

MA Conservation Studies

Contents

	Page
Programme Specification	5
Unit Descriptors	13
Staff CVs	22

Programme Specification

Programme Summary		
Awarding body	University of Sussex	
Teaching institution	West Dean College	
Programme title	MA Conservation Studies	
Final award / FHEQ level	Master of Arts Level 7	
Mode of study	Full-time 46 weeks , including PGD and MA	
Programme Leader	Lorna Calcutt	
Programme Tutors	David Doring, Matthew Read, Sonja Schwoll, Tristram Bainbridge, Belinda Hager	
External reference points/benchmarks	<p>The UK Quality Code for Higher Education Chapter A1 Descriptor for a Qualification at Level 7 – Masters Degree</p> <p>Subject Benchmarks Statements:</p> <ul style="list-style-type: none"> • Archaeology • Art and design • History of art, architecture and design <p>Institute of Conservation PACR Standards</p>	
Criteria for admission to the programme	Successful completion of Units PGD 1A, B and C	
External Examiner	Name	Date tenure expires
	Dr Dinah Eastop, The National Archives	March 2016

Programme Aims
<p>Practical</p> <ol style="list-style-type: none"> 1. Provide the facilities and support through which students can further develop their skills and fluency to an advanced level as accomplished practitioners, gaining a comprehensive understanding of techniques applicable to their own research or advanced scholarship. 2. Encourage innovative approaches to practical work through which conceptual ideas are fully tested and informed. 3. Develop originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the field of Conservation Studies.

Theoretical

1. Provide a stimulating environment of academic enquiry which encourages the critical evaluation of current research and advanced scholarship within Conservation Studies.
2. Evaluate methodologies, develop critiques of them and, where appropriate, to propose new hypotheses.
3. Consolidate a systematic understanding of knowledge and critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of Conservation theory and practice.
4. Evaluate the historical and social contexts of objects and identify the interaction between conservator, scientist, curator and society at large.

Professional

1. Consolidate the students' potential and aptitude for professional practice, research and employment by amplifying research skills, encouraging self-direction and originality in tackling and solving problems and in planning and implementing projects.
2. Further develop high levels of practical workshop skills with an extended command of theories and knowledge to enable versatile, authoritative application and communication of professional practice.
3. Support the construction of coherent arguments that allow the student to articulate ideas clearly to a range of expert and non-expert audiences, formally and informally, through a variety of techniques.

Learning Outcomes

Practical

- Use appropriate materials, media and techniques effectively and fluently to enable the development of aesthetic judgement, acquisition of a critical awareness of current problems together with new insights, much of which will be at, or informed by, the forefront of the discipline of Conservation and its related fields of study.
- Undertake applied research through practice demonstrating a comprehensive understanding of techniques applicable to personal research and advanced scholarship.

Theoretical

- Make informed judgements demonstrating the ability to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
- Deal with complex issues both systematically and creatively, making sound judgements and reaching authoritative conclusions.
- Develop inter-disciplinary understanding of the attitudes and philosophies that underpin the historical development of conservation as a profession within social and cultural contexts.
- Demonstrate the ability to evaluate current research and advanced scholarship through reference to primary source material.

Professional

- Demonstrate transferable communication and advocacy skills necessary for employment requiring the exercise of initiative and personal responsibility
- Make decisions in complex and unpredictable situations through the development of a personal code of professional conduct.

Alignment to External Reference Points

The Programme Leader, Tutors and many of the visiting lecturers are accredited members of Icon and maintain extensive professional affiliations within the field of cultural heritage. As part of the curriculum students have access to professionals within leading organisations in the field, such as conservators, conservation scientists, specialists and academics such as those from The Fitzwilliam Museum, The Institute of Archaeology/UCL, The National Archives and private conservation consultancies.

Programme Structure

MA – Programme Diagram

Semester 1 (18 weeks)				Semester 2 (18 weeks)			
Study Block 1	Formative Review/ Christmas Vacation	Study Block 2	Stage Assessment	Study Block 3	Formative Review/ Easter Vacation	Study Block 4	Stage Assessment
Subject Specific Unit PGD1A – Extending Practice - 45 credits				Subject Specific Unit PGD2A – Professional Practice - 45 credits			
Unit PGD1B – Science Analysis – 10 credits				Unit MA2 –Project Development – 30 credits			
Unit PGD1C – Research Methods for Conservation – 5 credits							
Semester 3 (10 weeks)							
Study Block 5				Final Assessment			
Unit MA3 – Project Realisation- 45 credits							

Distinctive Programme Features

The multi-disciplinary environment provides broad exposure to conservation theory and practice reflecting attitudes in a range of disciplines, with collaborative interdisciplinary research encouraged where appropriate. This produces versatile, knowledgeable students well equipped to enter a profession in which a reflective and open-minded approach is a necessity. Visiting lecturers are highly regarded academics, consultants and conservators embodying a broad range of expertise and professional engagement. The historic collection and science laboratory within West Dean College provides a supportive environment for students to engage in research activity. The broadly creative mission of the College overall provides an additionally inspiring element of the learning environment.

Learning and Teaching – methods and strategy

West Dean is committed to providing a distinctive, high quality teaching and learning environment for practice-led study and research. The College is also committed to continuous improvement of teaching and learning to nurture a deep engagement with practice and its integration with historical, theoretical, cultural and contextual frameworks. The College seeks to ensure that teaching and learning activities and associated resources provide every student with an equal and effective opportunity to achieve intended learning outcomes. Our overriding intention is that, on successful completion of their programme of study, West Dean students become practically accomplished, theoretically aware and professionally autonomous practitioners.

Our continuing priorities are to:

- Provide students with opportunities to learn and develop their skills through working on a range of very high quality, often museum-class objects.
- Further develop practice-led study and research within a stimulating and creative cultural environment.
- Promote the integration of theory and practice where each is tested and informed by the other.
- Increase opportunities for students to engage in professional practice through engagement with live projects involving liaison with clients.
- Enhance and further develop a range of specialist learning resources.
- Support staff development by encouraging opportunities to engage in high-profile consultancy and research projects.

Specific approaches to teaching and learning for MA include:

Negotiated learning

This is at the centre of the MA component, the most significant part of which is the supervised individual project undertaken between July and September. The area explored is based upon a proposal by the student but the precise focus of the project is finalised by negotiation and agreement between the student and academic staff - including the student's project supervisor(s).

Lectures and seminars

These provide specialist input, introducing and reinforcing knowledge of theoretical and reflective concerns that inform contemporary practice and provide the conceptual tools for its analysis. Lectures provide the means by which key issues and ideas are presented and the seminar promotes dialogue and debate between students and speakers. Seminars provide the opportunity for students to analyse the common concerns that affect their proposed projects and a common forum in which the linking of theory and practice can be explored.

Lectures focus upon issues related to research skills and methods, conservation ethics, philosophy, context, and innovative practice so that the interpretations emanating from these areas of study generate a stimulating climate of exploration and debate.

