examine early and vernacular buildings in Cambridgeshire and 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

AG = Alan Greening

Session	Date	Content
Evening Lecture	Monday 7 October 2019 7.00pm – 9.00pm	Course Induction: <ul style="list-style-type: none"><input type="checkbox"/> What to expect<input type="checkbox"/> Sources of information for Historic Conservation<input type="checkbox"/> Writing Assignments (SB)
Day school	Monday 14 October 2019 Visit to Cambridge University Library and Map Room site visit – Cambridge	Introduction to research resources What to look for in the historic environment (SB)
Short teaching block	Friday 18 - Saturday 19 October 2019 10.00am - 4.00pm	Why and How We Conserve the Historic Environment: & Recognising, Understanding and Protecting Significance (SB)
Short teaching block	Friday 6 – Saturday 7 December 2019 Saturday- site visit, day of looking at vernacular buildings	<ul style="list-style-type: none"><input type="checkbox"/> From Ice to Fire – the very early development of buildings in Britain<input type="checkbox"/> Introduction to Vernacular Architecture<input type="checkbox"/> The Vernacular-Polite Divide (AG & SB)

Learning outcomes

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

- demonstrate a critical understanding of how concepts of cultural heritage and its conservation have arisen and are applied in contemporary law, policy and practice relating to the conservation of the built environment;
- demonstrate an understanding of the key processes for managing change in the historic environment as part of the planning and other legal processes in the UK:

- demonstrate an awareness of early British architectural history, vernacular architecture, and the critical relationship between location and use of materials and building crafts.

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 and any changes made to it, and how any changes reflect the conservation practice of their time. 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 3,000 words)*
- *Select a heritage value as set out in Historic England's "Conservation Principles" and explain your understanding of it, identifying the potential strengths and weaknesses of such a values-led approach, and critically appraising its application in practice with reference to conservation or repair works made to one or more vernacular buildings.*

Students' selections of titles must be agreed in writing with the Course Director or Tutor before preparation of the assignment is begun and the questions must meet the learning outcomes of the unit.

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

Closing date for the submission of assignments: 6 January 2020 by 12:00 (noon) GMT

Students are expected to submit their assignments online through ICE's Virtual Learning Environment (VLE) and feedback on assignments is delivered online.

Reading and Resource List

Please see the Introductory reading and resource list on pages **14 - 15**

Syllabus for Unit 2

Lent Term 2020

Building in stone, and the challenges of urban, rural and landscape conservation

Start date	18 January 2020	End date	21 March 2020
Day	Fridays and Saturdays	Time	10.00 am – 4.00 pm & 10.00 am – 5:30 pm
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Course Director	Sarah Buckingham	No of meetings	2 short teaching blocks including site visits and 2 Saturday day schools
Tutors	Alan Greening		
Guest Speakers	Brian Dix		

Aims

- To develop students' understanding of the use of stone as a building material, and of common structural, repair and conservation issues relating to stone buildings;
- To develop students' understanding of typical rural building types and the conservation challenges affecting them;
- To develop students' understanding of typical urban environments and the buildings within them;
- To provide them with the knowledge and skills to develop their own responses to conservation challenges affecting historic rural and urban buildings, such as their sensitive adaptation to new uses;
- To develop students' understanding of historic landscapes at both a broad and more localised scale, the methods for analysing and understanding their significance and of the range of typical conservation challenges and solutions facing historic landscapes and the historic or archaeological elements within them.

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, site visits, and through the examination of case studies, focusing on local examples and the conservation and repair challenges presented by construction in stone.

Students will also look at three broad aspects of the historic environment – the rural and urban environments, and historic landscapes. They will, through lectures, case studies and site visits, be introduced to the main building or structure types characterising each and the

archaeological evidence for understanding historic landscapes, the typical conservation challenges presented in each, and will critically appraise possible conservation solutions to support the development of their own toolkit of potential responses.

