



# **Master of Arts Conservation Studies**

Programme Specification and Unit Descriptors

**Specialising in:**  
**Books and Library Materials,**  
**Ceramics and Related Materials,**  
**Clocks and Related Objects,**  
**Furniture and Related Objects,**  
**or Metalwork**

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## Programme Specification

Programme Summary	
<b>Awarding body</b>	University of Sussex
<b>Teaching institution</b>	West Dean College
<b>Programme title</b>	MA Conservation Studies
<b>Final award / FHEQ level</b>	Master of Arts Level 7
<b>Mode of study</b>	Full-time 46 weeks , including PGD
<b>Subject Leaders</b>	Books            Mariluz Beltran de Guevara Ceramics        Lorna Calcutt Clocks            Malcolm Archer Furniture        Norbert Gutowski Metalwork        Dr Eric Nordgren
<b>External reference points/ benchmarks</b>	<p>The UK Quality Code for Higher Education Part A Descriptor for a Qualification at Level 7 – Masters Degree</p> <p>Subject Benchmarks Statements:</p> <ul style="list-style-type: none"> <li>• Archaeology 2014</li> <li>• Art and design 2017</li> <li>• History of art, architecture and design 2017</li> </ul> <p>UK Institute of Conservation PACR Standards</p> <p>BS EN 16853:2017, Conservation of cultural heritage – Conservation process – Decision making, planning and implementation</p>
<b>Criteria for admission to the programme</b>	Successful completion of the Graduate Diploma in Conservation Studies or a 2.1 or higher degree and experience equivalent to the Graduate Diploma in Conservation Studies

External Examiners	Name	Date tenure expires
	Books: Edward Cheese	30 September 2019
	Ceramics: Kate van Lookeren	30 September 2019
	Campagne	
	Clocks: Jonathan Betts	31 August 2020
	Furniture: Dana Melchar	30 September 2019
	Metalwork: Tonny Beentjes	30 September 2019
	MA Studies: Frances Lennard	30 January 2020

## **Programme Aims**

### **Practical**

1. Provide the resources and support through which students gain a comprehensive understanding of materials and techniques applicable to their selected conservation specialism, books, ceramics, clocks, furniture or metals and to encourage students to extend subject boundaries through personal investigation, synthesis and evaluation of practical processes.
2. Provide the facilities and support through which students can further develop their skills and fluency as conservation practitioners, to an advanced level, through the analysis, assessment and treatment of cultural heritage and the critical evaluation of processes.
3. Enable students to experience in their own practice how established techniques of research and enquiry are used to interpret and extend knowledge in the conservation of cultural heritage and to build on this to test and inform conceptual ideas and explore original approaches in the application of knowledge.

### **Theoretical**

1. Evaluate the historical and social contexts of objects and identify the interaction between conservator, scientist, curator and society at large.
2. Provide a stimulating environment of academic enquiry which encourages the critical evaluation of current methodologies, research and advanced scholarship within conservation and, where appropriate, the proposition of 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.

### **Professional**

1. Develop fluency in the construction of coherent arguments that allow the students to articulate ideas clearly to a range of expert and non-expert audiences, formally and informally, through a variety of media using appropriate terminology and conventions.
2. Consolidate and further develop the students understanding of professional standards and codes of conduct and the application of judgement and ethics in professional practice.
3. Support versatile, authoritative professional practice through the further development of advanced levels of practical workshop skills and encouraging autonomy balanced with an awareness of own limitations and an appropriate understanding of risk.

## Learning Outcomes

On completion of this programme a successful student should be able to:

### Practical

- Demonstrate an authoritative knowledge of materials and techniques in selected specialism and an ability to extrapolate from the inter-relationship of historic and scientific evidence, aesthetics, functionality and social values, the appropriate selection of conservation processes.
- Evidence how to use materials and techniques effectively and fluently in the successful realisation of conservation processes.
- Undertake applied research through practice demonstrating a comprehensive understanding of techniques applicable to personal research and advanced scholarship and evidence of original diagnostics and/or practice.

### Theoretical

- Articulate an understanding of the social and cultural contexts that underpin the historical development of conservation into a profession, the principles and standards that inform and the current problems and new ideas that are influencing contemporary conservation practice.
- Demonstrate the ability to evaluate methodologies, develop critiques of them, deal with complex issues both systematically and creatively and, where appropriate, to propose new hypotheses that test and inform conservation practice.
- Identify current research and advanced scholarship through reference to primary source material, in areas of special interest, and evaluate assumptions and propositions to inform sound judgements and reach authoritative conclusions.

### Professional

- Demonstrate the ability to deliver coherent and persuasive arguments to both expert and non-expert audiences using a range of different media and using appropriate terminology and conventions.
- Make decisions in complex and unpredictable situations that are guided by professional standards and codes and through the development of initiative and a personal responsibility.
- Work autonomously but with an awareness of own limitations, to effectively plan and implement conservation and research projects.