Student-led seminars are a particular feature of the MA component and provide the opportunity for students to both select (through negotiation) and identify the academic territory to be explored and thereby assume a leading role in defining the parameters of the debate and the definition of its agenda.

Individual and group tutorials

Tutorials are an important point of continuing contact between staff and students. They aim to foster a climate in which in-depth discussion of project development can take place allowing for continual review of negotiated learning as new information comes to light. While a number of individual tutorials are scheduled within each Unit of study, additional tutorials may be arranged on request.

Independent study

The MA component is centred upon the student's individual project. In terms of both guided preparation and continuing supervision the teaching approach allows for a high level of student autonomy and self-direction. Students are expected to be self-motivated and to manage their own agreed programme of work. They are encouraged to be independent and self-reliant, engaging in group and peer co-operation and support. Effective use of research skills and learning (including IT) resources, both within and outside the College, is expected and as the component progresses there is an increasing emphasis on independent study, self-evaluation and personal responsibility that demonstrates effective independent learning.

Practice

Throughout the MA component students are expected to maintain their practice as the main vehicle for determining their study, achievements and ambitions. In the MA units, however, an increased emphasis and profile is given to the critical, theoretical and conceptual analysis of the students' own research through practice as well as the work of other conservators. The parallel strands of critical theory and innovative practice converge as they develop, focusing towards the critically astute, intellectually mature, reflective practitioner.

Practical Experience & Work Placement

Students:

- develop a proposal to undertake a range of appropriate practical steps to implement their individual conservation studies projects
- continue to build a refined research plan through independent learning, liaison with supervisors and external experts in the fields of curation, materials analysis and primary source material
- may negotiate to undertake their Unit 2 study on or off campus, while making themselves available for tutorials
- have the opportunity to contribute to valuable research within the field and disseminate project outcomes appropriately

Assessment – methods and strategy

- Work is assessed on a continuous basis independently by at least two supervisors (normally the programme leader and a programme tutor). This assessment is fed to students informally on an on-going basis through discussion and formally at assessment and review points (completion of MA Unit 1, two draft deadlines during Unit 2 and final assessments)
- Essays and thesis are assessed independently and graded according to the assessment definitions
- All assessment is formalised in grades as set out in the assessment definitions
- Assessment is reviewed and moderated by the external examiner

Student Support, Information and Resources

Academic Support and Resources

Tutorial support: Each student has a personal tutor who in some, but not all, cases is their Programme Leader. Tutorial support beyond the delivery of the programme curriculum is intended to foster a climate in which in-depth discussion of individual progress and development can take place.

Tutorials can take place at the request of either staff or students and provide an opportunity to ensure that students' progress and general welfare can be monitored and supported.

Library and study skills: students have access to a specialist Art and Conservation library. The Library is open 9.00am-5pm weekdays with Library staff on duty within these times, but it is also accessible outside of these hours during evenings and weekends. The Library has a collection of approximately 11,000 items (books, journals, e-journals and audio-visual materials) and subscribes to 98 periodicals and a number of specialist electronic databases. The Library catalogue and homepage can be accessed online. In addition, the Library has established links with other libraries and offers an inter-library loan service. Students are introduced, as part of the induction programme, to the Library and

its resources. A further set of workshops are run by the Librarian during the autumn term on research skills. These include: Literature searching: Using Library Catalogues, Searching Specialist Literature and Image Databases and Electronic Resources in Conservation.

IT support: students have access to IT facilities in a dedicated Computer Suite, the Library and in the studios and workshops. Each Diploma student is allocated a West Dean College network account with a personal login, email address and allocated file storage. Students also have access to a number of shared drives providing access to useful information and resources regarding the College and its departments and a College Intranet is currently being developed. IT staff introduce students to the IT facilities during the induction period at the beginning of the academic year and provide support to students as and when required.

Programme-specific resources: Programmes are delivered in dedicated workshops and studios. Each student has his/her own personal workbench, including space for the storage of personal tools. Each workshop is provided with equipment specific to the discipline, which is under continual review in respect both of its suitability for its purpose, and of health and safety requirements. Tutors are encouraged to bid for new equipment at any time, and funding is allocated by negotiation with the Director of Education. There are also common lecture rooms and workshops used by all programmes.

The workshops have the backup of a team of technicians and a Workshop Manager. They carry out the maintenance of most equipment and providing day to day technical backup for all students and staff. Full-time students are also able to use workshops and equipment primarily used by short courses, for instance the forge, the pottery and the silversmiths' workshops.

Short courses: Students are encouraged to take part in an extensive and varied programme of short courses at West Dean, and all full-time students are entitled to participate, free of charge, in a specified number of short courses in each academic year.

Pastoral and Welfare Provision

The College endeavours to ensure the welfare of all its students. There is a Student Liaison Officer who is responsible for the co-ordination and day to day pastoral concerns of the full-time students and also a counsellor available by appointment on a weekly basis.

The students' views are sought every term at the Student Welfare Forum, membership of which includes student representatives from across the College as well as the residential Student Warden and the College Counsellor.

Student support and guidance

A professional counselling service is offered to students individually, by appointment, at specified times and connections can be made with other specialist support services outside the College wherever necessary.

The obstruction of a student's academic progress is avoided wherever possible. If a significant period of absence from study is unavoidable due to illness or other circumstances, the option to intermit is generally available.

The College acknowledges the importance of students having access to appropriate advice and guidance on the careers and opportunities available to them following graduation. Professional and

business skills seminars are arranged during the spring term covering CVs and letters of application, interview techniques, time management, self-employment and finance.

Methods for Evaluating and Improving the Quality and Standards of Learning

West Dean College is quality assured by the QAA.

West Dean full-time courses are validated by University of Sussex and undergo regular periodic review and revalidation. Each year an annual monitoring report, including feedback from students and external examiners, is submitted for approval to the University.

There is a QA committee structure with termly meetings of programme level boards, an overall quality committee and academic board. All committees have representation from students.

All subjects have an external examiner and programme adviser who visit twice a year.

