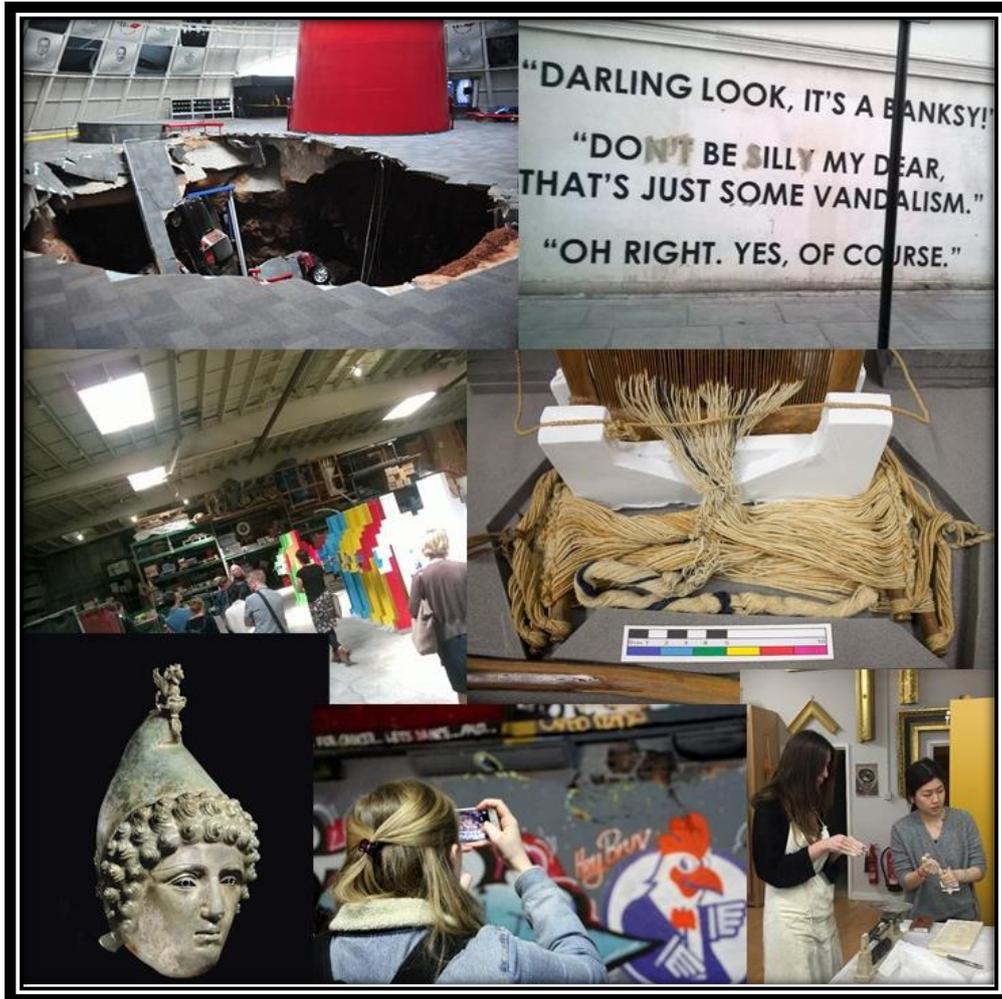




**UCL**

*University College London  
Institute of Archaeology*



MA Principles of Conservation 2018-19

Coordinator: Dr Renata F Peters

[m.peters@ucl.ac.uk](mailto:m.peters@ucl.ac.uk)

Room 107, 1<sup>st</sup> floor

020 76795583

|   |    |
|---|----|
| Issues raised by conservation .....           | 5  |
| 3. The programme .....                        | 5  |
| 4. Aims and objectives of the programme ..... | 6  |
| The programme aims to: .....                  | 6  |
| Programme objectives.....                     | 6  |
| 5. Learning outcomes .....                    | 7  |
| 6. Prerequisites .....                        | 7  |
| 7. Programme structure.....                   | 7  |
| 8. Dissertation .....                         | 8  |
| 9. Teaching schedule.....                     | 9  |
| Timetables .....                              | 9  |
| Part-time students .....                      | 9  |
| 10. Teaching methods .....                    | 9  |
| 11. Dyslexia and other disabilities .....     | 10 |
| 12. Degree assessment.....                    | 10 |
| 13. Coursework.....                           | 11 |
| 14. Oral examination.....                     | 15 |
| 15. Communication at the Institute .....      | 15 |
| 16. Attendance .....                          | 16 |
| 17. Conservation staff .....                  | 16 |
| Staff office hours.....                       | 17 |
| 18. Libraries and other resources.....        | 17 |
| 19. Volunteer work .....                      | 18 |
| 20. Lectures, Seminars and Events.....        | 18 |
| 21. Preliminary reading .....                 | 18 |
| 22. Useful websites .....                     | 19 |
| 23. Health and safety .....                   | 19 |
| 24. Feedback from students .....              | 20 |



