

Graduate Diploma 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 | |
|--|---|
| Awarding body | University of Sussex |
| Teaching institution | West Dean College |
| Programme title | Conservation Studies |
| Final award / FHEQ level | Graduate Diploma / Level 6 |
| Mode of study | Full-time, 36 weeks |
| Subject leaders | Books Leonor Loureiro Ceramics Lorna Calcutt Clocks Malcolm Archer Furniture Daniel Pateman Metalwork Kate Jennings |
| External reference points/ benchmarks | <p>The UK Quality Code for Higher Education, The UK Quality Code for Higher Education, Part A, Descriptor for a higher education qualification at level 6 on the FHEQ</p> <p>QAA Subject Benchmarks Statements:</p> <ul style="list-style-type: none"> • Archaeology, 2014 • Art and design, 2016 • History of art, architecture and design, 2017 <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> |
| Criteria for admission to the programme | Degree or qualification at equivalent level to a second year of undergraduate study, e.g. HND, DipHE, and interest or experience in object conservation and cultural heritage. English language: CEFR (Common European Framework of Reference for Languages) Level B2 or IELTS 6.5. |

| External Examiners | Name | Date tenure expires |
|---------------------------|------------------|----------------------------|
| | Dr Lynda Skipper | December 2023 |

Programme Aims

The aims of the programme are to provide:

Practical

1. A context for the analysis, assessment and treatment of cultural heritage within a selected specialism; books, ceramics, clocks, furniture or metals
2. The opportunity to develop high level applied conservation and craft skills
3. A research environment for the development of innovative approaches to the conservation of cultural heritage

Theoretical

1. An introduction to the historic and technical development of cultural heritage in the selected specialism, in relation to cultural and scientific contexts
2. An introduction to the methods of research and analysis used within the discipline
3. A context for individual inquiry and informed debate across conservation specialisms

Professional

1. A context for the development of a range of verbal, written and visual skills appropriate for the documentation and communication of relevant conservation information
2. An introduction to the personal and professional standards of conservation practice and the ethical treatment of objects congruent with national and international policies and practice.
3. Opportunities to plan and implement real projects for a range of client/custodians from different contexts

Learning Outcomes

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

Practical

- Analyse and synthesise information to describe, assess and inform treatment proposals for a range of commonly occurring materials and objects, in the selected specialism
- Apply a comprehensive range of materials, techniques and skills, informed by historic and contemporary practice, to resolve conservation problems
- Analyse and synthesise current research and technical developments to underpin a repertoire of approaches to the conservation of objects in selected specialism

Theoretical

- Identify and consider cultural heritage in selected specialism within historic, cultural and technical contexts
- Test and inform practice through theory and vice versa
- Demonstrate an understanding of areas of science and technology appropriate for application to the analysis, interpretation and treatment of cultural heritage

Professional

- Generate documentation consistent with professional practice relating to their work
- Articulate an understanding of ethics, professional standards and continuous professional development in relation to the practice of conservation
- Show evidence of professionally-informed critical judgement and problem solving skills that relate to the conservation of cultural heritage

Alignment to External Reference Points

The UK Quality Code for Higher Education, Part A, Descriptor for a higher education qualification at level 6 on the FHEQ

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 programme design and student work is overseen by Programme Advisors and professionals drawn from the conservation profession. Students are exposed to a range of professional influences and models of good practice in both public and private sectors.

Programme Structure

Graduate Diploma – Programme Diagram

| Semester 1 (18 weeks) | | | Semester 2 (18 weeks) | | |
|--|-----------------------|----------------------------|---|--------------------|--|
| Study Block 1 (12 weeks) | Christmas Vacation | Study Block 2 (6 weeks) | Study Block 3 (6 weeks) | Easter Vacation | Study Block 4 (12 weeks) |
| Unit GIA Introducing Professional Practice 40 Credits | | Stage Assessment | Unit G2A Developing Professional Practice 10 Credits | Final Assessment | Unit G3A Research through Practice 30 Credits |
| Unit GIB Introducing Conservation Science 10 Credits | | | Unit G2B Conservation Science: Development and applications 10 Credits | | |
| Unit GIC Contextual and Professional Studies I 10 Credits | | | Unit G2C Contextual and Professional Studies 2 10 Credits | | |

Distinctive Programme Features

- 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
- 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 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 that are measured against specific assessment criteria. The College's overriding intention is that, on successful completion of their programme of study, West Dean students become theoretically aware and professional autonomous practitioners.

The College's 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 Graduate programme include:

Practical experience

Throughout the Graduate programme students are expected to maintain their practice as the main vehicle for determining their study, achievements and ambitions. Students will develop their practical skills through supervised work on a range of objects with standard through to more 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.

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 conservation and a forum in which the linking of theory and practice can be explored and study skills exercises and methods introduced.

Lectures focus upon issues relevant to contemporary conservation with the intention of generating a stimulating climate of exploration and debate. Themes, in particular, are; scientific principles and their application to conservation, the role of the conservator, developing an ethical framework, professional organisations, contexts and collections and preservation policies.

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 student progression across all areas of study can take place. There are a minimum of three one-to-one tutorials per semester and additional tutorials maybe arranged on request.

Independent study

Throughout the Graduate programme students investigate areas for personal research, delivery of assignments and to assist in the development of proposals to implement their individual conservation projects. As the students progress, there is an increasing emphasis on independent study, self-evaluation and personal responsibility to demonstrate effective independent learning. Students are encouraged to contribute to ongoing research in conservation and disseminate project outcomes appropriately.