Recent comments from external examiners include: “ It is clear that the MA programme has been carefully planned so each piece of assessed work builds on the one before, to support the development of understanding and skills, e.g. in ethics, writing skills and project management” DE 2011-12

“The standards set by the University of Sussex are comparable with the two similar programmes of which I have in-depth knowledge (the MA Conservation Principles, Institute of Archaeology at UCL and the MA Textile Conservation, run at University of Southampton for ten years from 1999) and are appropriate for the qualification being studied. The MA is ambitious in the range of specialisms covered. I recommend the best MA dissertations are developed into jointly authored publications”

Dr Dinah Eastop, The National Archives, 2012-2013

Unit Descriptors

Unit Title	MA project development
Unit Code	CS-MA2
Level	7
Duration	18 weeks
Credit Value	30
Total Learning Hours	300

Date of first approval	March 2008
Date of this version	June 2014

Unit Aims

1. To provide the student with the opportunity to develop research skills through facilitating project planning and design
2. To introduce an analysis of the inter-disciplinary role of the conservator in context and in practice and outline ethical and conceptual influences upon the profession
3. To amplify mechanisms of information generation and exchange within the conservation profession and towards society at large including through advocacy
4. To support the writing of draft sections of the thesis through the undertaking of preliminary practical work

Learning Outcomes

On successful completion of this unit students will have

- LO1 Established a framework and methodology showing insight and originality to embark on a personal research project, including literature review, data assembly and analysis
- LO2 Developed a multi-disciplinary, systematic understanding of the attitudes and philosophies that underpin the development of conservation as a profession
- LO3 Evaluated sources of information and applied their relevance to conservation and the broader context
- LO4 Constructed an appropriate draft related to preliminary practical work, which has the potential to extend the boundaries of the discipline
- LO5 Demonstrated self-direction and reflective practice related to accepted professional standards

Content

This unit focuses on participants defining and refining their MA project through establishing a viable research question and project methodology. The linked lecture series places an emphasis on analysis of the role of the conservator in diverse contexts and fields of practice. Students are encouraged to develop a range of research skills including critical analysis of a broad range of information sources and

communicate outcomes effectively and professionally through oral presentations and essays that support thesis development. Practical aspects of the project are undertaken, including preliminary tests and analysis, and those aspects are further refined and reported to draft stage.

Indicative Teaching and Learning Methods

No. of hours scheduled activity	54
No. of hours independent activity	246
No. of hours of work placement	
This may comprise Lectures and seminars, group discussions, presentations, individual and joint tutorials	

Assessment Requirements

Written Exam	% of assessment
Written coursework incl. essay, report, thesis, dissertation	50
Practical skills assessment incl. production/conservation of an artefact	
Oral Presentation	
Portfolio incl. development of project : visual, written or made including preliminary analysis	50
This may comprise Two essays Oral presentations Timelines and chapter headings Draft text including reporting of preliminary tests and analysis	

Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Demonstration of effective project planning including generating a viable investigative methodology	1,4
	Applied skills – materials and methods	Preliminary practical work and/or analysis demonstrates effective use of materials and analytical equipment	1,4
	Innovation and creativity	Ability to articulate advanced levels of enquiry	1,2
Theoretical	Contextual Knowledge	Demonstration of an understanding of the social, cultural and historical dimensions of the conservation profession	2
	Conceptual Understanding	The application of theoretical and ethical perspectives towards the individuals own practice and that of others	2
	Research and Enquiry	Ability to make critical decisions informed by developed research and analysis	1,3

Professional Skills	Communication	Written communication skills show clear evidence of the ability to deal with complex issues systematically and creatively, to make sound judgements and communicate conclusions clearly and fluently	4
	Professional Standards	Demonstration of the ability to act autonomously in planning and implementing tasks that reflects professional standards.	5
	Independence & Self-Management	Independent thinking and personal initiative and decision making is demonstrated through setting personal objectives and working to deadlines	1,2,5

Indicative Reading

APPELBAUM, B (2007) *Conservation Treatment Methodology* Butterworth-Heinemann, Oxford
069.53APP.

ASHLEY-SMITH, J A, (1999) *Risk Assessment for Object Conservation*. Butterworth Heinemann,
069.53ASH.

ASHOK, R, & SMITH, P, (2000) *Tradition and Innovation. Advances in Conservation*. London: IIC,
069.53IIC .

BARZAN, J & GRAFF, H (2004) *The Modern Researcher* Thomson Wabsworth 378.17BAR.

BLOM, P (2002) *To have and to hold: the intimate history of collecting* Puffin 069.53 BLOM.

BRADLEY, D and CREAGH, D (Eds) (2006) *Physical techniques in the study of art, archaeology and cultural heritage. Volume 1* Amsterdam: Elsevier Science Publications, 069.53 BRAD (i.e. pp.7-27interface between science and cultural heritage, analytical techniques).

BUTTLER, Caroline (Ed) and DAVIS, Mary (Ed) (2006) *Things fall apart. Museum conservation in practice* Cardiff: National Museum of Wales 069.53 BUT.

CAPLE, C (2006) *Objects, reluctant witnesses to the past*. Routledge 930.1CAP .

CAPLE, C (2000) *Conservation skills: Judgement, method and decision making* Routledge, London
069.53 CAP .

CASSAR, M (Ed) (1995) *Environmental management. Guidelines for museums & galleries*. Museums & Galleries Commission, 069.53CAS.

CILIBERTO, E, (2000) *Modern analytical methods in art and archaeology, (Chemical analysis: A series of monographs on analytical chemistry and its applications)*. Wiley, 570 CIL.

- CLARK, K, (2001) *Informed Conservation*. English Heritage, 720.288CLA.
- DAY, A, (2000) *How to Get Research Published in Journals*. Gower Press 001.405DAY.
- DREW, S and BINGHAM, R (1997) *The Student Skills Guide*. Gower, 371.3DRE.
- EASTOP, D. 2009. The cultural dynamics of conservation principles in reported practice. In: A. Richmond and A. Bracker (eds). *Conservation: Principles, Dilemmas and Uncomfortable Truths*. Oxford: Elsevier, 150-162. 069.53RIC.
- EDSON, G, (1997) *Museum Ethics*. Routledge, 069.53EDS.
- FAHY, A (Ed), (1995) *Collections Management*. Routledge, 069.53FAH.
- GASH, S, (2000) *Effective Literature Searching for Research*. Gower Publishing Limited, 378.17GAS.
- GRATTON, D, (1993) *Saving the Twentieth century: the Conservation of Modern Materials*. Canada: CCI, 069.53CAN.
- HART, C, (2003) *Doing a literature research*. London: Sage Publications, 378.17 HAR.
- HARVEY, K. (ed.) (2009) *History and material culture. A student's guide to approaching alternative sources*. London: Routledge.
- HATCHFIELD, P (Ed) (2013) *Ethics and Critical Thinking in Conservation AIC 069.53 HAT*
- HERMENS, E & FISKE, T, (2009) *Art, Conservation and Authenticities, Material, Concept, Context* Proceedings of the International Conference held at The University of Glasgow, 12-14 September, 2007, Archetype, London, 069.53HER.
- HUGHES, H, (2002) *Layers of Understanding*. English Heritage, 729.4ENG.
- IIC, (2000) *Tradition and innovation. Advances in conservation. Contributions to the Melbourne Congress, 10-14 October 2000*. International Institute for Conservation, 069.53IIC.
- KEENE, S, (2002) *Managing Conservation in Museums*. Butterworth-Heinemann, 069.53KEE.
- KEENE, S (2005) *Fragments of the World* Oxford: Elsevier 069.53KEE.
- KENEGHAN, B & EGAN, L, (Eds) (2008) *Plastics. Looking at the future and learning from the past*. Archetype, 069.53 KEN (sections on conservation, scientific investigation, collecting, aspects of design and artists intent).