## Alignment to External Reference Points

The UK Quality Code for Higher Education  
 Part A Qualification Descriptor for Level 7  
 QAA Characteristics Statement Master's Degree 2015  
 QAA Subject Benchmarks Statements:

- Archaeology, 2014
- Art and design, 2016
- History of art, architecture and design, 2017

UK Institute of Conservation, PACR Standards

BS EN 16853:2017, Conservation of cultural heritage – Conservation process – Decision making, planning and implementation

The Subject Leaders, tutors, programme advisors and many of the visiting lecturers 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 those from The British Museum, The Fitzwilliam Museum, The National Trust, The National Archives and private conservation consultancies.

## Programme Structure

MA Conservation Studies – Programme Diagram

Semester 1 (18 weeks)			Semester 2 (14 weeks)				
Study Block 1 (12 weeks)	Christmas Vacation	Study Block 2 (6 weeks)	Stage Assessment	Study Block 3 (6 weeks)	Easter Vacation	Study Block 4 (8 weeks)	Stage Assessment
MA1A Extending Practice 50 credits				MA2A Professional Practice 35 credits		MA2A Professional Practice (cont.) 35 credits	
Unit MA1B Conservation Science Analysis 10 Credits				Work placement element			
Unit MA1C Research studies & project design 10 Credits						Unit MA1RP Project Development 15 credits	

Semester 3 (14 weeks)	Final Assessment
Study Block 6	
Unit MA2RP Project Realisation 60 credits	

### Distinctive Programme Features

The opportunity to focus throughout the programme on a conservation specialism is complemented by the College's multi-disciplinary environment that 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.

- Students learn through working on objects of cultural significance
- Students are exposed to a range of cultural materials and allied experiences through lectures, live projects, visiting practitioners and study tours
- Immersive environment encourages joint learning and interdisciplinary practice
- Students are given opportunities to build professional contacts and networks and undertake a 6 week work placement
- Workshops are open seven days a week, 07.00 to 22.00, giving extended opportunities for practical work
- The programme has a low student to staff ratio
- Staff have a broad range of professional conservation experience from institutional to commercial heritage contexts

### 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:

- Promote the integration of theory and practice, where each is tested and informed against each other.
- Provide students with opportunities to learn and develop their skills through the application of theory and professional practice to historically significant objects.
- Support opportunities for students to engage in professional practice during their studies through engagement with the challenges associated with 'live' projects.
- Support independent research within a stimulating and intellectually enriched creative and cultural environment.
- Enhance 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 programme include:

### **Practical experience and work placement**

Throughout the MA programme students are expected to maintain their practice as the main vehicle for determining their study, achievements and ambitions. Students will further develop their practical skills through supervised work on a range of objects with complex treatment requirements. Scientific analysis is incorporated into conservation projects to make informed judgements and develop treatment strategies and support from a science tutor is provided through workshop visits to discuss projects and technical and theoretical support in the analytical laboratory. Visiting tutors provide additional mentoring and specialist workshops to compliment faculty supervision and teaching.

A 6 week work placement at the start of the second semester is an opportunity to broaden practical experience, build contacts and gain transferable skills for future employment.

By the second semester, increasing emphasis is placed on 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 to focus towards developing a critically astute, intellectually mature, reflective practitioner.

### **Lectures and seminars**

These provide specialist input, introducing and reinforcing scientific and contextual knowledge that informs contemporary practice and provides 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 research interests 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, analytical 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 and peer-to-peer discussion groups provide the opportunity for students to negotiate 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.

### **Negotiated work placement learning**

Work placement learning is an essential component of the MA programme and is particularly significant for the supervised individual research project completed during the third semester, 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).

### **Individual and group tutorials**

As well as continuous supervision and support in the practical units, 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. There are a minimum of three one-to-one tutorials per semester, additional tutorials maybe arranged on request.

### **Independent study**

Throughout the MA programme students investigate areas for personal research and develop proposals to implement their individual conservation studies projects, negotiate with work-placement providers to secure appropriate work experience and liaise with supervisors and external experts to develop their individual research project methodology. Students are encouraged to contribute to ongoing research in conservation and disseminate project outcomes appropriately. As the students progress, there is an increasing emphasis on independent study, self-evaluation and personal responsibility to demonstrate effective independent learning,

The final MA component is centred upon the student's individual research 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. Students may negotiate

to undertake their final semester of study on or off campus, while making themselves available for tutorials.

## **Assignments and assessment – methods and strategy**

Assignments give students the opportunity to enhance and deepen their knowledge and cover the three broad programme aims: practical, theoretical and professional. Practical and professional practice assignments usually involve the conservation of objects and require evidence of critical evaluation and application of theory to object analysis, treatment option evaluation, the application of treatments, appropriate documentation and subsequent reflection to feed into future practice.

Theoretical assignments include written academic work such as essays, reports and manuals, self-assessments and reflective journals. Other assignments include blogs, presentations and open book exams for the science units.

Assessments provide evidence that students have achieved the learning outcomes of the course units. All assessment is formalised in the form of grades, as set out in the assessment definitions. Assessment in each specialism is reviewed and moderated by an external examiner.

Practical work is assessed on a continuous basis by specialism specific staff and comments are fed to students informally on an on-going basis through discussion, one-to-one bench tutorials and private tutorials.

## **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 Subject Leader. West Dean College fosters a climate in which in-depth discussion of individual progress and development can take place. Tutorials provide an opportunity to ensure that students' progress and general welfare can be monitored and supported. Additional tutorials can take place at the request of either staff or students. There is a minimum requirement of at least three tutorials per semester.