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 | Introducing Professional Practice |
| Unit Code | GIA |
| Level | 6 |
| Duration | 18 weeks |
| Credit Value | 40 |
| Total Learning Hours | 400 |

| | |
|------------------------|--------------|
| Date of first approval | June 2014 |
| Date of this version | October 2018 |

Unit Aims

- 1 To engage safely and efficiently in practical conservation work in a professionally equipped workshop/studio and develop a repertoire of conservation treatments.
- 2 To create objects, develop craft skills and an understanding of historic technologies relevant to subject area, to inform discipline specific practice.
- 3 To provide an environment of investigation and enquiry, through practical experience, that engages with the typical conservation problems, in the selected specialism, and develops an understanding of conservation documentation including: object description, diagnosis of significance, condition, treatment options, actual treatments, evaluation of treatments and recommendations for future care.
- 4 To relate a developing knowledge of scientific, technological, historical and contextual studies towards the appropriate use of materials and techniques for conservation.
- 5 To undertake investigation of the subject area through engagement in specialist study topics within the discipline and effectively communicate investigations.
- 6 To foster reflection on work undertaken, to feed back into future practice.

Learning Outcomes

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

- LO1 Demonstrate a systematic understanding of the standard materials and techniques employed in a conservation specialism and their limitations

- LO2 Articulate a comparative knowledge of different historical styles, structures and materials within a conservation specialism to enable appropriate conservation treatment choices to be made
- LO3 Evidence a comprehensive ability to prepare conservation documentation with supporting historical and scientific data, using appropriate language and conventions
- LO4 Evidence a developing ability in the application of conservation techniques and hand skills
- LO5 Articulate an understanding of the ethos and context of conservation practice through a knowledge of professional standards and codes in conservation and their application in practical contexts
- LO6 Demonstrate a professional attitude to practice through cooperation with colleagues, sharing of knowledge, safe working practices and reflection

Content

This unit of study starts with an induction to the College, and to the Departmental facilities and their efficient and safe operation. Students are then introduced to the principles and procedures involved in cultural heritage conservation in their chosen specialism (Books, ceramics, clocks, furniture or metals) Learning is supported by a combination of specialist staff and visiting lecturers. Through working on live projects, students learn to assess and document cultural heritage and the use of specific terminology and relevant descriptive language. Following on from initial object identification and condition assessments, students consider how the significance of an object and intended use may impact on treatment decisions and whether further diagnosis is required before engaging in the selection and implementation of appropriate conservation treatments' followed by final documentation and recommendations for future care.

The impact of different historical processes and how this affects conservation treatment strategies is introduced and the study of common historical styles, within a specialism, is undertaken through practical exercises and models, reference to items in the department for conservation treatment and visits to collections.

An understanding of the chemical and physical properties of cultural heritage and processes of deterioration and how to recognise them is supported through investigation and practical exercises and discussion with science tutors on individual conservation projects.

Practical work is complemented by sessions covering the selection and where appropriate the maintenance and making of tools.

Throughout the unit students will be required to keep a reflective learning journal as a self-analytical tool relating ideas, contexts and debates to their own emerging identity as a conservator. Students will be encouraged to adopt an analytical approach to their journal - developing a written and visual style that is both coherent and expressive and relates to their learning from the concurrent GIB and GIC units and how this is being assimilated into their conservation practice.

Reflection by students on their own practical work and treatment outcomes alongside regular bench tutorials develop students' professional practice. Peer group discussions, presentations and liaison with clients' support the development of effective dialogue and communication skills.

Teaching and Learning Methods

| | |
|-----------------------------------|-----|
| No. of hours scheduled activity | 270 |
| No. of hours independent activity | 130 |
| Comprising: | |
| Set practical projects | |
| Demonstrations | |
| Lectures and seminars | |
| Visits | |
| Independent study | |
| Reflection on practice | |

Assessment Requirements

| | % of assessment |
|---|-----------------|
| Written assignments incl., reports and reflective journal | 25 |
| Portfolio incl. evidence of conservation documentation and development and project work visual, written or made | 40 |
| Practical skills assessment incl. conservation projects and set exercises | 35 |
| Comprising: | |
| Practical work including exercises and live projects and supporting documentation Week 16 | |
| Written coursework, including 2 x 1000 word technical or historical reports, journal and critical analysis of projects Week 8 & Week 16 | |

Assessment Criteria

| Category | | | LO |
|------------------|----------------------|---|---------|
| Practical Skills | Ideas and Intentions | Choice of materials and techniques is appropriate for a given situation | 1, 2, 4 |

| | | | |
|---------------------|--|--|------|
| | Applied skills – materials and methods | Materials and techniques are used effectively and fluently in practice | 4 |
| | Innovation and creativity | | |
| Theoretical | Contextual Knowledge | Practice is related to cultural/historical frameworks | 2 |
| | Conceptual Understanding | Comparisons are drawn between established contexts | |
| | Research and Enquiry | Relevant information is used to evaluate assumptions and make judgements | 1, 2 |
| Professional Skills | Communication | Verbal, written and visual communications use appropriate language and terminology and are fluent and effective | 3 |
| | Professional Standards | A professional and ethical attitude is applied to work and colleagues including adherence to health and safety requirements. | 4, 6 |
| | Independence & Self Management | Resources and workflow are well managed and reflection is used to guide future practice | 4 |

Indicative Reading

APPELBAUM, B. (2007) *Conservation treatment methodology*. London: Butterworth.