MacDonald, Lindsay (Ed) (2006) *Digital Heritage; applying digital imaging to cultural heritage*. Butterworth 069.53 MAC. Chapter 1) Digitising documents for public access pp3-32, Chapter 2) Digitising rare books and manuscripts pp33-68, Chapter 3) Digitising Programmes in the V&A pp69-92. NB Suggest also Chapter 18) 3d virtual restoration of polychrome sculpture pp489-519.

MUNOZ VINAS, S (2005) *Contemporary Theory of Conservation* Elsevier, 069.53MUN.

NORTHEGE, A, THOMAS J, LANE A and PEASGOOD A, (1997) *The Sciences Good Study Guide*. The Open University, 507NOR.

NORTHEGE, A, (2001) *The Good Study Guide*. Open University 371.3 NOR.

NOVAK, A, (2007) *Resources for conservators: Documentation images captured with a digital camera*. University of Delaware 069.53 NOV (including storage and preservation pp.15-18).

PEARCE, S (Ed) (1994) *Interpreting Objects and Collections*. Routledge, 069.5PEA.

PEARS, R & SHIELDS, G (2005) *Cite them right. The essential guide to referencing and plagiarism* Pear Tree Books, Newcastle upon Tyne, 371.30281PEA.

PYE, E (ed) (2007) *The power of touch. Handling objects in museum and heritage contexts*. Walnut Creek: Left Coast Press 069.53 PYE (i.e. chapters 2,5,6,7,8,13,15 useful chapter summaries).

PYE, E, (2001) *Caring for the past. Issues in conservation for archaeology and museums*. James & James Ltd, 069.53 PYE.

PRICE, N S, TALLEY, M K, VACCARO, A M (1996) *Historical and Philosophical Issues in the Conservation of Cultural Heritage*. GCI, 069.53GET.

RICHMOND, A & BRACKER, A, (Eds) (2009) *Conservation Principles, Dilemmas and Uncomfortable Truths*. Butterworth-Heinemann, 069.53RIC.

SHARP, J and HOWARD, K, (2002) *The management of a student research project*. Gower 378.1742SHA (useful chapter summaries).

SMITH, L & AKAGAWA, N, (Eds) (2009) *Intangible Heritage*. Routledge, 069.53SMI.

TOWNSEND, J H et al (Eds) (2003) *Conservation Science 2002 Papers from conference held in Edinburgh, Scotland 22-24 May 2002*. Archetype 069.53TOW.

TSCHUDI-MADSEN, S (1976) *Restoration and Anti-Restoration*. Oslo: Universitetsforlaget 069.53TSC.

WARD, P (1986) *The nature of conservation. A race against time* Getty Conservation Institute, 069.53WAR.

WATSON, M (2002) *Managing Smaller Projects- a practical guide*. Project Manager Today publications 658.404 WAT.

Journals

ICON NEWS, The Institute of Conservation, London, ISSN 1749-8988.

JOURNAL OF THE AMERICAN INSTITUTE FOR CONSERVATION, American Institute for Conservation of Historic and Artistic Works, Washington, ISSN 0197-1360.

STUDIES IN CONSERVATION, The International Institute for Conservation of Historic and Artistic Works, Earthscan, London, ISSN 0039-3630.

THE CONSERVATOR, The Institute of Conservation, London, ISSN 0140-00960.

THE PAPER CONSERVATOR, The Institute of Conservation, London, ISSN 0309-4227.

Websites : Please access Library homepage for search engines and links

<http://www.encore-edu.org>

Links to Bologna Declaration 1999, Nara Document on Authenticity, 1994, Professional Guidelines and ICOM code of ethics 1984

<http://www.icon.org.uk>

Including ECCO Professional guidelines

<http://aic.stanford.edu/pubs/ethics.html>

American Institute for Conservation, Code of ethics and guidelines for practice

<http://www.museumsassociation.org/ma/10934>

Code of ethics

<http://www.pacr.org.uk/index.html>

PpC I 6-C24 professional competencies

www.demos.co.uk

"it's a material world: caring for the public realm" PDF.(On Y-drive, MA folder)

www.jstor.org

<http://www.bcin.ca/>

<http://aata.getty.edu/NPS/>

<http://www.iccrom.org>

www.heritagesciencestrategy.org.uk

www.collectionslink.org.uk

Text related to stored collections

It may be useful to consider the Collections Trust publications on collections management, especially Collections Management: a practical guide <http://www.collectionstrust.org.uk/books>.

Unit Title	MA project realisation
Unit Code	CS-MA3
Level	7
Duration	10 weeks
Credit Value	45
Total Learning Hours	450

Date of first approval	March 2008
Date of this version	June 2014

Unit Aims

1. To provide the opportunity for students to develop and articulate advanced skills, knowledge and practice through established techniques of research and enquiry which are informed by the forefront of conservation theory and practice.
2. To exploit an academic environment which encourages students to develop well-informed critical, intellectual and scholarly capabilities through which they can test and inform their practice.
3. To exploit an academic environment which encourages students to develop well-informed critical, intellectual and scholarly capabilities through which they can test and inform their practice.
4. To encourage open minded attitudes and approaches that equip students to become self-motivated and independent and able to make decisions in complex and unpredictable situations
5. To consolidate the students' potential and aptitude for professional practice, research and employment by encouraging self-direction and originality in tackling and solving problems and in planning and implementing projects.

Learning Outcomes

On successful completion of this unit students will have

- LO1 Established and fully utilised a critical awareness of conservation theory and practice in the completion of an original research project
- LO2 Undertaken applied research employing innovative lines of enquiry that demonstrate a comprehensive understanding of techniques applicable to personal research and advanced scholarship.
- LO3 Demonstrated the ability to evaluate current research and advanced scholarship through reference to practice-based and text-based primary source material.

- LO4 Made informed judgements demonstrating the ability to evaluate methodologies and develop critiques of them and, where appropriate, propose new hypotheses
- LO5 Offered clear evidence of ability to deal with complex issues systematically and creatively, to make sound judgements and communicate conclusions clearly and fluently through text-based and practice-based methods.
- LO6 Demonstrated transferable skills including entrepreneurial capabilities necessary for employment through the exercise of initiative and personal responsibility

Content

This unit of supported independent learning allows the student to apply and extend the experience gained in the Project Development Unit. There is emphasis on self-motivation and developing and documenting effective research skills and advanced practice. Research through practice is tested and informed by ethical, theoretical and conceptual analysis culminating in the presentation of a thesis and supporting practical work to a professional standard.

This unit of study may be undertaken on or off campus.

The unit culminates with submission of a thesis with supporting practical work. The balance of work within the project is usually 50:50 practice to theory, with the written element consisting of 10,000 words. It is possible for each candidate to negotiate a balance of up to 60:40 in favour of either written output or practical work, so that the written component may be extended to a maximum of 12,000 words or reduced to a minimum of 8,000 words. In either case the amount of practical work produced for assessment in order to fulfil the requirements of the project is adjusted accordingly. For purposes of balance this is broadly quantified in terms of hours of practical work spent in its completion.