#### **Library**

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. 11,600 items (books, journals, e-books, e-journals and audio-visual materials) and subscribes to 98 periodicals and a number of specialist electronic databases. The Library catalogue can be accessed remotely online.

The Library also provides a range of support and a quality service for students who are not based at West Dean College. While some of our resources and facilities are local in nature, where applicable we highlight alternative options for Distance Learners. Core information on accessing Library services and resources is covered in our extensive Library pages on the VLE – Canvas.

### **Study Skills Support**

West Dean College offers Study Skills support for Diploma and Degree students. This support is optional and comprises bookable one-to-one 30 minute sessions available on Wednesday afternoons in term time (and during the summer break for students working on dissertations).

The sessions can provide individual support in the following areas:

- Time management and organisation
- Effective reading and note-taking: planning your reading; formats for note-taking and organisation
- Effective writing skills: the writing process; structure and organisation; academic style; clarity; cohesion; types of document (essays; reports; artists' statements; journals; dissertations); proof-reading and editing
- Feedback on your written work
- Effective presentations: organisation and structure; preparing slides; presentation skills
- English language support for international students.

Students may attend sessions on a regular basis (weekly) or from time to time when specific support is required.

Research skills workshops are available by appointment with the Librarian 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 and the Library. Each 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 virtual learning environment that supports students and provides access to important and helpful information about programmes of study and the facilities

and resources available to students. Online submission of assignments is available on the virtual learning environment. 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.

### **Student support and guidance**

The College endeavours to ensure the welfare of all its students. 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. Students' views are sought with regards to the pastoral and welfare provision through the Student Association. The President of the Association reports to the Chair of the Academic Board on a termly basis on academic and non-academic issues.

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. Employability skills seminars are incorporated into the course, including preparation of CVs, letters of application and interview techniques.

### **Methods for Evaluating and Improving the Quality and Standards of Learning**

West Dean College is quality assured by the Office for Students, through the designated quality body, the QAA.

The College operates an annual monitoring process to ensure ongoing enhancement of its courses. Recommendations and feedback from external examiners, programme advisors and students (via an annual questionnaire) are incorporated into course, school, college and institution level action plans. Implementation of these action plans is monitored through a committee structure, incorporating student representation, at both Conservation School and College levels.

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

## Unit Descriptors

Unit Title	Extending Practice
Unit Code	MAIA
Level	7
Duration	18 weeks
Credit Value	50 Credits
Total Learning Hours	500

Date of first approval	
Date of this version	October 2018

### Unit Aims

1. To provide an induction into the programme resources and appropriate working practices including health and safety
2. To provide the context for the identification and development of a specialist area of interest in professional conservation
3. To undertake complex conservation projects at an increasingly professional level, through discussion, negotiation and agreement with the programme tutor and in some cases the client and other interested external parties
4. To develop an in depth, applied knowledge of materials and techniques, through their application in the treatment of objects in chosen specialism
5. To engage in applied investigative work and research into a chosen area of professional practice
6. To develop and demonstrate professional communication skills and independent decision-making in practical conservation work
7. To reflect on work undertaken during the Programme, to feed back into future practice.

### Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Evidence a critical understanding of how theory supports practice to enable the appropriate application of materials and techniques in complex and less familiar situations
- LO2 Demonstrate a systematic, comprehensive and detailed knowledge of historic technologies and materials in chosen specialism
- LO3 Demonstrate a systematic and comparative knowledge of the importance of context in the development and application of conservation strategies
- LO4 Evidence an advanced sophistication in the application of techniques and hand skills

- LO5 Demonstrate a professional and ethical approach to their own work, their relationships with colleagues and clients and show increasing self-direction, autonomy and self-evaluation
- LO6 Communicate at a professional level to expert and non-expert audiences via a range of media accurately and comprehensively using appropriate language and conventions

### **Content**

The provision of demonstrations, support and supervision to enable students to broaden and develop their practical skills to an advanced level and the encouragement of students to explore areas of special interest in a selected specialism. Students are provided with a number of projects involving increasingly complex treatments and/or the conservation of complex objects that require a sophistication of technique and hand skills and an increased ability to synthesis historic, contextual, scientific and societal information to inform appropriate conservation strategies. Work is led mainly by the student in negotiation with their programme tutor and in some cases, the client.

Students will engage in practical exercises and undertake exploratory research and development work across a range of contextual and technical areas and draw on the concurrent unit MAIB and MAIC in beginning to identify appropriate research methods in order to undertake autonomous investigation to an appropriate level in the second and third semesters of the programme. Students will gain input from the programme tutors but will be expected to negotiate external help, support and input from a growing cache of professional contacts.

Students will negotiate with external providers to undertake a 6 week work placement starting at the beginning of the second semester.