---

*MA IN PRINCIPLES OF CONSERVATION  
DEGREE PROGRAMME HANDBOOK 2018-19*

---

*Coordinator: Dr Renata F Peters*

[m.peters@ucl.ac.uk](mailto:m.peters@ucl.ac.uk)

020 7679 5583 Room 107 (1<sup>st</sup> floor)

Moodle: <https://moodle-1819.ucl.ac.uk/course/view.php?id=10951>

Blog: <http://uclconversationsonconservation.blogspot.co.uk>

Facebook: <https://www.facebook.com/ConversationsOnConservation>

Twitter: [https://twitter.com/CCCH\\_UCL](https://twitter.com/CCCH_UCL)

Office Hours: Times may vary but I am usually available on Wednesdays from 13.00 to 14.30

## **1. Introduction**

---

This Handbook outlines the aims and objectives, structure and content of the MA Principles of Conservation degree. It includes outlines of the core courses and a list of the most relevant options available this year. It should be used alongside the materials distributed in your information pack at the beginning of the year. There will also be a Moodle website for this degree.

### Your information pack

---

In the information pack with this Handbook is the MA/MSc Handbook (also available on the Institute website), which contains additional information about all MA and MSc degrees, and options within them, being taught this year. You should consult that Handbook if you need information about an option outside those normally offered within the present programme. The MA/MSc Handbook gives essential information on a range of topics, from enrolment to guidance on the dissertation, so you should ensure that you read it carefully. Distributed along with the MA/MSc Handbook are maps of the College precinct and surrounding area of London and the complete MA/MSc teaching timetable.

It is your responsibility to read and act on this information, but if you have queries about the organisation, objectives, structure, content or assessment of the degree, you should consult the Degree Coordinator.

### The Institute's Intranet

---

This handbook, the general MA/MSc handbook, and further important information, relating to all courses at the Institute of Archaeology, can be found on the Institute's Intranet. <http://www.ucl.ac.uk/archaeology/administration/students>

### Moodle Website

---

There is a Moodle website for this degree which is used as a way to notify you of anything relevant to the whole MA group. For example, it will feature opportunities for

volunteering, advice on dissertations and details of informal tutorials during the first term. <https://moodle-1819.ucl.ac.uk/course/view.php?id=10951>

## 2. What is conservation?

---

There are probably as many definitions of conservation as there are conservators. We hope your ideas about conservation will change and develop through the year and that by the end of the year you will be able to add your own definition. What is certain is that conservation can no longer be considered to focus solely on repair (the department where conservation training first took place in the Institute of Archaeology in the late 1930s was known as the 'Repair Department'). Over the past half century there has been a growing emphasis on preventative conservation (stopping things from going wrong in the future) rather than relying solely on remedial conservation (putting right what has gone wrong in the past). Conservation now has a firm scientific basis, and there is a strong emphasis on investigative conservation (what can an object tell us about the past?). More recently the social importance of conservation has been recognised (who is interested in this object and its conservation; why are conserving this object? what are the implications of doing so?).

Useful introductions to the history of conservation can be found in:

Caldararo, L. C. 1987. An outline history of conservation in archaeology and anthropology as presented through its publications. *Journal of the American Institute for Conservation* 26 (2), 85-104. Available online <http://www.tandfonline.com/doi/abs/10.1179/019713687806027889>

Clavir, M., 1998. The Social and Historic Construction of Professional Values in Conservation. *Studies in Conservation* 43/1, 1-8. Available online <http://www.jstor.org/stable/1506631>

Oddy, W. A., 1992. Introduction. In Oddy, A. (ed.) *The Art of the Conservator*. London: British Museum Press. 7-27. [http://ls-tlss.ucl.ac.uk/course-materials/ARCLG141\\_49533.pdf](http://ls-tlss.ucl.ac.uk/course-materials/ARCLG141_49533.pdf)

O'Grady, C.R. 2017. The model conservator – Unpicking the past to understand discipline development. In *ICOM-CC 18th Triennial Conference Preprints, Copenhagen, 4–8 September 2017*, ed. J. Bridgland, art. 1906. Paris: International Council of Museums. Available from Moodle.