BUTTLER, C and DAVIS, M. (Eds) (2006) *Things Fall Apart: Museum Conservation in practice*. National Museum of Wales.

CAPLE, C (2000) *Conservation Skills: judgement, method and decision making*. Routledge.

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

CRONYN, J.M. (1990) *Elements of Archaeological Conservation*. Routledge.

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

JONES, S. and HOLDEN, J. (2008) *It's a material world. Caring for the public realm*. London: Demos.

LAMBERT, J (1997) *Traces of the Past* Wokingham: Addison-Wesley.

MUNOS VINAS, S. (2005) *Contemporary Theory of Conservation*. Oxford: Elsevier Butterworth-Heinemann.

RICHMOND, A. and BRACKER, A. (eds.) (2009) *Conservation. Principles, dilemmas and uncomfortable truths*. Oxford: BH.

NATIONAL TRUST (2011) *The National Trust manual of housekeeping: care of collections in historic houses*. Rev. edn. Swindon: National Trust.

Pearlstein, E (2016) *Conserving ourselves: Embedding significance into conservation decision-making in graduate education*, *Studies in Conservation*, 62:8, 435-444, DOI: 10.1080/00393630.2016.1210843

Indicative subject specific reading

BUYS, S. and OAKLEY, V. (1993) *Conservation and restoration of ceramics*. Oxford: Butterworth Heinemann.

CROSS, J. A. (1967) *Metal forging & wrought ironwork..* London: Mills & Boon.

GAZELEY, W. J. (1973) *Watch & clock making & repairing*. 2nd.edn. London: Heywood Bks.

HORIE, V. (2010) *Materials for conservation. Organic consolidants, adhesives and coatings*. 2nd edn. Oxford: Butterworth Heinemann.

JACKSON, A. and DAY, D (2005) *Collin's complete woodworkers Manual*. London: Lions.

MIDDLETON, B. (1963) *A history of English craft Bookbinding technique*. New York and London: Hafner Publishing.

OAKLEY, V. and JAIN, K. (2002) *Essentials in the care and conservation of historical ceramic objects*. London: Archetype.

PICKWOAD, N (1994) *Determining how best to conserve books in special collections*. AIC Book and Paper Group Annual, Vol. 13, pp. 35-41.

PULL, E (1941) *Engineering workshop manual for students, apprentices, fitters, turners, and general machinists*. 9th edn. London: The Technical Press Ltd.

PYE, D. (1995) *The nature and art of workmanship*. London: A. & C. Black.

RICHARDSON, M. T. (ed.) (1978) *Practical blacksmithing*. New York: Weathervane Books.

RIVERS, S. AND UMNEY, N. (2007) *Conservation of furniture*. London: Routledge. Available at: <https://www.taylorfrancis.com/books/9781136415371> (Accessed: 29 October 2018).

CHILTON, J P (1973). *Principles of metallic corrosion*. London: The Chemical Society.

| | |
|----------------------|----------------------------------|
| Unit Title | Introducing Conservation Science |
| Unit Code | G1B |
| Level | 6 |
| Duration | 18 weeks |
| Credit Value | 10 |
| Total Learning Hours | 100 |

| | |
|------------------------|--------------|
| Date of first approval | June 2014 |
| Date of this version | October 2018 |

Unit Aims

1. To provide a scientific model of the nature of materials commonly found in heritage objects
2. To develop an understanding of the relevance of the scientific approach as a fundamental part of conservation practice
3. To demonstrate how scientific thinking is applied to the practical investigation and treatment of objects

Learning Outcomes

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

- LO1 Demonstrate a systematic and comparative knowledge of scientific aspects of conservation practice
- LO2 Understand the relationship between conservation treatments applied to objects and interactions at the molecular level
- LO3 Understand the degradation mechanisms of materials commonly found in objects, and the reasons for them
- LO4 Effectively communicate scientific concepts relevant to conservation practice to both specialist and non-specialist audiences

Content

Students will be introduced to a model of the behaviour of materials at the crystalline and molecular level, which can be used to rationalise the nature of the materials of heritage objects.

Conventions related to the scientific classification of organic and inorganic materials will be introduced in the context of the materials of objects, and reagents used in their treatments.

Scientific concepts will be used to model treatment challenges and propose potential solutions.

Students will study the degradation mechanisms of some common organic and inorganic materials.

The practical application of science – based treatments will be discussed in the workshop and referred to in lecture sessions.

Scientific methods of assessing and evaluating materials will be introduced.

Teaching and Learning Methods

| | |
|--|----|
| No. of hours scheduled activity | 60 |
| No. of hours independent activity | 40 |
| This may comprise: Lecture series Object-based workshop discussions Practical demonstrations Science related to collections care Self-directed learning and reflection Assignments | |

Assessment Requirements

| | % of assessment |
|---|-----------------|
| Open Book exam | 40 |
| Written assignment demonstrating application of scientific principles | 60 |
| This may comprise Open Book exam available week 9, digital submission Week 10 Written assignment 2000 - 2200 words for digital submission Week 16 | |

Assessment Criteria

| Category | | | LO |
|---------------------|--|--|---------|
| Practical Skills | Ideas and Intentions | | |
| | Applied skills – materials and methods | | |
| | Innovation and creativity | | |
| Theoretical | Contextual Knowledge | Practice is related to cultural/historical frameworks | 4 |
| | Conceptual Understanding | Theory is used to test and interrogate practice and vice versa | 1, 2 |
| | Research and Enquiry | Relevant information is used to evaluate assumptions and make judgements | 1, 2, 3 |
| Professional Skills | Communication | Verbal, written and visual communication skills are fluent and effective | 1, 4 |
| | Professional Standards | Professional attitudes are informed and ethical | 1, 4 |
| | Independence & Self-Management | Scientific awareness is integral to practice | 4 |

Indicative Reading

HORIE, V. (2010) *Materials for Conservation. Organic consolidants, adhesives and coatings*. 2nd edn. Oxford: B-H.