Indicative Teaching and Learning Methods

No. of hours scheduled activity	10
No. of hours independent activity	440
No. of hours of work placement	
This may comprise Independent research, meeting set draft deadlines, tutorial support	

Assessment Requirements

Written Exam	% of assessment
Written coursework incl. essay, report, dissertation, thesis	60-40
Practical skills assessment incl. results of practical experiments and investigations	60-40
Oral Presentation	
Portfolio incl. development and project work visual, written or made	
This may comprise Submission of thesis and supporting practical work	

Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Ideas test and inform the creative limitations and boundaries of the specialist subject area	1,4,5
	Applied skills – materials and methods	Materials, media and techniques are used effectively and fluently with the prospect of advancing knowledge and refining skills to a high level. Undertake applied research through practice employing innovative lines of enquiry that demonstrate a comprehensive understanding of techniques applicable to personal research and advanced scholarship	1,2,5
	Innovation and creativity	There is evidence of self-direction and originality in tackling and solving problems	1,2
Theoretical	Contextual Knowledge	Critical decisions are informed by practice and analysis. Informed judgements are made demonstrating the ability to evaluate methodologies and develop critiques of them and, where appropriate, propose new hypotheses	1,2,3
	Conceptual Understanding	Outcomes represent the forefront of practice and critical understanding within the field of conservation studies	1,2,4
	Research and Enquiry	Applied research into a specified field within conservation demonstrates a high degree of professional engagement	2,3,4,6
Professional Skills	Communication	There is evidence of ability to deal with complex issues both systematically and creatively, to make sound judgements and to communicate clearly and fluently	5
	Professional Standards	Independent learning ability for continuing professional development is demonstrated. Transferable skills including entrepreneurial capabilities necessary for employment are shown through the exercise of initiative and personal responsibility	5,6
	Independence & Self Management	The ability to act autonomously in planning and implementing projects at a professional level.	5,6

Indicative Reading

Self-directed reading

Staff CVs

Lorna Calcutt MA, Accredited Conservator

EDUCATION

2005	University of Sussex, MA Conservation Studies, 'Cloisonne in Context'
1992 – 1994	West Dean College, West Sussex. PG Diploma, Credit. Conservation and Restoration of Ceramics, Glass and Related Materials.
1984 – 1985	The Study Centre for the History of the Fine and the Decorative Arts, London. PG Diploma, History of the Fine and the Decorative Arts.
1980 – 1984	Duncan of Jordanstone College of Art, Dundee. BA (Hons) 2:1, Art and Design.

EMPLOYMENT

September 1999-Present : Since January 2010 Full-time

The Edward James Foundation, **West Dean College**, West Dean, Chichester, West Sussex, PO18 0QZ. Programmes validated by the University of Sussex.

Programme Leader Graduate and Post-Graduate Conservation of Ceramics and Related Materials Programmes and MA Co-ordinator, Conservation Studies Programme.

Responsible for all aspects of GD and PGD Programme management from interview to final assessment, including curriculum development, teaching, demonstrations of materials and techniques, facilitating visiting lecturers and organising visits.

MA Co-ordinator duties include curriculum development, the role of first supervisor for all projects within a multi-disciplinary cohort, the organisation and management of an extensive lecture series and liaison with External Examiners. Each programme embraces practical, theoretical and professional domains. Duties include awareness of health and safety requirements, pastoral care, client liaison, awareness of developments in the field and budgetary responsibility for the above programmes.

May 2006-Present

My employers at West Dean College offer continued support for my role within ICON, the Professional body for Conservation in the UK

An Intern Advisor for the Heritage Lottery funded Institute of Conservation Internship Scheme.

This position requires me to support supervisors and monitor, support and evaluate interns in order to facilitate development of conservators, some of whom are new to the profession. This requires participation in strategic planning and delivery, from interview to final completion stages, including site visits on a quarterly basis.

August 1998 - May 2006

Freelance conservator

Numerous on site and workshop based commissions from private clients including The National Trust and The National Portrait Gallery related to historic mirrors and sculpture.

Duties include client liaison, preparation for projects, awareness of health and safety requirements and responsibility for staff when onsite. Condition surveys have included an extensive storage decant project at the NPG. Remedial conservation projects have included ceramic and mixed media objects from many sources including the Sir John Soane Museum, London and an extensive project related to architectural ceramics owned by a London Housing Association.

1994 – August 1998

The British Museum, Great Russell Street, London.

Department of Conservation, Inorganic Group, Ceramic, Glass and Metals Section

Duties included remedial conservation of ceramic, glass and metal objects from museum collections; project management; creating and updating computerised records; keeping abreast of technical knowledge; supervision of student interns

September 1999 – present

Edward James Foundation, West Dean College

Participating in departmental outreach for professionals and members of the public.

CPD

February 2013-16: An External Examiner for the BA Conservation Degree, City and Guilds Art College, London on behalf of Birmingham University

May 2012: Fellow of the Higher Education Academy.

Demonstrating competencies in enhancing and supporting the student experience.

Ongoing participation in Revalidation, Rerecognition and QAA REO events.

2010-Ongoing

Participation in Tutor science forums, West Dean College

Theoretical and practical workshops such as related to XRF and FTIR

January 24th 2012 TLDU, University of Sussex, Falmer, Brighton

Quality Assurance and Enhancement, an overview of learning and teaching related to these themes.

June 10th 2011 TLDU, University of Sussex, Falmer, Brighton

Supervising Creative Practice Doctoral Students. Workshop related to supervision for creative practice research

September 2001-July 2002: City and Guilds Teaching Certificate 7307, Stage One & Two. Chichester College of Arts and Technology.

Part-time study concerning all aspects of learning and teaching including creation of lesson plans, schedules of study and assessment procedures together with assessed teaching in the workplace.

1999-present

Attendance at relevant conferences

LECTURES AND PAPERS GIVEN

1-2 July 2006 Invited speaker, C.O.S.T. Enamel on Metals Conference, Germolles, France.

2001-2006 Professional Conservators In Practice series, West Dean College: Conservation of Archaeological Ceramics

Preparation and delivery of a sequence of lectures and demonstrations related to conservation theory and practice within this specialist field.

2000-Present Professional Conservators In Practice series, West Dean College: Art Handling

Preparation and delivery of a lecture and demonstration to a wide selection of related professionals concerning the issues of handling and transporting ceramic and glass objects.

May 1998 The British Museum, London.

Gallery Talks. *"Conservation of Ceramics and Glass at the British Museum."*

April 1998 NMGM, Liverpool.

UKIC Ceramics and Glass Conservation Group. Weekend Conference on Modelling, Moulding and Casting.

"A Comparative Study of Moulding Materials for Use on Ceramic and Glass Objects."