Plenderleith, H.J., 1998. A history of conservation. *Studies in Conservation* 43. 129-143. Available online <http://www.jstor.org/stable/pdf/1506740.pdf?refreqid=excelsior%3A3a93640c97864c794397bc0ac3d8e82a>

## Issues raised by conservation

---



Figure 1 These are before and after conservation images of a 12th century sculpture from the Romanesque frieze at Lincoln Cathedral (Courtesy of Prof. Liz Pye and Prof. Clifford Price).

You will find that conservation often raises difficult and controversial issues. This 12th century sculpture from the Romanesque frieze at Lincoln Cathedral (on the left), for example, has been taken off the building in order to protect it under cover. It has been replaced with the conjectural copy (intending to imitate its 12th century form) shown on the right hand side. But can we be sure that the original sculpture will in fact fare any better off the building than in situ? Can it be seen and studied properly when it is removed from its architectural context? Shouldn't it be replaced with an exact copy of its current condition, even though the original is so decayed that it cannot be understood by the average spectator? Or should the replacement be a deliberately 21st century sculpture? Should it be made in something more durable than stone? Should we make a digital record of the present shape by 3D laser scanning? And should we be concerned about

the many different and possibly contradictory views of all the people who see the sculpture: ranging from those who work and worship in the cathedral, to casual tourists? Why do we bother conserving things at great expense, anyway? Wouldn't the money be better spent on furthering the cathedral's mission? Or conserving traditional craft skills?

The list of issues seems almost endless, and during the programme you will be exploring many of them, in the context of many different objects and materials. Conservation is an exciting and challenging discipline, and we hope that the programme will provide you with a springboard from which you can meet those challenges in your future career.

### 3. The programme

---

Students have been trained in conservation at the Institute of Archaeology since it first opened in 1937. In 1958 the Institute moved into its present premises in Gordon Square. Read the following article in case you are interested in more historic details:

Pye, E. M., 1991. *Ione Gedye and the development of conservation training*. Institute of Archaeology Bulletin 27, 6-15.

The programme is suitable for:

- students who need a good understanding of conservation issues before going on to research in conservation.
- students who wish to become practising conservators by continuing to the two-year MSc in Conservation for Archaeology and Museums.
- students who have received training and experience in practical conservation during the course of their employment, and are now looking for a theoretical background and a recognised qualification.
- students who wish to work with collections care and preventative conservation.

The programme is set within a broad heritage context, and deals with the conservation of objects and structures of all kinds. Much of what you will learn is relevant to many areas of conservation.

**The programme will not train you to conduct treatments on objects;** that is the focus of the MSc in Conservation for Archaeology and Museums. In fact, if you are just wanting to know about 'recipes', you are going to be disappointed with both programmes. But if you seize the opportunity, you can become a leader in the new generation of conservators, who can set their work (either practical conservation or research) into the wider context of collections management, risk assessment, conservation strategies, ethics, management, professionalism, public outreach, presentation and interpretation.

The coordinator of the MSc in Conservation for Archaeology and Museums will get in touch to invite you for a meeting in which he will discuss the degree.

#### **4. Aims and objectives of the programme**

---

The programme aims to:

- provide a wide-ranging and challenging introduction to issues involved in collections care, the conservation of objects and structures.
- encourage critically aware perspectives on the management of conservation, professional practice and research processes.
- provide an in-depth understanding of approaches to preventative conservation, collections management, risk assessment, conservation strategies, ethics, conservation management, professionalism, presentation and interpretation.
- prepare students for further training in research or in professional practice.

These aims are pursued through a programme with a core structure designed to provide a good understanding of conservation, and a range of options from which you can define an individual pathway through the programme, tailored to your specific interests and personal educational objectives. You will also undertake a supervised research project leading to a dissertation of approximately 15,000 words, which enables you to develop specific practical, analytical and interpretive skills as well as broader research skills.