BANIK, G. and BRUCKLE, I. (2011) *Paper and water. A guide for conservators*. London: BH.

STEVENS, M.P. (1999) *Polymer chemistry. An introduction*. 3rd edn. OXFORD: Oxford University Press.

SNYDER, C.H. (2003) *The extraordinary chemistry of ordinary things*. 4th edition Chichester: Wiley.

ROYAL SOCIETY OF CHEMISTRY and FRANKS, F. (1983) *Water*. Royal Society of Chemistry.

BARROS D'SA, A. (ed.) et al. (2012) *Adhesives and Consolidants in Painting Conservation*. London: Archetype.

ANDERSON, J.C. et al. (1991) *Materials science*. 4th edition. Chapman & Hall.

TRETHEWEY, K.R. and CHAMBERLAIN, J. (1990) *Corrosion for students of science & engineering*. Longman.

COMYN, J. (1997) *Adhesion science*. RSC pb.

ICCROM and TORRACA, G. (1984) *Solubility & solvents for conservation problems*. . 3rd edn.
ICCROM.

NICHOLSON, J.W. (1991) *The chemistry of polymers*. Royal Society of Chemistry.

| | |
|----------------------|---------------------------------------|
| Unit Title | Contextual and Professional Studies I |
| Unit Code | GIC |
| Level | 6 |
| Duration | 18 weeks |
| Credit Value | 10 credits |
| Total Learning Hours | 100 |

| | |
|------------------------|--------------|
| Date of first approval | June 2014 |
| Date of this version | October 2018 |

Unit Aims

1. To introduce a range of common historical, cultural and professional contexts through which students can understand their conservation practice
2. To provide a forum for interdisciplinary debate and exchange on the role of the conservator, ethics, problem solving and professional practices.
3. To demonstrate critical and reflective skills through discussion and written work that expresses a nuanced consideration of the issues influencing conservation

Learning Outcomes

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

- LO1 Demonstrate a systematic understanding of the role of the conservator and the relevance of conservation to society
- LO2 Critically analyse, identify and compare features and intangible values and relate these to specific objects
- LO3 Demonstrate an understanding of the conservation profession, its role in society, its professional organizations, standards, codes and accreditation process.
- LO4 Articulate an informed personal response to the relevant contexts and debates that impact on conservation and their relationship and relevance to own practice

Content

This unit is designed to establish a common foundation of historical, cultural and professional knowledge relevant to understanding contemporary conservation practice. Through an initial series of lectures and visits students are introduced to the major issues and debates in material culture that

impact upon the interpretation of objects. Themes explored include the role of the conservator, ethics, the value of craft, sustainability, the significance of heritage to different cultures, how significance can change, trends and aesthetics and uses of heritage.

The aim of the unit is to develop the ability to situate specific conservation projects and decisions within a wider cultural and professional context. In particular students are expected to relate their learning in this unit to the project work being developed as part of the concurrent Unit GIA.

Seminar sessions provide the opportunity for peer discussion and require students from different specialisms to share case studies on objects which present ethical dilemmas or complex narratives for the benefit of the group.

Exercises and assignments are designed to introduce research skills and promote critical analysis and reflection.

Teaching and Learning Methods

| | |
|-----------------------------------|----|
| No. of hours scheduled activity | 40 |
| No. of hours independent activity | 60 |
| Comprising: | |
| Lectures and seminars | |
| Visits | |
| Independent study | |

Assessment Requirements

| | |
|---|-----------------|
| | % of assessment |
| Written assignment in the form of an article | 60 |
| Presentation to audience of peers | 40 |
| Comprising | |
| Article 2000 – 2200 words Week 10 | |
| Presentation 10 mins + 5 mins questions Week 15 | |

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 and practical contexts and their application to the field of conservation | 1 |
| | Conceptual Understanding | The ability to interpret and apply concepts to individual practice | 2 |
| | Research and Enquiry | The ability to discuss themes and how they impact on conservation practice | 2 |
| Professional Skills | Communication | The ability to communicate processes, ideas and arguments in verbal, written and visual form | 4 |
| | Professional Standards | Knowledge and understanding of a conservator's responsibilities | 3 |
| | Independence & Self Management | The effective planning and completion of work for the unit | 4 |

Indicative Reading

Adamson, Glen. (2009). *The Craft Reader* London: Berg.

Apadurai, Arjun. (1986) *The Social Life of Things: Commodities in Cultural Perspective* (1986) Cambridge: Cambridge University Press.

Barthes, Roland. (2006 (1957)). *Mythologies*. London: Vintage, pp., pp.31-33 'Soap-powders and Detergents', pp.65-68 'Wine and Milk' and pp.131-156 'Myth Today' (extract).

Baudrillard, Jean. (2005) *The System of Objects* London: Verso.

Bracker, A. and Richmond, A. (2009) *Conservation, Principles, Dilemmas and Uncomfortable Truths*, Oxford: Butterworth Heinemann.