### **Indicative Teaching and Learning Methods**

No. of hours scheduled activity	200
No. of hours independent activity	300
This may comprise:	
Lectures and presentations	
Practical projects	
Individual workshop demonstrations and discussions	
Group workshop demonstrations and discussions	
Independent study and research	
Reflection on practice	
Visits	

## Assessment Requirements

	% of assessment
Reflective journal	10
Portfolio incl. conservation projects, conservation documentation and development and project work visual, written or made	75
Blog	5
Oral Presentation	10
<p>Comprising:</p> <p>Project-based conservation work undertaken with consideration of technical, contextual and theoretical factors, and progressed as agreed with condition and treatment reports completed and submitted at an appropriate level with results of analytical work reported clearly. Formative Week 8 and final Week 16</p> <p>Completed work critically evaluated and discussed and student's own progression reflected via a reflective journal Week 16</p> <p>Blog on aspect of practice (can be submitted earlier in the year) Week 13</p> <p>Presentation to an audience of peers 10 mins + 5 mins Week 9</p>	

## Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Choice of materials and techniques is appropriate for a given situation. Decisions are mostly autonomous and informed and nuanced in their delivery	1,2
	Applied skills – materials and methods	Materials and techniques are used effectively and fluently and new approaches are investigated and integrated into practice	2, 4
	Innovation and creativity	Research and an integrated knowledge of applied science inform and direct new practical skills, treatments and decisions	1,2,4
Theoretical	Contextual Knowledge	Practice is related and informed by a well-developed interpretation and application of wide cultural/historical frameworks	1,3



	Conceptual Understanding	Theory is used to test and interrogate practice and vice versa and, where appropriate, new hypotheses are proposed that test and inform	1, 5
	Research and Enquiry	Relevant information is used to evaluate assumptions and make judgements. Research is penetrative and insightful	1,3,5
Professional Skills	Communication	Verbal, written and visual communications are fluent and effective across a broad range of audiences and media	6
	Professional Standards	A fluent professional and ethical attitude is applied to work required including adherence to health and safety requirements.	4, 5
	Independence & Self-Management	Planning and delivery of projects is active, integrated and effective and mostly autonomous. Networks are actively developed.	4, 5

### Indicative general reading

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

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

CAPLE, C. (ed.) (2011) *Preventive conservation in museums*. London: Routledge. (Leicester Readers in Museum Studies).

EDSON, G. (ed.) (2016) *Museum ethics in practice*. London: Routledge.

GORDON, R., HERMENS, E. and LENNARD, F. (eds.) (2014) *Authenticity and replication: the 'real thing' in art and conservation: proceedings of the International Conference held at the University of Glasgow, 6-7 December 2012*. London: Archetype Publications.

HATCHFIELD, P (Ed) (2013) *Ethics and Critical Thinking in Conservation*. AIC 069.53 HAT.

HERMENS, E. and FISKE, T. (eds.) (2009) *Art, conservation and authenticities. Material, concept, context Proceedings of the International Conference held at the University of Glasgow, 12-14 September 2007*. London: Archtype.

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).

KNELL, S. (ed.) (1994) *Care of Collections*. London: Routledge. Chapter 6, Susan Bradley

LINDLEY, P. (1997) *Sculpture Conservation*. Scolar Press.

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

PRICE, C.A. (1996) *Stone conservation. An overview of current research*. Getty.

PRICE, M.T. (2007) *Decorative stone. The complete sourcebook*. London: Thames & Hudson.

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

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.

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

### **Indicative specialism specific reading**

BANIK, G. and BRUCKLE, I. (2018) *Paper and water: a guide for conservators*. 2nd edn. Munich: Siegl.

BROOKS, N. (2011) *Advanced mouldmaking and casting handbook.*, Marlborough: Crowood Press.

CAIN, Tubal (1985) *Soldering & brazing*. Hemel Hempstead, Argus Bks.

DILLMANN, P. (ed.) et al. (2013) *Corrosion and conservation of cultural heritage metallic artefacts*. Oxford: Woodhead Publishing. (European Federation of Corrosion Publications Number 65).

DOEHNE, E. and PRICE, C.A. (2010) *Stone conservation: an overview of current research*. 2nd edn. Los Angeles: Getty Conservation Institute (GCI).

ENGLISH HERITAGE and UNITED KINGDOM INSTITUTE FOR CONSERVATION (2001) *Gilding: Approaches to treatment*. London: James & James Ltd.

KITE, M. and THOMSON, R. (eds.) (2006) *Conservation of leather and related materials*. London: Routledge. Available at: <https://www.taylorfrancis.com/books/e/9781136415234> (Accessed: 29 October 2018).

KOESTLER, R. (1991) *Bio deterioration of Cultural Property*. London: Elsevier Science

KOOB, S. J. (2006) *Conservation and care of glass objects*. London: Archetype.

LARSEN, E. B. (1981) *Moulding & casting of museum objects, using silicone rubber & epoxy resin* Royal Danish Academy, Copenhagen.

REED, R. (1972) *Ancient skins, parchment and leathers*: ? Seminar Press.

SCOTT, D.A. and GETTY CONSERVATION INSTITUTE (1991) *Metallography & microstructure of ancient & historic metals*. Los Angeles: Getty Conservation Institute.

STAMBOLOV, T. (1985) *The corrosion and conservation of metallic antiquities and works of art*. Amsterdam: Central Research Laboratory for Objects of Art and Science.

UNTRACHT O. (1969) *Metal techniques for craftsmen*. London: R. Hale.