VOLUNTARY WORK

May 2002 – June 2006 Institute of Conservation
Committee member, CGCG: Education, Research and Training Role

May 1998 – April 2002 UKIC Ceramics and Glass Section
Committee member, CGCG: Research and Development Officer

PROFESSIONAL MEMBERSHIPS

Full member of ICON and ICOM

ICOM-CC Enamel Group

David Doming

Education

2005	MA Conservation Studies, University of Sussex
1996	Converted Open University Degree to Honours, 1 st class
1987	Open University BA Degree (Chemistry and Physics)
1973	City and Guilds of London Institute Basic Craft Certificate in Print Finishing and General Bookbinding (distinction) Awarded City Liveries' Company Bronze Medal

Career

1970	Junior Repairs Assistant, Warwickshire Record Office
1977	Archive Conservator, Coventry Record Office
1978	Senior Archive Conservator, Warwickshire Record Office
1988 – 98	Assistant Tutor, Conservation of Rare Books and Manuscripts, West Dean College
1994 –	Science Tutor West Dean College
1997 – 02	Co-ordinator of Conservation Studies, West Dean College
1999 –	Science Tutor for various "Professional Conservators in Practice" courses at West Dean College
2001 –	Senior Lecturer in Book Conservation, West Dean College

Continuous Professional Development

Member/Secretary, Society of Archivists' Conservation Group Committee 1980-1984

Organiser, Warwick '85 Conservators' Conference, Society of Archivists, 1985

Speaker at various Society of Archivists' conferences, 1983-1990

Member, British Library's Panel of Conservators 1986 - 88

Director of Conservators' Training Scheme, Society of Archivists 1991 – 3

Tutor, Society of Archivists' Chemistry week, (biennial) since 1993

Member IPC Committee, 1991-1997

IIC Conference, Ottawa, 1994

Lecturer, Society of Archivists' training weeks, (various, 1990s)

Assessor, Society of Archivists' Training Scheme (1992 to date)

AIC Conference, St. Paul, 1996

Getty/Winterthur course in analytical techniques for conservation, 1996

Joint Organiser of IPC International Conference, 1997

Presented one-day seminars on Iron-Gall Inks, (London, Manchester, Edinburgh) 1997

Member, IPC working group on accreditation, 1999

Accredited Conservator (PACR), 2000

Speaker, IPC Toning Materials Conference, Tate Gallery, 2000

Tutor, Chemistry for Paper and Book Conservators, John Hopkins University Baltimore, 2000

Speaker, Iron Gall Inks Conference, University of Northumbria, 2000

Speaker, Society of Archivists' Conference, Aberystwyth 2001

Speaker, Iron Gall Inks workshop, British Library, 2002

Tutor, Chemistry for Paper and Book Conservators, John Hopkins University Baltimore, 2002

IIC Congress, Baltimore, 2002

Elected Fellow, International Institute for the Conservation of Historic and Artistic Works 2003

Tutor, Chemistry for Paper and Book Conservators, Yale University and National Archives of Canada, 2003; Oxford 2004, Barcelona and Sussex University 2005

Invited participant and advisor, "Water in Paper" pilot course, Leonardo project, National Archives 2004

MA in Conservation Studies, West Dean College/Sussex University, 2005

Speaker, Icon Book and Paper Group Conference, Edinburgh, 2006

Tutor, Chemistry for Paper and Book Conservators, British Library, 2006

PACR assessor, 2006

Conservation Science Conference, Milan, 2007

Established Analytical laboratory at West Dean College, 2007

Speaker, Society of Bookbinders' Conference, York 2007

Speaker, Society of Archivists Conference, Edinburgh 2011

International Seminar on the Care and Conservation of Manuscripts Copenhagen 2011

Gels workshop, Amsterdam, Richard Wolbers 2012

Session Chair, Icon International Conference, Glasgow 2013

Organiser, Bruker PXRF Seminar, West Dean College, 2013

Sonja Schwoll ACR

Experience

- West Dean College, Books and Library Materials Conservation Programme**
- October 2010 - ongoing
- Assistant tutor to Graduate and Postgraduate students and MA second supervisor.
- Sonja Schwoll - Book Conservator - my own workshop**
- September 2009 - ongoing
- Book conservation projects at my own workshop or on site for various clients like the Natural History Museum London, Royal College of Music, Middle Temple Library and Archives.
- University of the Arts London, Camberwell College**
- October 2008- ongoing
- Every autumn term a block of about 6-7 days teaching board attachment techniques to book conservation students.
- Elizabeth Neville ACR**
- Oct. 2001 until Aug. 2009
- Initially starting with voluntary book conservation work and an internship, at the end of 2002 I became Elizabeth Neville's assistant, over time with growing responsibilities and autonomy.
- London Metropolitan Archives**
- May 2006 – May 2007
- Conservation of an Elizabethan minute book funded by the National Manuscripts Conservation Trust.
- June – July 2001
- Internship in Archive Conservation.
- Kate Colleran ACR**
- May 2009
- Conservation of Hebrew illuminated parchment documents.
- July 2003
- Aldrich print collection conservation project, refurbishment and in situ conservation, Christ Church College, Oxford.
- Oxford Conservation Consortium**
- Jan – Aug. 2007
- Wellcome Trust funded book conservation project on medical book collections from Merton and Magdalen College, Oxford.
- Dec. 2005
- Refurbishment of medieval deeds from Magdalen College, Oxford.
- Aug 2003 – June 2004
- Wellcome Trust funded book conservation project on medical books from Queens College, Oxford.

- Jan.- March 2006 **Folger Shakespeare Library, Washington, DC**
- Book conservation internship.
- Aug. 2004- Nov. 2005 **Etherington Conservation Services, Greensboro, NC**
- Rare book conservation assistant.
- Aug. 2002, Nov. 2002 – May 2003 **Caroline Bendix ACR**
- Furbishment and box making in All Souls College, Oxford and at the House of Commons Library, London.
- Oct. – Dec, 2001 **St. John's Gate, The Order of St. John, Library**
- Voluntary work, condition survey of part of the library (1000 books).
- Nov.-Dec.1997, March 1998 **Berlinische Galerie, Berlin**
- Internship in Conservation (paper, painting and sculpture).
- Dec. 1996 – Aug. 2000 **Kunsthistorisches Institut Bibliothek, Freie Universitaet Berlin**
- Assistant librarian.
- April – Dec. 1996 **Antiquariat Hennig, Berlin**
- Assistant involved in cataloguing, sales, basic book restoration work.