Caple, C. (2006) *Objects Reluctant Witnesses to the Past*. Abingdon: Routledge.

Jones, S. and Holden, J. (2008) *It's a Material World Caring for the Public Realm*. London: DEMOS.

Macdonald, S. (2008) *A Companion to Museum Studies* London:Wiley Blackwell.

Marstine, J. (Ed), (2011) *The Routledge Companion to Museum Ethics. Redefining Ethics for the Future*. London: Routledge.

Miller, Daniel. (2005). *Materiality*. Durham and London: Duke University Press, pp. 1-19 'Materiality: an Introduction' (extract).

Staniforth, S. (Ed), (2013) *Historical Perspectives on Preventative Conservation*. Los Angeles: Getty Conservation Institute.

Tilley, C (Ed), Keane, W (Ed),(2006) *Handbook of Material Culture* London: Sage.

| | |
|----------------------|----------------------------------|
| Unit Title | Developing Professional Practice |
| Unit Code | G2A |
| Level | 6 |
| Duration | 6 weeks |
| Credit Value | 10 |
| Total Learning Hours | 100 |

| | |
|------------------------|--------------|
| Date of first approval | June 2014 |
| Date of this version | October 2018 |

Unit Aims

- 1 To continue to develop a repertoire of conservation treatments to cultural heritage with an increasing breadth of technique
- 2 To refine hand skills and an understanding of historic materials, relevant to students' subject area to inform discipline specific practice.
- 3 To develop professional characteristics, through experience of problem-solving and decision-making situations and the development of independence and good communication
- 4 To explore the diversity of practice and context in conservation and how scientific, technological and historic knowledge influences decision-making.
- 5 To reflect on work undertaken, to feed back into future practice.

Learning Outcomes

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

- LO1 Demonstrate the ability to systematically gather, analyse and interpret ideas and data showing a critical understanding of the relationship between theory and practice to enable the appropriate selection of materials and technique
- LO2 Demonstrate systematic knowledge of historical design, construction and materials in the chosen specialism
- LO3 Demonstrate a continued development of ability in the application of techniques and craft skills

LO4 Demonstrate a professional approach in their own work and their relationships with colleagues and clients and through reflective practice

Content

Students will continue to work on practical exercises and conservation projects, generating conservation documentation and recording elements of object or treatment research as appropriate. Projects will be increasingly complex and will involve the consideration of different treatment options to an object, the effect of context on developing treatment strategies and the application of combinations of treatments. Critical evaluation and discussion will be applied to all work carried out. Learning is supported by a combination of specialist staff and visiting lecturers.

Throughout the unit students will continue to keep a reflective learning journal as a self-analytical tool relating ideas, contexts and debates to their own emerging identity as a conservator. Students will be encouraged to adopt an analytical approach to their journal - developing a written and visual style that is both coherent and expressive and relates to their learning from the concurrent G1B and G2C.

Teaching and Learning Methods

| | |
|--|----|
| No. of hours scheduled activity | 70 |
| No. of hours independent activity | 30 |
| Comprising | |
| Workshop projects | |
| Demonstrations | |
| Project discussions with science staff | |
| Visits | |
| Independent study | |
| Reflective writing and critical analysis of completed practical projects | |

Assessment Requirements

| | % of assessment |
|--|-----------------|
| Reflective journal | 10 |
| Portfolio incl. evidence of development and project work visual, written or made | 60 |
| Practical skills assessment incl. conservation projects and set exercises | 15 |
| Poster | 15 |
| Comprising: | |
| Project-based conservation work progressed as agreed with condition and treatment reports compiled at an appropriate level and results of investigations presented in appropriate format | |
| Week 22 | |

Evidence of continuing development of a broad understanding of the subject area and progression evident in critical evaluation of completed work and reflection on student's own developing conservation practice Week 22
 Poster presentation Week 22

Assessment Criteria

| Category | | | LO |
|---------------------|--|---|---------|
| Practical Skills | Ideas and Intentions | Selection of data, information, materials and techniques is appropriate for a given situation to solve problems. | 1, 2, 3 |
| | Applied skills – materials and methods | Data analysis, materials and techniques are used effectively and fluently in practice | 3 |
| | Innovation and creativity | Established techniques are applied to consolidate and extend knowledge in new situations | 1 |
| Theoretical | Contextual Knowledge | Practice is related to cultural/historical frameworks | 2 |
| | Conceptual Understanding | Theory is used to test and interrogate practice and vice versa | 1 |
| | Research and Enquiry | Relevant information and data is used to evaluate assumptions and make judgements | 1 |
| Professional Skills | Communication | Verbal, written and visual communication skills are fluent and effective and appropriate to the intended audience | 4 |
| | Professional Standards | Professional attitudes and interpersonal skills are demonstrated through team working and client interactions | 4 |
| | Independence & Self Management | Practice is informed by critical reflection | 4 |

Indicative Reading

BUYS, S. and OAKLEY, V. (1993) *Conservation & restoration of ceramics*. Butterworth/Heinemann.

CAPLE, C. (2006) *Objects. Reluctant witnesses to the past*. London: Routledge.

HENDERSON, J. (2000) *The science and archaeology of materials. An investigation of inorganic materials*. London: Routledge.

LAMBERT, J.B. (1997) *Traces of the past. Unravelling the secrets of archaeology through chemistry*. WOKINGHAM: Addison-Wesley.