Provisional lecture list

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

SB = Sarah Buckingham

AG = Alan Greening

BD = Brian Dix

Session	Date	Content
Day School	Saturday 18 January 2020 10.00am – 5.30pm	<p>Building in Stone</p> <p>Lectures:-</p> <ul style="list-style-type: none"> □ Introduction to geology and the uses of stone in buildings □ Construction in Stone – masonry and rubble core construction □ East Anglian stone traditions – including flint flushwork <p>Case studies and group work/discussion</p> <p>Site Visit:-</p> <ul style="list-style-type: none"> – Cambridge – identifying building stones <p>(SB)</p>
Short teaching block	Friday 14 - Saturday 15 February 2020 10.00am – 4.00pm	<p>Urban Conservation</p> <p>Lectures:-</p> <ul style="list-style-type: none"> □ Urbanisation in England since the twelfth century □ Urban domestic architecture □ Municipal and Institutional Buildings □ Development and place making in the urban environment □ The changing face of the High Street <p>Case studies and group work/discussion</p> <p>Site Visit (SB & AG)</p>

Day School	Saturday 29 February 2020	<p>Historic Landscapes</p> <p>Lectures:-</p> <ul style="list-style-type: none"> □ The development of garden design □ Protecting and managing historic landscapes <p>Case studies and group work/discussion</p> <p>Site Visit</p> <p>(BD)</p>
Short teaching block	<p>Friday 20 – Saturday 21 March 2020</p> <p>10.00am – 4.00pm</p>	<p>Rural Conservation</p> <p>Lectures:-</p> <ul style="list-style-type: none"> □ Farmsteads and Agricultural Buildings – their development and challenges facing them □ Country Houses and Landed Estates <p>Case studies and group work/discussion</p> <ul style="list-style-type: none"> □ Using Historic England's Farmstead Assessment Framework □ Wentworth Woodhouse <p>Site Visit (SB, AG)</p>

Learning outcomes

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

- understand stone buildings in their historic context, the relationship between the structural imperatives and the physical characteristics of traditionally constructed stone buildings and stone conservation issues;
- understand the significance of farmsteads or other agricultural buildings and of buildings in large rural estates, including their sensitivity to change, and are able to demonstrate appropriate adaptive solutions to secure their long-term survival;
- recognise the key features of different kinds of historic landscapes, the common conservation challenges facing them and appropriate conservation remedies;
- read a typical settlement, identifying key focal points for its development over time and key areas of interest or sensitivity to change, and to prescribe appropriate solutions to a range of conservation challenges within it.

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 stone building. Briefly explain its significance and how it typifies a building in an urban or rural context. 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 historic designed landscape, which may be designated or undesignated. Analyse the landscape, and critically evaluate its history, development and current condition, particularly how well it reflects the original design conception, explaining the strengths and weaknesses of your interpretation. Critically appraise any implemented or proposed conservation measures affecting it. Use diagrams, maps, annotated drawings and photographs to support your account.*
- *Select a building with significant conservation challenges to which changes are proposed. Write a Heritage Impact Statement, including an assessment of its significance, to critically assess and justify the particular scheme or proposal (template and briefing to be supplied) (around 3, 000 words).*

Students' selections of titles must be agreed in writing with the Course Director or Tutor before preparation of the assignment is begun and the questions must meet the learning outcomes of the unit.

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

Closing date for the submission of assignments: Tuesday 14 April 2020 by 12:00 (noon) GMT

Students are expected to submit their assignments online through ICE's Virtual Learning Environment (VLE) and feedback on assignments is delivered online.

Reading and Resource List

Please see the Introductory reading and resource list on pages **14 - 15**

Syllabus for Unit 3

Easter Term 2020

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

Start date	1 May 2020	End date	23 May 2020
Day	Fridays and Saturdays	Time	7.15pm-9.15pm & 10.00 am – 4.00 pm
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Course Director	Sarah Buckingham	No of meetings	3 short teaching blocks with site visits
Tutors	Alan Greening		
Guest Speakers	Rick Lewis Martin Brown Malcolm Carrington Chris Dodson Stephen Westover		

Aims

- To develop students' understanding of the tradition of timber frame construction and of conservation issues relating to timber frame construction;
- To develop students' understanding of the use of traditional materials such as earth, lime and long straw and combed wheat reed thatch and understanding of conservation issues relating to these forms of construction;
- To enable students to produce building analysis and recording at a basic level and to understand the methods and appropriate circumstances for more complex methods of recording.

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. Students will also develop their analytical and interpretative skills in understanding the development of historic building by learning how to produce sketches and measured drawings as part of the process of interpreting and

recording. They will also consider and practice the use of photography and be introduced to other techniques such as capture through motion, 3D and laser recording.