Unit Title	Science Analysis
Unit Code	MAIB
Level	7
Duration	18 weeks
Credit Value	10
Total Learning Hours	100

Date of first approval	
Date of this version	October 2018

### Unit Aims

1. Extend the knowledge base of scientific principles which inform conservation work
2. Apply scientific principles to project-based conservation work in order to make informed judgements and identify treatment strategies
3. Extend theoretical knowledge of scientific tools relevant to engagement in conservation research at level 7

### Learning Outcomes

On successful completion of this unit students should be able to

- LO1 Apply an expanded knowledge base of scientific principles to conservation practice
- LO2 Demonstrate a practical understanding of the application of established techniques of scientific analysis to create and interpret scientific knowledge
- LO3 Demonstrate an informed professional attitude, including the ability to be reflective and self-sustaining in the development of new skills and knowledge.
- LO4 Undertake planning of science-based investigative work to generate new knowledge.

### Content

Introduction of new concepts building on the level 6 conservation science experience:

Understanding the roles of thermodynamics and kinetics in chemical change and the tendency of materials to degrade.

Using concepts of molecular orbitals to refine the model of molecular geometry and bonding, relating it to reagents such as chelating agents and the stability of organic materials.

The role of polymers in conservation, as substrates, adhesives, and vehicles and their structure and behaviour

The design of specialised cleaning systems and precise delivery of treatments using gel technology

Further concepts in electrochemistry related to electrode potential, phase and pourbaix diagrams.

Practical Instrumental analysis of objects and materials related to project work and academic research

The development of a research project using appropriate scientific methods.

Communication of scientific concepts using appropriate terminology

### Teaching and Learning Methods

No. of hours scheduled activity	60
No. of hours independent activity	40
This may comprise Lecture series Object- and research-based seminars and workshop discussions Practical demonstrations Self-directed learning Instrumental analysis Development of practical scientific research activity	

### Assessment Requirements

	% of assessment
Written assignment	60
Presentation to an audience of peers	40
This may comprise: Written assignment of 2000-2200 words in Week 15 Presentation 10 min + 5 mins questions in Week 15	

### Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Choice of materials and techniques is appropriate to enable critical awareness and new insights	
	Applied skills – materials and methods	High level skills demonstrate sophistication and understanding supporting practice based research	
	Innovation and creativity	The development and application of techniques demonstrates originality and the extension of subject boundaries.	
Theoretical	Contextual Knowledge	Cultural/historical frameworks are evaluated through reference to primary research	2, 3,

	Conceptual Understanding	New hypotheses are proposed that test and inform the boundaries of the discipline	1, 2, 3, 4
	Research and Enquiry	Self-direction and originality is demonstrated in identifying, tackling and solving problems.	2, 3, 4
Professional Skills	Communication	Verbal, written and visual skills are of a professional standard and effective in communicating complex ideas.	3, 4
	Professional Standards	A professional and personal code of practice is demonstrated	3
	Independence & Self-Management	Planning and implementing complex projects demonstrates autonomy, independence and appropriate understanding of risk	1, 2, 4

### Indicative Reading

FELLER, R.L. (1994) *Accelerated aging. Photochemical and thermal aspects*. Getty Conservation Institute.

TEDDER, J.M. and NECHVATAL, A. (1987) *Basic organic chemistry. A mechanistic approach*. 2nd edition. John Wiley.

PACKHAM, D.E. (ed.) (2005) *Handbook of adhesion*. 2nd edn. Chichester: Wiley.

GETTY CONSERVATION INSTITUTE and SCOTT, D.A. (1991) *Metallography & microstructure of ancient & historic metals*. Getty Conservation Inst.

DERRICK, M.R., STULIK, D. and LANDRY, J.M. (1999) *Infrared spectroscopy in conservation science*. Los Angeles: Getty Conservation Institute. (Scientific Tools for Conservation).

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

SHASHOUA, Y. (2008) *Conservation of plastics materials science, degradation and preservation*. Oxford: Butterworth.

LUXFORD, N. and THICKETT, D (2011) *Designing accelerated ageing experiments to study silk deterioration in historic houses*. *Journal of the Institute of Conservation* Vol. 34 no. 1. London: Icon.

BERNDT, H (1991) *Acidity: A Review of Fundamentals, The Book and Paper Group Annual, Vol. 10*.

Unit Title	Research Methods for Conservation
Unit Code	MAIC
Level	7
Duration	18 weeks
Credit Value	10
Total Learning Hours	100

Date of first approval	
Date of this version	October 2018

### Unit Aims

1. To develop a sophisticated and informed understanding of a range of appropriate research methodologies for conservation projects
2. To provide a forum for the discussion of contemporary and emerging issues in conservation and an analysis of recent material and scholarship and their impact or potential impact on conservation practice
3. To develop the ability to identify and define research questions and projects which have the potential to inform the boundaries of conservation practice
4. To provide support and guidance on appropriate methods for the expression of ideas arguments, and conclusions at postgraduate level, in written, verbal and visual forms

### Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Understand the established techniques of research, enquiry and presentation used to create, interpret and present knowledge in conservation and use this understanding to inform the development, structure and presentation of own research projects to a professional standard.
- LO2 Demonstrate an ability to critically examine current research texts/projects/perspectives and to understand the context of their production and where they point to areas of further research that could test and inform the boundaries of conservation practice
- LO3 Explore areas of research that could inform conservation practice, develop methodologies and research questions for these areas and select a valid research question with associated methodology that is feasible within the resources of a final postgraduate or MA project and can be delivered at an advanced level.
- LO4 Demonstrate autonomy in the planning and development of research questions and methodologies and use fluent and effective verbal, written and visual communications.