MUSEUM OF LONDON and EGAN, G. (1998) *The medieval household. Daily Living c. 1150 - c 1450*. London: H.M.S.O. (Medieval finds from London, 6).pp217-238.

PYE, E. (ed.) (2007) *The power of touch. Handling objects in museum and heritage contexts*. Walnut Creek: Left Coast Press.

Access to electronic resources through BCIN, AATA, JSTOR, Cameo.

| | |
|----------------------|---|
| Unit Title | Conservation Science – Development and Practice |
| Unit Code | G2B |
| Level | 6 |
| Duration | 18 weeks |
| Credit Value | 10 |
| Total Learning Hours | 100 |

| | |
|------------------------|--------------|
| Date of first approval | June 2014 |
| Date of this version | October 2018 |

Unit Aims

1. Extend the theoretical base of the scientific model in relation to its practical applications in conservation
2. Develop experience in the integration of scientific factors when selecting and applying treatment strategies
3. Incorporate scientific principles when developing research through practice

Learning Outcomes

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

- LO1 Relate practical treatments to a systematic understanding of the relationship between theory and practice in the application of conservation science
- LO2 Utilise a scientific model of relevant environmental factors, their effects on the materials of collections, and methods of monitoring and controlling them
- LO3 Undertake instrumental analytical techniques in conservation and understand their value in conservation practice
- LO4 Demonstrate the ability to discuss the scientific basis of treatments at a professional level, using appropriate methods and terminology

Content

Students will be introduced to the effects of environmental factors relevant to the care and exhibition of objects, methods of monitoring them and safeguarding objects from potential damage.

The practical application of science – based treatments will be discussed with objects in the workshop.

The choice of cleaning systems appropriate for particular types of discolouration will be introduced, including organic solvents, enzymes and chelating agents.

Scientific concepts related to the challenge of minimising light damage whilst maintaining colour perception will be presented, focussing on the way curatorial practice is informed by scientific principles.

A range of analytical equipment will be introduced, including FTIR, XRF, visible-light spectrometry, UV-VIS and tensile testing, and their value in decision-making and research discussed.

Teaching and Learning Methods

| | |
|--|----|
| No. of hours scheduled activity | 60 |
| No. of hours independent activity | 40 |
| This may comprise: Lecture series Object-based workshop discussions Practical demonstrations Science related to collections care Self-directed learning and reflection Assignments | |

Assessment Requirements

| | |
|--|-----------------|
| | % of assessment |
| Written Assignment | 60 |
| Presentation to audience of peers | 40 |
| This may comprise Written Assignment 2000 - 2200 words, submitted week 32 Presentation 10 mins + 5 mins questions, week 32 | |

Assessment Criteria

| Category | | | LO |
|---------------------|--|--|------------|
| Practical Skills | Ideas and Intentions | Choice of materials and techniques is appropriate for a given situation to solve problems. | |
| | Applied skills – materials and methods | Materials and techniques are used effectively and fluently in practice | |
| | Innovation and creativity | Established techniques are applied to consolidate and extend knowledge in new situations | |
| Theoretical | Contextual Knowledge | Practice is related to cultural/historical frameworks | 1, 2, 4 |
| | Conceptual Understanding | Theory is used to test and interrogate practice and vice versa | 3 |
| | Research and Enquiry | Relevant information is used to evaluate assumptions and make judgements | 1, 2, 3, 4 |
| Professional Skills | Communication | Verbal, written and visual communication skills are fluent and effective | 4 |
| | Professional Standards | Professional attitudes are informed and ethical | 1, 2, 3, 4 |
| | Independence & Self Management | Planning and delivery of projects is effective | 1, 3, 4 |

Indicative Reading

ODEGAARD, N., CARROLL, S. and ZIMMT, W.S. (2005) *Material characterization tests for objects of art and archaeology. 2nd edition.* 2nd edn. London: Archtype. *Is science for architectural conservation.* Getty Institute.

SHUGAR, A and MASS, J (2012) *Handheld XRF for Art and Archaeology.* LEUVEN: Leuven University Press.

Eastaugh, N. et al. (2004) *Pigment Compendium: A Dictionary of Historical Pigments.* Oxford: Elsevier Butterworth-Heinemann.

Estaugh, N. et al. (2004) *The Pigment Compendium: Optical Microscopy of Historical Pigments*. Oxford: Elsevier Butterworth-Heinemann.

FELLER, R.L. and WILT, M. (1990) *Evaluation of cellulose ethers for conservation*. Getty Conservation Inst.

ROYAL SOCIETY OF CHEMISTRY and TYSON, J. (1988) *Analysis. What analytical chemists do*. Royal Society of Chemistry.

KENEGHAN, B. and EGAN, L. (eds.) (2008) *Plastics. Looking at the future and learning from the past*. London: Archetype.