Qualifications

- 2007 – 2008 **Professional Accreditation as a Conservator-Restorer**
through the Institute of Conservation
- 2000 – 2003 **Professional Development Award in Print Production**
London College of Communication
(Craft Book Binding, Conservation Binding Techniques)
- 2001 – 2002 **Master of Arts in Conservation (Distinction)**
Camberwell College of Arts
- 2000 – 2001 **Postgraduate Diploma in Conservation (Distinction)**
Camberwell College of Arts
- 1993 – 2000 **Magister Artium in Art History and History**
Freie Universitaet Berlin

Conferences, masterclasses and courses

- Masterclasses offered by the Society of Bookbinders, regular attendance 2001-2003
- Montefiascone Summer Courses, 2001 and 2002
- IPC lecture day on Stationery Bindings, Public Record Office, London, 2002
- Society of Bookbinders Conference, Birmingham, 2002
- Society of Archivists Conference, Stafford, 2002
- "Washing and Deacidification" workshop by Anthony Smith, Oxford 2002
- "La Reliure Medievale", Colloque International, Institute de France, Paris, 2003
- 8. Seminary on the Care and Conservation of Manuscripts, Copenhagen 2003
- "Reading the Paper", paper identification workshop by Peter Bower, Oxford 2004
- ICOM CC Graphic Documents Interim Meeting, Ljubljana 2004
- Guild of Bookworkers Standards of Excellence Conference, Providence, 2004
- The Changing Book Conference, Iowa City, Iowa, 2005
- Society of Bookbinders Conference, Bath 2005
- Papermaking and the Art of Watercolour in Eighteenth Century Britain, Conference, New Haven, Connecticut, 2006
- ICON (IPC) Conference, Edinburgh 2006
- Jeff Peachey Board Slotting course, Oxford 2007
- London Rare Book School, History of European Bindings by Nicholas Pickwoad, London 2007
- Society of Bookbinders Training Seminar, Loughborough 2008
- I I. Seminary on the Care and Conservation of Manuscripts, Copenhagen 2008
- Codex Sinaiticus conference, London 2009
- Ligatus, Identifying and recording Byzantine bookbinding structures for conservation and cataloguing, Wolffenbuettel 2009
- Society of Bookbinders Conference, Warwick 2009
- CF10 Conservation in Focus, Icon conference, Cardiff 2010
- Out of Sight – Out of Mind, IADA symposium, Prague 2010
- Parchment and leather conference, Torun 2010
- Risk Management Seminar by Andor Vince at the Fitzwilliam Museum, Cambridge 2012.
- Care and Conservation of Manuscripts 14, Copenhagen 2012
- Preservation Assessment Survey Workshop, Preservation Advisory Centre, London 2013.
- Icon Conference, Glasgow 2013
- Evolution or revolution; the changing face of collection care. London 2013
- Care and Conservation of Manuscripts 15, Copenhagen 2014.
- Looking back – Moving forward, IADA symposium, Amsterdam 2014

Scholarships and funding

2009 Clothworkers Foundation CPD bursary

- 2008 Anna Plowden Continuous Professional Development grant
2007 London Rare Books School: Antiquarian Booksellers Association (ABA) bursary
2001 AHRB Postgraduate Award (Fees only)

Presentations and publications

April 2013

- Poster Presentation given at the Icon Conference in Glasgow about the conservation of the Barlow journals and diaries – an unusual treatment.

February 2013

- Presentation at the Stationery Binding Day in Stafford organised by CTR, Icon, about the conservation of an Elizabethan Minute Book.

April 2008

- Presentation given at the 11th Care and Conservation of Manuscripts Seminar in Copenhagen about the conservation of an Elizabethan Minute Book (Printed in the Proceedings)
- Presentation given at the Training Seminar of the Society of Bookbinders in Loughborough about paper conservation techniques (Printed in Bookbinder No. 22)

December 2007

- Presentation about the Wellcome Trust funded project undertaken at the Oxford Conservation Consortium in 2007 in Edinburgh for the Wellcome Trust

2004 and 2007

- Translation of a German article for The Paper Conservator Vol 28 and book review for Paper Conservator Vol. 31

September – December 2002

- Translation of historical German instructions for the making of pigments for “Dictionary of Historical Pigments” written by Dr. Nicholas Eastaugh, Valentine Walsh, Dr. Tracey Chaplin and Dr. Ruth Siddall, published by Elsevier in 2004.

Organisational skills

January 2014

- Organisation of workshop “Don't just put it in a box” supported by Icon, ARLIS, Heritage Libraries Forum with the goal to improve communication between librarians and conservators.

June 2009 – March 2010

- Organisation of the Book and Paper Group Sessions at the ICON CF10 Conservation in Focus conference held in Cardiff.

April 2008

- Organisation of one-day conference presenting the Wellcome Trust funded project undertaken at the Oxford Conservation Consortium in 2007.

April 2006

- Organization of workshop about history, chemistry and conservation of pigments taught by Cheryl Porter, in Greensboro, North Carolina, USA, partially funded by an FAIC grant.

2003 – 2004 and since 2006

- From March 2003 until March 2004 I was a member of the executive committee of the Institute of Paper Conservation, my professional body in the UK and I have re-joined the Book and Paper Group committee of Icon on my return to the UK in July 2006. I am liaising between this committee and the Clare Hampson Scholarship Fund (CHSF) committee of which I am the secretary.

Memberships

I am a member of the Institute of Conservation (ICON), Internationale Arbeitsgemeinschaft der Archivs-, Bibliotheks- und Graphikrestauratoren (IADA), American Institute for Conservation (AIC), Guild of Bookworkers (GBW), Designer Bookbinders (DB) and Society of Bookbinders (SOB).

Matthew Read

Clockmaker – Conservator

- 2012 Conservator – National Trust Anglesey Abbey Pagoda Clock – West Dean College
- 2012 ICON Accredited Conservator (PACR)
- Summer 2010 MA Conservation Studies (With Distinction) University of Sussex
- 2009 – present Clocks Programme Tutor, West Dean College
- Autumn 2008 Conservation of the Bowes Swan automaton. Bowes Museum county Durham.
Award winning project.
- Spring 2008 Conservation tutorial to the restoration department, Museum van Speelklok,
Utrecht.
- Winter 2007 Conservation and Repair of Automata on behalf of the National Trust Museum of
Childhood, Sudbury Hall and the Betty Cadbury Trust.
- Autumn 2007 Conservation of the Longcase Clock *Ahasuerus Fromanteel*
on behalf of the Museum of the History of Science, Oxford, and the Antiquarian
Horological Society. PRISM funded project.
- Winter 2006 Conservation of the Simonds Grand Orrery.
Royal Observatory Greenwich Time and Space project.
Now on display in the new Weller Science Gallery.
- Summer 2006 Design and Manufacture of a mechanical clock to indicate decimal time. A
commission by the education department of the National Maritime Museum.

- Winter 2005/6 Contactor – Conservation of Mechanical Horology.
National Maritime Museum / Royal Observatory Greenwich
Galley refurbishment (Time and Space project).
- Autumn 2005 Lecture 'lacunas'. Association Professionnelle De Conservateurs-Restaurateurs
D'Oeuvres D'Art.. Brussels.
- 2005 to present Conservator to the National Trust York area, the North-East and others.
“ Clocks tutor, National Trust Housekeeping Study Days.
Petworth House, Dyrham Park and Hardwick Hall.
- Autumn 2004 Lecture 'Transit of Venus Clocks'. The National Association of Watch and Clock
Collectors. Portland, OR.
- 2000 - 2004 Conservator and Assistant Curator of Horology at the Royal Observatory
Greenwich.
- 1999 - 2000 West Dean College - The Edward James Foundation / University of Sussex
Postgraduate Diploma

'The Conservation and Restoration of Antique Clocks'.