## Content

This unit introduces a range of research methods and tools appropriate to an advanced level of study in conservation. It is designed to enable the identification of research questions and methods appropriate to the development of either a final Post Graduate Diploma research project or a MA research project.

At the start of the year, Academic Research and Writing Skills sessions will introduce students to the Library's research resources (catalogues, information retrieval, online databases and archives) as well as appropriate academic conventions for citing and referencing (Harvard).

Through a series of lectures, seminars and workshops a range of scientific, social scientific and humanities based research skills will be explored and visiting lecturers will present on their areas of research. Further lectures and seminars will investigate the role of the conservator in diverse contexts and fields of practice and contemporary concerns and debates in conservation. This will lead students towards identifying research opportunities within their practice as it develops through MA I A. Possible research questions are then presented and discussed with peers and tutors with a view to; assessing their purpose and viability, identifying source material and primary research methods, possible constraints and ethical issues, methods of analysis, evaluation and presentation. In tangent, students are expected to review a range of research skills to provide them with a broad understanding on which to develop the methodology for their final selected research question. In addition, through individual and group exercises, students will study, critically evaluate and discuss examples of writing to a publication standard in preparation for the written element of their final research project.

## Teaching and Learning Methods

No. of hours scheduled activity	30
No. of hours independent activity	70
Comprising Lectures and seminars Theoretical exercises Peer group discussions Independent study	

## Assessment Requirements

	% of assessment
A review of research methodologies	30
Development of final research question, methodology and indicative reading list	50
Oral presentation of research question to an audience of peers	20



Comprising:

A 1500 word review of research methodologies supported by appropriate visual material and case studies exploring the methodologies that may be appropriate to your own practice-based research. This should address a variety of approaches outlined in the lecture using a comparative method to contrast them and critically reflect upon their effectiveness within the context of your own areas of interest Week 9

Research project proposal – identification of a specific research question, purpose, justification and range of research, indicative primary and secondary sources of data and methodology. 1250 - 1500 words Week 14

Oral presentation of final research question 10 mins + 5 mins questions Week 14

### Assessment Criteria

Category		Demonstrated through	LO
Practical Skills	Ideas and Intentions		
	Applied skills – materials and methods		
	Innovation and creativity		
Theoretical	Contextual Knowledge	Knowledge and understanding of a range of theoretical approaches and research methods	1
	Conceptual Understanding	The ability to interpret and contextualise research outcomes through critical examination	1, 2
	Research and Enquiry	The ability to apply established research methods to generate knowledge and understanding	2, 3
Professional Skills	Communication	The ability to communicate methods, ideas and propositions in a structured and coherent way	4
	Professional Standards	The use of methods, conventions and language to a professional standard	4
	Independence & Self-Management	The effective planning and completion of work for the unit	4

## Indicative general reading

BASSOT, B. (2016) *The reflective practice guide: an interdisciplinary approach to critical reflection*. Abingdon: Routledge.

BASSOT, B. (2016) *The reflective journal*. 2nd edn. Basingstoke: Palgrave Macmillan.

BASSOT, B. (2013) *The reflective journal: capturing your learning for personal and professional development*. Basingstoke: Palgrave Macmillan.

BAUER, M. W. & GASKELL, G. (eds). (2004). *Qualitative research with text, image and sound: a practical handbook*. London, Thousand Oaks and New Delhi: Sage.

BRYMAN, A (2015) *Social Research Methods*. 5<sup>th</sup> edn. Oxford: OUP.

COTTRELL, S. (2011) *Critical thinking skills: developing effective analysis and argument*. 2<sup>nd</sup> edn. Basingstoke: Palgrave Macmillan.

COTTRELL, S. (2013) *The study skills handbook*. 4th edn. Basingstoke: Palgrave Macmillan.

CRESWELL, J.W. and CRESWELL, J.D. (2018) *Research design: qualitative, quantitative, and mixed methods approaches*. 5<sup>th</sup> edn. London: Sage.

MOON, J. (2006) *Learning journals: A handbook for academics, students and professional development*. 2nd edn. London: Routledge.

PATIENCE, G., BOFFITO, D. and PATIENCE, P. (2015) *Communicate science papers, presentations and posters effectively*. London: Academic Press.

PINK, S. (2013) *Doing visual ethnography: images, media and representation in research*. 3rd edn. London: Sage Publications.

ROSE, G. (2012) *Visual methodologies. An introduction to the interpretation of visual materials*. 3rd edn. London: Sage Publications.

SILVERMAN, D. (2013) *Doing qualitative research*. 4th edn. London: Sage Publications.

SULLIVAN, G. (2010) *Art practice as research: inquiry in visual skills*. 2nd edn. London: Sage Publications.

TROCHIM, W.M., DONNELLY, J.P. and ARORA, K. (2016) *Research methods: the essential knowledge base*. Boston: Cengage Learning.