GLINSMAN L. (2005) *The practical application of air-path X-ray fluorescence spectrometry in the analysis of museum objects*. *Reviews in Conservation* no.6. London: IIC.

| | |
|----------------------|---------------------------------------|
| Unit Title | Contextual and Professional Studies 2 |
| Unit Code | G2C |
| Level | 6 |
| Duration | 18 weeks |
| Credit Value | 10 |
| Total Learning Hours | 100 |

| | |
|------------------------|--------------|
| Date of first approval | June 2014 |
| Date of this version | October 2018 |

Unit Aims

1. To introduce a range of preservation policy and collection contexts that impact upon and influence conservation practice.
2. To enable a broad understanding of issues affecting object stewardship within the context of collections management
3. To demonstrate critical and reflective skills through discussion and written work that expresses a nuanced consideration of the issues influencing collection care

Learning Outcomes

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

- LO1 Show a systematic understanding of the institutional contexts and issues that impact on collections care
- LO2 Demonstrate a critical understanding of the relationship between theory and practice in the management of collections
- LO3 Demonstrate a systematic understanding of the role conservation has in collections care, its responsibilities and limitations
- LO4 Articulate an informed personal response that demonstrates systematic understanding of the major issues that impact collections care and their relationship and relevance to conservation practice

Content

This unit explores the interrelation of interventive conservation and preventive conservation to cultural policy, institutional strategy and collections management. Through lectures and seminars students are introduced to the main issues central to current debates. While Unit G1C considers individual objects, the focus of this unit is the collection, its context and the associated complexities of decision-making. The curriculum will introduce students to a range of preservation strategies from different organisations and explore how they have been implemented.

The aim of the unit is to develop a student's ability to situate specific conservation projects and decisions within a wider policy and institutional context. In particular students are expected to relate their learning in this unit to the project work being developed as part of the concurrent Units G2A and G3A.

Seminar sessions provide the opportunity for peer discussion and require students from different specialisms to present case studies, for the benefit of the group, on the challenges for collections care in different contexts. Exercises and assignments are designed to continue to develop research skills and promote critical analysis and reflection.

Teaching and Learning Methods

| | |
|---|----|
| No. of hours scheduled activity | 40 |
| No. of hours independent activity | 60 |
| Comprising: Lectures and seminars Visits Independent study | |

Assessment Requirements

| | % of assessment |
|--|-----------------|
| Critical analysis exercise | 25 |
| Conservation management report | 75 |
| Comprising Critical analysis Week 26 Report 2500 words Week 30 | |

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 the policy and institutional contexts and frameworks that impact professional conservation | 1,2 |
| | Conceptual Understanding | The ability to interpret and apply theory to practical situations and vice versa | 1,2 |
| | Research and Enquiry | The ability to use research to inform speculative responses to situations and problems | 3 |
| Professional Skills | Communication | The ability to communicate processes, ideas and propositions in verbal, written and visual form. | 3 |
| | Professional Standards | Knowledge and understanding of how professional standards are applied in collections care | 4 |
| | Independence & Self Management | The effective planning and completion of work for the unit | 3 |

Indicative Reading

Ambrose, T. and Paine, C. (2012) *Museum Basics*. New York: Routledge.

(2011) *The National Trust Manual of Housekeeping* London: The National Trust.

Caple, C. (2000) *Conservation Skills. Judgement, Method and Decision Making* Abingdon: Routledge.

Caple, C. (2011) *Preventative Conservation in Museums* New York: Routledge.

Department of Culture, Media and Sport (2007) *Understanding the Future; Museums in Twenty First Century Life*

<http://www.hlf.org.uk/aboutus/howwework/strategy/Pages/Strategicframework2013to2018.aspx>
(Accessed: 19 May 2014).

Edson, G. (2005) *Museum Ethics; Theory and Practice* New York: Routledge.

Fahy, A. (1994) *Collections Management* New York: Routledge.

Hatchfield, P. (ed), (2013) *Ethics and Critical Thinking in Conservation*. Washington D.C.: AIC.

Heritage Lottery Fund (2012) *A Lasting Difference for Heritage and People, Strategic Framework 2013-18*.

Keene, S. (2005) *Fragments of the World. Uses of Museums Collections*. _

<http://www.museumsassociation.org/policy/reports> (Accessed: 19 May 2014).

Knell, S (1994) *Care of Collections* New York: Routledge.

Munoz Vinas, S. (2005) *Contemporary Theory of Conservation*. Oxford: Elsevier Butterworth-Heinemann.

Students are also referred to the following organisations and professional body's websites for policy information on standards, ethics and advocacy:

AIC, ICON, ICOM, ICCROM, IIC and Museums Association.

| | |
|----------------------|---------------------------|
| Unit Title | Research through practice |
| Unit Code | G3A |
| Level | 6 |
| Duration | 12 weeks |
| Credit Value | 30 |
| Total Learning Hours | 300 |

| | |
|------------------------|--------------|
| Date of first approval | June 2014 |
| Date of this version | October 2018 |

Unit Aims

1. To undertake more complex treatments at an appropriate level for an individual student's personal development
2. To evidence professional characteristics in the completion of scheduled projects and research through problem resolution, resource management, appropriate communication, an awareness of professional resources and own limitations.
3. To understand professional codes and standards and apply these to own practice and be able to communicate rationale for own decision-making.
4. To develop a critical understanding of the concepts and theories relating to research, through an investigation into a particular aspect of an object or technique that includes; defining a research proposal, use of primary and secondary sources, developing a methodology, relevant testing, evaluation and effective final communication.
5. To work co-operatively with staff and other students to organise and exhibit a selection of completed work for the end of year exhibition and evidence networking and presentation skills for different audiences.
6. 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 Articulate a critical understanding of the relationship between theory and practice to enable the appropriate application of materials and techniques in both familiar and unknown situations

- LO2 Demonstrate a systematic, comprehensive and detailed knowledge of historical processes 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 a developed ability in the application of techniques and hand skills and show a documentary portfolio of work
- LO5 Demonstrate a professional approach in their own work, their relationships with colleagues and clients and their participation in an end of year exhibition of work
- LO6 Undertake and communicate the results of research accurately and comprehensively using appropriate language and conventions

Content

Students will work on practical projects of increasing complexity that offer opportunities to problem-solve in a variety of contexts. Students will apply critical analysis to conservation treatments performed and reflect on own practice and development over the year. Ongoing liaison with clients and meeting project deadlines will support the development of professional practice. Peer group discussions, presentations and the organisation and participation in the final exhibition of work will develop communication skills.