Provisional lecture list

AG = Alan Greening

RL = Rick Lewis

MB = Martin Brown

MC = Malcolm Carrington

CD – Chris Dodson

SW = Stephen Westover

Session	Date	Content
Short teaching block	Friday 1 - Saturday 2 May 2020	Traditional Crafts 1: Timber Framing <ul style="list-style-type: none"> <input type="checkbox"/> Repair and construction of timber framed buildings <input type="checkbox"/> The timber framing tradition <input type="checkbox"/> Sourcing and cutting timber (AG, RL & SW)
Short teaching block This unit may be held off site.	Friday 8 – Saturday 9 May 2020	Research, Recording and Analysis of Historic Buildings <ul style="list-style-type: none"> <input type="checkbox"/> Sketching <input type="checkbox"/> Measured Drawings <input type="checkbox"/> Photographing Buildings <input type="checkbox"/> Other Recording Techniques (SB)
Short teaching block This unit will be held entirely off site.	Friday 22 – Saturday 23 May 2020	Traditional Building Crafts 2: Lime, Earth Construction and Thatching <ul style="list-style-type: none"> <input type="checkbox"/> Lime and the Lime Cycle <input type="checkbox"/> Pargetting <input type="checkbox"/> Thatching history and techniques <input type="checkbox"/> Earth building techniques <input type="checkbox"/> Wattle and Daub (MB, CD & MC)

Learning outcomes

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

- demonstrate an understanding of the principles of traditional building crafts including timber, lime, earth and thatch and frame their own responses to typical conservation and repair issues arising from the use of these materials;

- use working sketches and photographs to record standing structures to a standard that supports their evaluation and analysis.

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 the changes reflect the conservation practice of their time, and 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 or changing approaches to conservation practice in one or more periods, using one or more case studies of specific buildings to illustrate your argument.*
- *Identify a traditionally constructed 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).*

Students' selections of titles must be agreed in writing with the Course Director or Tutor before preparation of the assignment is begun and the questions must meet the learning outcomes of the unit.

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

Closing date for the submission of assignments: Monday 15 June 2020 by 12:00 (noon) GMT

Students are expected to submit their assignments online through ICE's Virtual Learning Environment (VLE) and feedback on assignments is delivered online.

Reading and Resource List

Please see the Introductory reading and resource list on pages **15-19**.

Reading and resource list

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

Recommended texts have been marked with an asterisk (*)

*Adams, A.T., (2016) *Drawing for Understanding: Creating Interpretative Drawings of Historic Buildings*. Historic England.

*Alcock, Barley, Dixon & Meeson (1996) *Recording Timber Framed Buildings - An illustrated glossary*. Council for British Archaeology

Ashurst, J. and Dimes, F.G. (eds) (1998) *Conservation of Building and Decorative Stone*. Oxford, Butterworth-Heinemann. (paperback edition)

*Australia ICOMOS (2013) *The Burra Charter*.

*Barson, S., (2018) *Understanding Architectural Drawings and Historical Visual Sources*. Historic England.

*Benton, T. (ed) (2010) *Understanding Heritage and Memory*. Manchester: Manchester University Press.

Bond, S. & Worthing, D., (2015) *Managing Built Heritage: The Role of Cultural Values and Significance*. Wiley-Blackwell.

Brand, S. (1994) *How Buildings Learn*. New York, Viking Penguin.

Brunskill, R.W. (1987) *Traditional Farm Buildings of Britain*. Gollancz 1987 (and later editions).

Brunskill, R.W., (1999) *Traditional Buildings of Britain*. Gollancz.

*Brunskill, R.W., (2000) *Illustrated Handbook of Vernacular Architecture* (4th ed). Faber & Faber.

Burman, P., Pickard, R. and Taylor, S. (eds) (1995) *The Economics of Architectural Conservation*. York, Institute of Advanced Architectural Studies.

Calloway, S. (Ed)(1997) *The Elements of Style*. Mitchell Beazley.

Cantacuzino, S., (1989) *Re-architecture: old buildings/new uses*, New York Abbeville Press.

*Cowell, B. (2008) *The Heritage Obsession: The Battle for England's Past*. Stroud: Tempus Publishing.

Croci, G. (1998) *The Conservation and Structural Restoration of Architectural Heritage*. Southampton, Computational Mechanics Publications.

Chanter, B. and Swallow, P. (1996) *Building Maintenance and Management*. Oxford, Blackwell Science.

Charles, F.W.B with Charles, M. (1984) *Conservation of Timber Buildings*. Cheltenham, Stanley Thomas Ltd.