Unit Title	Professional Practice
Unit Code	MA2A
Level	7
Duration	14 weeks
Credit Value	35 Credits
Total Learning Hours	350

Date of first approval	
Date of this version	October 2018

### Unit Aims

1. To provide a context for the completion to a professional level of applied conservation work demonstrating a synthesis of practice through increasingly autonomous selection, development and application of treatments.
2. To consolidate an in depth, applied knowledge of materials and techniques used in standard practice and the ability to extend this through innovation into new materials and techniques.
3. To provide opportunities to demonstrate professional communication skills and independence in building professional networks
4. Participate in a 6 week work placement or discrete professional development project
5. To consolidate and exhibit a selection of work based on practice during the programme
6. To develop an understanding of individual professional and career objectives

### Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Demonstrate an advanced and comprehensive knowledge of conservation practice and the state of the profession in their specialist area and extended the boundaries of knowledge in the area through original and autonomous applied research
- LO2 Demonstrate the ability to undertake complex professional decision-making in relation to treatment choices and decisions and communicated these fluently and effectively
- LO3 Undertake a range of complex projects demonstrating understanding of a comprehensive range of new and standard materials and techniques, and how they can be manipulated to establish new or innovative ways of applying existing knowledge
- LO4 Synthesise a comprehensive knowledge of the history of craft and manufacturing processes, the significance of objects and professional standards and ethics in a chosen conservation specialism and demonstrate the ability to apply this knowledge to inform the treatment and documentation of historic objects
- LO5 Demonstrate professional level competencies in the scientific and technical elements of conservation, much of which is at, or informed by, the forefront of their academic discipline

LO6 Demonstrate autonomy, self-direction and personal responsibility for their learning, development as a professional conservator and evidence gathering for their portfolio.

## Content

This unit is designed to support students to continue to develop their knowledge, understanding and professional practice and provide students with a wide range of practical experience that will help prepare them to enter employment.

A six week placement is undertaken by the student at the start of Semester 2. In conjunction with the second half of this unit, students will be undertaking a pilot research project in Unit MAIRP. At the end of the semester there is the option to join one of the many collections care project teams at West Dean.

Projects involving complex treatments are negotiated and led by the student to develop independent project management and any outstanding projects and conservation documentation completed. Students are encouraged to use professional networks to support and test ideas and where appropriate students will be encouraged to present discussion on their projects externally.

A key element of this unit is the development of decision-making. Students will be encouraged to consider the options and range of approaches they could take in given situations to evaluate them and understand their implications.

Students will discuss with tutors how to develop their own professional portfolios and prepare CV's to use as evidence of achievement and in preparation for future job, internship or funding applications and to help them gain an understanding of what evidence is required for professional accreditation.

At the end of the unit students will present a selection of their work in the summer exhibition which will include completed conservation projects, associated documentation to a professional standard and evidence of their research and development work.

## Teaching and Learning Methods

No. of hours scheduled activity	50
No. of hours independent activity	75
No. of hours of work placement	225
Comprising	
Lectures and presentations	
Group workshop demonstrations, practical sessions and discussions	
Work placement	
Collections care projects	
Individual and group tutorials	
Self directed and independent study and research	

## Assessment Requirements

	% of assessment
Work placement + presentation on work placement	50
Professional portfolio incl. CV, development and project work visual, written or made and written reflection	20
Project-based conservation work undertaken with consideration of technical, contextual and theoretical factors, and progressed as agreed with condition and treatment reports completed and submitted at an appropriate level with results of analytical work reported clearly.	30
<p>Comprising:</p> <p>Oral presentation on work placement to a group of peers 10mins + 5 mins questions Week 25</p> <p>Portfolio for job applications, including CV, completed projects, exercises and supporting documentation and examples of health and safety assessments + written reflection on the ICON PACR standards using an item from portfolio to evidence an understanding of the ICON professional standards 1000 words Week 32</p> <p>All project-based conservation work completed to an acceptable standard including condition and treatment reports submitted at an appropriate level with results of analytical work reported clearly. Week 32</p> <p>Participation in the summer exhibition in Week 36</p>	

## Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Choice of materials and techniques is appropriate for a spectrum of given situations. Decisions are almost wholly autonomous and informed and nuanced in their delivery	1,2, 3
	Applied skills – materials and methods	Materials and techniques are used effectively and fluently in practice. Materials and techniques from outside of standard practice are investigated and integrated into processes	1,3
	Innovation and creativity	Research and an integrated knowledge of applied science inform and help direct new practical skills	1, 3,,5

Theoretical	Contextual Knowledge	Practice is related and informed by a well-developed interpretation and application of wide cultural/historical frameworks	4
	Conceptual Understanding	Understanding of conservation, professional practice, cultural contexts and current issues are integrated and inform work and outcomes	1, 2, 4, 5
	Research and Enquiry	Relevant information is used to evaluate assumptions and make judgements. Research is penetrative and original.	4,5
Professional Skills	Communication	Verbal, written and visual communications are fluent and effective across a broad range of groups	2, 6
	Professional Standards	A fluent professional and ethical attitude is applied. Accepted codes of practice are integrated and challenged.	2, 5, 6
	Independence & Self-Management	Self-direction and the ability to take appropriate steps towards realising defined career goals. Networks are actively developed.	6

### Indicative Reading

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

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

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

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

GORDON, R., HERMENS, E. and LENNARD, F. (eds.) (2014) *Authenticity and replication: the 'real thing' in art and conservation: proceedings of the International Conference held at the University of Glasgow, 6-7 December 2012*. London: Archetype Publications.