#### **Programme objectives**

---

On successful completion of the MA in Principles of Conservation, you will, among other things, have:

- gained a detailed understanding of theoretical and ethical perspectives in conservation.
- learned about the history and development of conservation, and the range of contexts in which it is practised today.
- gained understanding of the processes by which pre-industrial (and some industrial) objects were (are) made from their raw materials, and the processes by which they deteriorate.
- obtained a knowledge of the use and significance of archaeological, ethnographic and social history objects in society today, and learned how to develop statements of significance.
- become aware of the role of international charters and codes of ethics.
- gained an understanding of current developments in the conservation profession.
- acquired an understanding of the nature and implications of conservation processes.
- acquired an awareness of current approaches to the management of conservation.
- learned the skills required to undertake a condition assessment.
- learned to monitor the environment in a gallery, storeroom or show case, and make recommendations for implementing any necessary improvements.

- carried through a substantial programme of independent research embodied in a dissertation.

## 5. Learning outcomes

---

By the end of the programme you should be able to demonstrate:

- awareness and critical reflection
- application of acquired knowledge
- oral and written communication skills
- familiarity with relevant aspects of information technology

## 6. Prerequisites

---

Courses for Masters programmes do not have prerequisites; you will have been accepted to the programme on the understanding that you already have sufficient background in archaeology, conservation or other relevant field, either through your previous degree, or through relevant experience, to be able to follow the programme and courses for which you have been accepted. If, however, you wish to change your programme, or the courses in which you indicated an interest in your application, you should discuss this with the relevant Degree and Course Coordinators.

For some courses, depending on your previous background, it may be recommended that you also attend (but will not be assessed in) a parallel undergraduate lecture course, to ensure that you have the background to get the most out of the Masters level teaching. If you have no archaeological experience you are recommended to sit in on the undergraduate course ARCL1007 Interdisciplinary Approaches to Archaeological problems.

## 7. Programme structure

---

The programme of study for this degree is intended to help you meet the objectives outlined above and also to provide an opportunity for you to achieve any additional personal objectives. It comprises two compulsory core courses (each in two parts), one 30 credit course of your own choice (i.e. one 30 credit course or two 15 credit courses) selected from a range of options, and a dissertation on a research topic related to the field of the degree. Each course addresses a specific subject and has its own Coordinator.

Core Courses:

Issues in conservation: context of conservation (Coordinated by Renata F. Peters)  
ARCLG112 (former ARCLG141), 15 credits, 11 weeks – Term 1

Webpage: <http://www.ucl.ac.uk/archaeology/study/graduate-taught/courses/ARCLG141>

This course examines the nature and history of conservation, and discusses practical, professional and ethical issues. It focuses on the role of conservation in related disciplines, and on political, cultural and institutional contexts and their effects on conservation practice.

Conservation in practice: preventative conservation (Coordinated by James Hales)  
ARCLG111 (former ARCLG140), 15 credits, 11 weeks – Term 1

Webpage: <http://www.ucl.ac.uk/archaeology/study/graduate-taught/courses/ARCLG140>

The course aims to provide a wide-ranging and challenging introduction to preventative conservation. It provides an introduction to environmental management and to some of

the practical aspects of preventative conservation. It also examines some of the underlying issues, such as the appropriateness and feasibility of prescriptive guidelines for environmental control.

### Skills for conservation management (Coordinated by Caitlin O'Grady) ARCLG114 (former ARCLG139), 15 credits, 11 weeks, Term 2

---

Webpage: <http://www.ucl.ac.uk/archaeology/study/graduate-taught/courses/ARCLG139>

The course will develop skills related to conservation management and discuss their implementation within the wider context of heritage institutions. Students will also gain experience with some of the practical aspects of getting the conservation job 'done'. Practical skills will include documentation, grant applications, team working, use of collection catalogues, among others.

### Issues in conservation: understanding objects (Coordinated by Renata F. Peters) ARCLG113 (former ARCLG142), 15 credits, 11 weeks, Term 2

---

Webpage: <http://www.ucl.ac.uk/archaeology/study/graduate-taught/courses/ARCLG142>

This course focuses on the nature of the objects we conserve. It enables you to explore the ways in which objects are made, regarded and used, and the ways in which their condition and meaning can shift over time or in different contexts. It aims to give you experience in examination and condition assessment of objects, and development of statements of significance.

### Options

---

You must take option courses of your own choice valued at 30 credits in total (i.e. one 30 credit course, or two 15 credit courses). Normally, you select options from those particularly relevant to this degree programme, but you may select other options from those available in other Masters' degree programmes taught in the Institute of Archaeology, after discussion with and subject to the agreement of the Degree Coordinator. More exceptionally, it is possible to take a course provided by another Department at UCL, or one of the other Colleges of the University of London - you should discuss this with your Degree Coordinator.