- *Clark, K. (2001) *Informed Conservation*. London, English Heritage.
- *Clifton -Taylor, A. (1999) *The Pattern of English Building*. Faber & Faber.
- *Department of Culture Media and Sport (2010) *Principles of Selection for Listing Buildings*. Accessed at <https://www.gov.uk/government/publications/principles-of-selection-for-listing-buildings>
- Cunningham, A. (ed.) (1998) *Modern Movement Heritage*. London, Spon.
- Cunnington, P. (1988) *Change of Use: The conversion of old buildings*. London, A & C Black Ltd.
- David, J. (2002) *Guide to Building Services for Historic Buildings*. London, CIBSE.
- Delafons, J. (1997) *Politics and Preservation*. London, Spon.
- Earl, J. (1996) *Building Conservation Philosophy*. Reading, College of Estate Management.
- *English Heritage (2013) *Practical Building Conservation: Conservation Basics*. London, Ashgate.
- English Heritage (2013) *Practical Building Conservation: Timber*. London, Ashgate.
- English Heritage (2013) *Practical Building Conservation: Stone*. London, Ashgate.
- English Heritage (2013) *Practical Building Conservation: Mortars, Render and Plaster*. London, Ashgate.
- English Historic Towns Forum (1998), *Conservation Area Management: A practical guide*. Report No. 38, English Historic Towns Forum.
- Erder, C. (1986) *Our Architectural Heritage: from Consciousness to Conservation*. Paris, UNESCO.
- *Feilden, Sir B. M. (2003) *Conservation of Historic Buildings*. Oxford, Architectural Press (third edition).
- Fitch, J.M. (1992) *Historic Preservation: Curatorial management of the built world*. Charlottesville, University Press of Virginia. (second printing)
- *Fleming, J., Honour, H., Pevsner, N., (1999) *The Penguin Dictionary of Architecture*. Penguin (4th ed).
- Forsyth, M. (ed.) (2007) *Understanding Historic Building Conservation*, Oxford, Wiley-Blackwell.
- Forsyth, M. (ed.) (2007) *Materials and Structures for Historic Building Conservation*, Oxford, Wiley-Blackwell.
- Forsyth, M. (ed.) (2007) *Structures and Construction in Historic Building Conservation*, Oxford, Wiley-Blackwell.
- Forsyth, M. (ed.) (2007) *Interior Finishes and Fittings for Historic Building Conservation*, Oxford, Wiley-Blackwell.
- Foster, L. (1997) *Access to the Historic Environment: Meeting the needs of disabled people*. Shaftesbury, Donhead.
- Friar, S., (2003) *The Sutton Companion to Castles*. Sutton.

- Gause, J. A. (1996) *New Uses for Obsolete Buildings*, Urban Land Institute.
- *Harris, R., (1993) *Discovering Timber-Framed Buildings*. Shire.
- *Harrison, R (ed.) (2010) *Understanding the Politics of Heritage*. Manchester: Manchester University Press.
- Hart, S., (2000) *Flint Architecture of East Anglia*. DLM.
- Hewison, R. (1986) *The Heritage Industry*. London, Methuen
- Highfield, D. (2000) *Refurbishment and Upgrading of Buildings*. London, Spon Press.
- *Historic England (2008) *Conservation Principles, Policy and Guidance for the Sustainable Management of the Historic Environment*. Accessed at <https://www.historicengland.org.uk/images-books/publications/conservation-principles-sustainable-management-historic-environment/>
- *Hoskins, W. G., *The Making of the English Landscape* - First published 1955- any edition or date
- ICOMOS (1964) *The Venice Charter*.
- ICOMOS (1984) *ICOMOS 1964-1984*. Paris, ICOMOS.
- ICOMOS (1987) *International Charter for the Protection of Historic Towns*.
- ICOMOS (1993) *Guidelines on Education and Training in the Conservation of Monuments, Ensembles and Sites*.
- *Jokilehto, J. (1999) *A History of Conservation*. Oxford, Butterworth Heinemann.
- *Lane, R. (2016) *Understanding Historic Buildings: A Guide to Good Recording Practice*. Historic England.
- Larkham, P.J. (1996) *Conservation and the City*. London, Routledge.
- Larsen, K.E. and Marstein, N. (2000) *Conservation of Historic Timber Structures*, Oxford, Butterworth Heinemann.
- Latham, D. (2000) *Creative Reuse of Buildings*, Vols. 1 and 2. Dorset, Donhead.
- Levy, M. and Salvadori, M. (1992) *Why Buildings Fall Down: How structures fail*. New York, W.W.Norton.
- *McCann, J., (2004) *Clay and Cob Buildings*. Shire.
- Mynors, C., *Listed buildings, Conservation Areas and Monuments*. Sweet & Maxwell (Latest edition).
- *Orbasli, A. (2008) *Architectural Conservation*. Oxford: Wiley-Blackwell.
- Oxley, R. (2003) *Survey and Repair of Traditional Buildings: A sustainable approach*. Shaftesbury, Donhead.
- Pearce, D. (1989) *Conservation Today*. London, Routledge.
- *Peters, J. E. C., (1981) *Discovering Traditional Farm Buildings*. Shire.