Pass with Distinction.

Worshipful Company of Clockmakers prize.
- 1985 - 1998 Self-employed Horologist / Retail jeweller.

Tristram Bainbridge

Current employment

- 2011— **Victoria & Albert Museum, *Furniture Conservator***
Contract work: practical conservation on objects or long-term display and loan.
- 2011— **West Dean College, *Associate Tutor***
Weekly theoretical lectures and practical demonstrations on furniture conservation
- 2010— **Freelance Conservator**
Furniture and decorative arts conservation for private and institutional clients. Specialising in Asian lacquer

Experience

- 2012 **Camberwell College of Arts, *Associate Lecturer***
Two terms of sick leave cover: conservation science for MA book and paper conservation
- 2011 **Victoria and Albert Museum, *Internship***
- 2010 **British Museum, *Work Placement***
- 2009 **Swaledale Museum, Reeth, *Conservation Assistant***
- 2007 **S.B. Hurst Studios, *Foundry Assistant, Bronze casting***
- 2004–10 **Martyn Bainbridge Design, *Freelance Model Maker***

Education

- 2011 **West Dean College, UK, MA in Conservation**
- 2009 **Courtauld Institute of Art, BA in Art History, (Upper second class honours)**

Prizes

- 2010–11 **John Morris Prize, Harold Davies Prize & Richard Fredericks Prize: Coursework, West Dean College**
- 2008 **Society of Architectural Historians: Hawksmoor Medal for best essay competition**

Scholarships

- 2010–11 **Arts and Humanities Research Council: Full Award studentship for MA research**
- 2011 **Samuel H. Kress Foundation: International travel grant**
- 2010 **Queen Elizabeth Scholarship Trust**
- 2009–10 **Anna Plowden Trust**
- 2010 **Carpenters' Company**
- 2009 **Leche Trust**

Selected publications & papers given

- 2014 "Goberge, shimbari, go-bars: The use of flexible sticks for clamping", *Journal of the American Institute Conservation* (lead author, with N. Newman, S. Rivers, A. Thackray & Y. Yamashita).
- 2013 "David Garrick's tea service", *V&A Conservation Journal* (Autumn, Issue 61).
- 2013 "Caring for furniture and woodwork in historic collections" *Museums and Heritage Magazine* (Spring, p.43).
- 2013 "The art of sadeli" *Furniture and Cabinet Making* (Issue 201, January).
- 2012 "The art of scagliola" *Furniture and Cabinet Making* (Issue 199, December).
- 2012 "The art of mother-of-pearl", *Furniture and Cabinet Making* (Issue 190, October).
- 2012 "Caring for Artefacts: what it doesn't say on the tin" *Furniture and Cabinet Making* (Issue 190, March).
- 2011 "BEVA glue sticks" *Adhesives and Consolidants: Research and Applications*, Canadian Conservation Institute, 17 October, poster session & demonstration, Ottawa, Canada.
- 2011 "The recent evolution of furniture conservation study at West Dean College", *American Institute of Conservation 39th Annual Meeting*, 2 June, Philadelphia, PA USA.
- "Feu d Joie, Feu d'Artifice et la Joie de Feu", Pompidou Exhibition: *Nuits Electriques, Cinema et Pyrotechnie* (Editions du Centre Pompidou). Forthcoming.

Belinda Hager

SELECTED EDUCATION

- 2012–2014 Postgraduate Diploma in Museum Practice and Management, University of Ulster, U.K. (graduating July 2014)
- 2010–2011 MA in Conservation Studies, West Dean College, U.K. (Sussex University)
- 2009–2010 Postgraduate Diploma (with Distinction) in Conservation of Metalwork, West Dean College, U.K.
- 2008–2009 Graduate Diploma (with Distinction) in Conservation of Metalwork, West Dean College, U.K. (Sussex University)
- 2008 Post-graduate study in Heritage Materials Science, Victoria University, N.Z.
- 2006 Post-graduate study in Art Theory, Massey University School of Fine Arts, N.Z.
- 1998 Certificate in Craft Design, Whitireia Polytechnic, N.Z.
- 1988–1989 Classes in jewellery, silver-smithing and related subjects, Sir John Cass School of Art, London

SELECTED EMPLOYMENT

- 2011 - Associate tutor, Conservation of Metalwork diploma and MA courses, West Dean College, U.K.
- 2011 - Freelance conservation and jewellery practices, jewellery tutoring, U.K.
- 2010–2011 Sculpture conservator, Hall Conservation, London
- 1992–2008 Self-employed contemporary jeweller, N.Z.
- 1997–2008 Tutoring individual, community night class and higher education students in jewellery making. Teaching masterclasses in higher education, N.Z.
- 1998–2007 Established and operated QUOIL Contemporary Jewellery workshop and gallery, Wellington, N.Z. Stocking and exhibiting work on behalf of approximately 30 established and emerging artists from throughout N.Z. Business sold as a going concern.
- 1996–1998 Gallery co-owner, library assistant in N.Z.

ADDITIONAL SKILLS

Small business management, staff and volunteer management, time management, communication/networking, quoting jobs, commissioning work, curating exhibitions, promotional design work, exhibition display, teaching/running workshops, mentoring, proofreading and editing, research skills, general computer literacy (Windows and Mac).

SELECTED SHORT COURSES ATTENDED

Gilding, metal etching and engraving, wood engraving and printing, technical and life drawing, blacksmithing, photography, stone carving, wood-turning, pottery, plastics conservation, glass conservation, stone conservation.

ADDITIONAL INFORMATION

- Member of ICON (Institute of Conservation)
- Associate Fellow of the Higher Education Academy (awarded 2012)
- Conservation work experience (voluntary):

2011-12: Royal Armouries Museum, Fort Nelson, Hampshire

2011: Sport Lisboa e Benfica, Lisbon, Portugal (month-long internship preparing objects for museum display)

As a student:

2010: Parham House, West Sussex

2010: Tate Britain sculpture conservation department (six-week internship)

2009: The Worshipful Company of Cutlers, London and Garstang **Museum of Archaeology**,
Liverpool University

- Holder of clean British Driving License

AWARDS & GRANTS

2009–2010 Edward James Foundation and Monument Trust bursaries towards West Dean College fees.

2009 Sidney Sanders Charitable Trust Prize awarded for Best Overall Student on Metalwork programme, West Dean College.

2008–2009 Edward James Foundation bursary towards West Dean College fees.

- 2004/2007 Creative NZ grant for residencies in San Francisco, Vienna and Edinburgh.
- 2003 Artist Scholarship, Goethe Institute – to attend language course in Germany.
- 2001 Creative NZ grant for overseas research/professional development trip.
- 1992 QEII Arts Council of NZ funding to purchase workshop equipment