Students will negotiate with tutors to undertake a conservation project, to support an area of special interest and research potential. The priorities of this assignment is to prepare students for entry onto the MA Conservation Studies course and to enable them to develop a critical understanding of the concepts and theories relating to research, rather than the production of an original and authoritative body of work. The research project is built around an investigation into a particular aspect of an object or technique and would include; the definition of a research question, use of primary and secondary sources, developing an appropriate methodology, identifying constraints, applying methodology, evaluation and effective final presentation and communication.

Throughout the unit students will continue to keep a reflective learning journal as a self-analytical tool relating ideas, contexts and debates to their own emerging identity as a conservator. Students will be encouraged to adopt an analytical approach to their journal - developing a written and visual style that is both coherent and expressive and relates to their learning from the concurrent G2B and G2C units and how this is applied to their own conservation practice.

Teaching and Learning Methods

| | |
|--|-----|
| No. of hours scheduled activity | 180 |
| No. of hours independent activity | 120 |
| Comprising: Conservation projects of increased complexity Project discussions with science staff Analysis of materials Demonstrations of technique and historical models Informal peer-to-peer presentations on own work Visits Independent study Reflective journal and final self-assessment | |

Assessment Requirements

| G3A | % of assessment |
|--|-----------------|
| Practical conservation projects, condition and treatment reports, end of year exhibition | 75 |
| Written assignments including a research report, reflective journal and final self-assessment | 20 |
| Blog | 5 |
| Comprising: 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. Final end of year exhibition of work. Week 32 Completed work critically evaluated and discussed and student's own progression reflected on and a final self-assessment undertaken to review own practice and identify future goals Week 32 3000 word research report Week 32 Blog on aspect of practice (can be submitted earlier in the year) Week 28 | |

Assessment Criteria

| Category | | | LO |
|---------------------|--|---|---------|
| Practical Skills | Ideas and Intentions | Choice of materials and techniques is appropriate for a given situation to solve problems | 1, 2 |
| | Applied skills – materials and methods | Materials and techniques are used effectively and fluently in practice | 4 |
| | Innovation and creativity | Established techniques are applied to consolidate and extend knowledge in new situations | 1, 4 |
| Theoretical | Contextual Knowledge | Practice is related to cultural/historical frameworks | 1, 2, 3 |
| | Conceptual Understanding | Theory is used to test and interrogate practice and vice versa | 1, 4 |
| | Research and Enquiry | Relevant information is used to evaluate assumptions and make judgements | 1 |
| Professional Skills | Communication | Verbal, written and visual communication skills are fluent and effective | 6 |
| | Professional Standards | Professional attitudes are informed and ethical | 5 |
| | Independence & Self-management | Planning and delivery of projects is effective | 5 |

Indicative Reading

Ambrose, T. and Paine, C. (2012) *Museum Basics*. New York: Routledge.

(2011) *The National Trust Manual of Housekeeping* London: The National Trust.

Caple, C. (2000) *Conservation Skills. Judgement, Method and Decision Making* Abingdon: Routledge.

Caple, C. (2011) *Preventative Conservation in Museums* New York: Routledge.

COTTRELL, S. (2011) *Critical thinking skills: developing effective analysis and argument*. 2nd 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*. 5th edn. London: Sage.

Department of Culture, Media and Sport (2007) *Understanding the Future; Museums in Twenty First Century Life*

<http://www.hlf.org.uk/aboutus/howwework/strategy/Pages/Strategicframework2013to2018.aspx>
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Edson, G. (2005) *Museum Ethics; Theory and Practice* New York: Routledge.

Fahy, A. (1994) *Collections Management* New York: Routledge.

Hatchfield, P. (ed), (2013) *Ethics and Critical Thinking in Conservation*. Washington D.C.: AIC.

Heritage Lottery Fund (2012) *A Lasting Difference for Heritage and People, Strategic Framework 2013-18*.

Keene, S. (2005) *Fragments of the World. Uses of Museums Collections*. _

<http://www.museumsassociation.org/policy/reports> (Accessed: 19 May 2014).

Knell, S (1994) *Care of Collections* New York: Routledge.

Munoz Vinas, S. (2005) *Contemporary Theory of Conservation*. Oxford: Elsevier Butterworth-Heinemann.

NATIONAL TRUST (2006) *The National Trust manual of housekeeping. The care of collections in historic houses open to the public*. Oxford: Butterworth-Heinemann.

ROGERSON, C. and GARSIDE, P. (eds.) (2006) *The future of the 20th century. Collecting, interpreting and conserving modern materials. Postscripts*. London: Archtype.

STANIFORTH, S. (ed.) (2013) *Historical perspectives on preventive conservation*. Los Angeles: Getty Conservation Institute. (Getty Conservation Institute Readings in Conservation Series).

STUART, B. (2007) *Analytical techniques in materials conservation*. Chichester: John Wiley.

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

Students are also referred to the following organisations and professional body's websites for policy information on standards, ethics and advocacy:

AIC, ICON, ICOM, ICCROM, IIC and Museums Association.