HATCHFIELD, P (Ed) (2013) *Ethics and Critical Thinking in Conservation AIC 069.53 HAT*.

HERMENS, E. and FISKE, T. (eds.) (2009) *Art, conservation and authenticities. Material, concept, context Proceedings of the International Conference held at the University of Glasgow, 12-14 September 2007*. London: Archtype.

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)*.

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.

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

SMITH, L. and AKAGAWA, N. (eds.) (2009) *Intangible heritage*. London: Routledge.

### **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 Professional Standards and Code of Conduct

<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

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

[www.jstor.org](http://www.jstor.org)

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

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

<http://www.iccrom.org>



Unit Title	Project Development
Unit Code	MAIRP
Level	7
Duration	8 weeks
Credit Value	15
Total Learning Hours	150

Date of first approval	
Date of this version	October 2018

### Unit Aims

1. To provide the student with the opportunity to practice research skills through facilitating research 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 a thesis through the writing of a pilot research report and delivery of related practical work

### Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Articulate a framework and methodology for a personal research project that shows insight and originality and an appropriate draft related to preliminary practical work or undertake research into a specified field demonstrating the ability to systematically apply established and new primary research techniques
- LO2 Demonstrate a multi-disciplinary, systematic understanding of the attitudes and philosophies that underpin the development of conservation as a profession
- LO3 Evaluate sources of information and apply their relevance to conservation and the broader context
- LO4 Demonstrate self-direction and reflective practice related to accepted professional standards

### Content

This unit focuses on students building on their initial research proposal from Unit MAIC. Students undertake a pilot project that includes a literature review, a rationale for primary research methods, preliminary tests and analysis, identification of systems to collect, store, sort and evaluate data, a worked-up methodology, an indication of restraints and limitations on research, and possible dilemmas

and ethical issues.. Group and one-to-one tutorials with tutors and an external mentoring visit are provided and for students intending to continue onto Unit MA2RP, timelines and chapter headings are negotiated with research project supervisors. The pilot research project is reported at the end of the study block effectively and professionally through a viva and poster presentation.

### Teaching and Learning Methods

No. of hours scheduled activity	20
No. of hours independent activity	130
Comprising:	
<ul style="list-style-type: none"> <li>Research seminars</li> <li>Research through practice</li> <li>Scientific analysis</li> <li>Literature reviews</li> <li>Individual tutorials</li> <li>Group discussions</li> <li>Presentations</li> <li>Mentor visit</li> </ul>	

### Assessment Requirements

	% of assessment
Poster and viva presentation	25
Literature review	25
Pilot research report including methodology and supporting preliminary tests and analysis	50
Comprising:	
<ul style="list-style-type: none"> <li>Poster and viva presentation – 15mins presentation + 10 mins questions Week 32</li> <li>Literature review 1500 - 2000 words Week 26</li> <li>Pilot research Project 2000- 2500 words Week 28</li> </ul>	

### 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, 3
	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	1, 3
	Professional Standards	Demonstration of the ability to act autonomously in planning and implementing tasks that reflects professional standards.	4
	Independence & Self-Management	Independent thinking and personal initiative and decision making is demonstrated through setting personal objectives and working to deadlines	1, 4

## **Indicative Reading**

To be determined by individual research project

### **Indicative general reading**

BASSOT, B. (2016) *The reflective practice guide: an interdisciplinary approach to critical reflection*. Abingdon: Routledge.

BASSOT, B. (2016) *The reflective journal*. 2nd edn. Basingstoke: Palgrave Macmillan.

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BRYMAN, A (2015) *Social Research Methods*. 5<sup>th</sup> edn. Oxford: OUP.

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ROSE, G. (2012) *Visual methodologies. An introduction to the interpretation of visual materials*. 3rd edn. London: Sage Publications.

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

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

<http://www.iccrom.org>

Unit Title	Project Realisation
Unit Code	MA2RP
Level	7
Duration	14 weeks
Credit Value	60
Total Learning Hours	600

Date of first approval	
Date of this version	October 2018

### 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 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
4. 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 provided there is agreement between the student and their research project supervisors and students can be available for face-to-face or online tutorials.

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.

## Teaching and Learning Methods

No. of hours scheduled activity	15
No. of hours independent activity	585
Comprising:	
Independent research	
Scientific testing and analysis	
Practical investigations	
Tutorial support	

## Assessment Requirements

	% of assessment can range between
Written coursework incl. essay, report, dissertation, thesis	40 – 60 (8000 words – 12000 words)
Practical skills assessment incl. results of practical experiments and investigations	60 – 40 (12000 words – 8000 words)
Comprising: Dissertation and portfolio of practical work with a choice of weighting towards practical elements or written work or equal weighting Week 46	

## 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	1,2,4



		within the field of conservation studies	
	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 and meeting deadlines	5,6

### Indicative Reading

Self-directed reading