- *Pevsner, N., Bradley, S., (2014) *Cambridgeshire (The Buildings of England Series)*. Yale University Press. (You are also strongly recommended to obtain the volume in this series for the County in which you live.)
- Pickard, R.D. (1996) *Conservation in the Built Environment*. Singapore, Longman.
- Pickard, R (ed.) (2001) *Policy and Law in Heritage Conservation*, London, Spon Press.
- *Rackham, O., (1986 or any later editions) *The History of the Countryside*. Dent.
- Rawle, T., (1985) *Cambridge Architecture*. Trefoil.
- Ray, N., (1994) *Cambridge Architecture*. Cambridge University Press.
- Richards, J. (1994) *Facadism*. London, Routledge.
- Richards, R. and Urquhart, M. (2003) *Conservation Planning*, London, Planning Aid for London Publications. (second edition)
- Roberts, P. and Sykes, H. (2000) *Urban Regeneration: A Handbook*. London, Sage.
- Ross, P. (2002) *Appraisal and Repair of Timber Structures*. London, Thomas Telford.
- Samuel, R. (2012) *Theatres of Memory: Past and Present in Contemporary Culture* (Revised paperback edition) London: Verso.
- Salvadori, M. (1990) *Why Buildings Stand Up: The strength of architecture*. New York, W.W.Norton.
- Semple Kerr, J. (1996) *The Conservation Plan*. Sydney, National Trust of Australia (NSW). (fourth edition)
- *Solcombe, M. (2012) *Traditional Building Materials*. Shire Books.
- Smith, L. (2006) *Uses of Heritage*. Abingdon: Routledge.
- Stafford, H. and Wingate, M. (1997) *Building with Lime: A practical introduction*. London, Intermediate Technology Publications.
- Strike, J. (1994) *Architecture in Conservation*. London, Routledge.
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Journals and periodicals

Architectural Heritage, Journal of the Architectural Heritage Society of Scotland

Association for Studies in the Conservation of Historic Buildings Transactions

Building Conservation Journal, Royal Institution of Chartered Surveyors

Context, journal of the Institute of Historic Building Conservation

English Heritage Guidance Notes

English Heritage Research Transactions

Getty Conservation Newsletter: also available online from
www.getty.edu/conservation/publications/newsletters/index.html

Historic Environment, Australia ICOMOS journal

International Journal of Architectural Heritage, Taylor and Francis

Journal of the American Institute of Conservation

Journal of Architectural Conservation, Donhead

Journal of Urban Design, Taylor and Francis

Preservation, the Magazine of the National Trust for Historic Preservation, USA

Studies in the History of Gardens & Designed Landscapes, Taylor and Francis (formerly the Journal of Garden History)

The Georgian Group Journal

Twentieth Century Architecture, journal of the Twentieth Century Society

Vernacular Architecture, journal of the Vernacular Architecture Group, Maney Publishing

Victorian, Magazine of the Victorian Society

TIMETABLE:

Michaelmas 2019

Unit 1

Lecture	Monday 7 October 2019
Day School	Monday 14 October 2019
Teaching block	Friday 18 & Saturday 19 October 2019
Teaching block	Friday 6 & Saturday 7 December 2019

Lent 2020

Unit 2

Day School	Saturday 18 January 2020
Teaching block	Friday 14 & Saturday 15 February 2020
Day School	Saturday 29 February 2020
Teaching block	Friday 20 & Saturday 21 March 2020

Easter 2020

Unit 3

Teaching block	Friday 1 & Saturday 2 May 2020
Teaching block	Friday 8 & Saturday 9 May 2020
Teaching block	Friday 22 & Saturday 23 May 2020

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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