If you are planning to go on to the MSc programme in Conservation for Archaeology and Museums and do not have a background in archaeology / art history / anthropology we recommend that you choose an option relating to one of these disciplines. You may also find it useful to sit in on one of the undergraduate courses in archaeology - you should discuss this with your Degree Coordinator.

**Please note** that for some courses a numbers limit applies (please see the main timetable) and you should contact the teacher concerned to check whether you can join the course.

Other options which can be taken (bearing in mind potential timetable clashes), after discussion and approval from your Degree Coordinator, are listed in the directory of MA and MSc degrees.

Subject to space and the agreement of the Course Coordinators involved, you are welcome to attend courses (for no credit) in addition to those for which you are formally registered.

## 8. Dissertation

---

The dissertation (15,000 words  $\pm 10\%$ ) is a report on research, the topic chosen being approved as being relevant within the general area covered by this degree. When first

considering your dissertation topic, you should refer to the aims and objectives of the degree programme. During the first term, or early in the second, you should discuss your area of research interest with your Degree Coordinator, who will help you to focus your ideas for your dissertation, or refer you to another member of staff who will be able to provide more specific advice, and will probably be appointed to be your Dissertation Supervisor. Your supervisor will help you define your dissertation topic, and provide guidance through the main stages of the work.

The dissertation must be the product of your own research. It allows you to explore a specific topic that interests you, in depth, over a period of four or five months. It provides a further opportunity to achieve your own particular objectives. You may use it to apply newly learned approaches to a conservation problem that has long been of interest, or to gain greater knowledge and experience of particular aspects of conservation. If you are studying part-time, you might choose a topic related to your own work. You can treat the dissertation as a one-off research project, as a pilot study for a further research during the MSc programme, or during a Ph.D. project, or you can use it to demonstrate your skills to potential employers.

The completed dissertation should be submitted by 14 September 2018. Guidelines for researching, writing and producing the dissertation are included in the MA/MSc Handbook.

Advice on the preparation of the dissertation will be provided in sessions at regular intervals through the year.

## 9. Teaching schedule

---

### Timetables

---

Full details of the timetable for each course are included in the relevant course handbook. Taught courses are normally timetabled in the first two terms, though assessed work may be scheduled for submission in the third term, depending on which options you have selected. You are expected to use the remaining months to work on your dissertation. There is a reading week in each of Term 1 and Term 2; this time should be used to catch -up with reading, and to research and prepare assessed work.

The vacations are a break from structured teaching, but they provide an important time for intensive reading, writing and analysis. It is therefore advisable to plan your vacation times with this in mind. You should also remember that this is a 12 month programme and that you will need to work on your dissertation during the summer vacation.

### Part-time students

---

If you are pursuing the degree on a part-time basis, you will normally be expected to take 60 credits (normally the two core courses) in the first year and the remaining element and the dissertation in the second. You must agree your choice of courses with the Degree Coordinator. You may start work on the dissertation at the same time as full-time students, or you may wish to start later; either way you should consult the Degree Coordinator, and your Dissertation Supervisor, once the latter has been appointed.

## 10. Teaching methods

---

The conservation core courses are taught through a mix of lectures, seminars, demonstrations, site visits, student presentations, practical exercises, tutorials and object-based sessions. Further details are given in the course handbooks. The intention

is that you be exposed to many different aspects of conservation, and have the opportunity to think about and discuss them at length.

UCL staff, with the addition of occasional guest speakers, will conduct the lectures and seminars. **Each course has weekly recommended readings, which you will be expected to have done**, to be able to follow fully and to contribute to discussion. Most classes will include a period of formal presentation by one or more lecturers and a period of class discussion that may use the essential readings as a basis from which to examine the topic. Please also draw on your own experiences and knowledge to contribute to discussion.

## 11. Dyslexia and other disabilities

---

If you have dyslexia or any other disability, please make your lecturers aware of this. Please discuss with your lecturers whether there is any way in which we can help you. If you are dyslexic please remember to indicate this on each piece of coursework.

If you think you may be dyslexic you can be assessed through the UCL Disabilities Office (you may like to discuss this first with your Degree Coordinator or with our Disabilities Officer, Judy Medrington).

## 12. Degree assessment

---

The Board of Examiners normally meets in November. At that time students who have completed all elements may be recommended for the award of a degree. Degree results will be graded as a Distinction, Merit, Pass or Fail.

The requirements for each grade are as follows:

**Distinction:** An award of a degree with Distinction will be made where:

- (a) the weighted arithmetic mean of the marks for all elements (the taught elements and the dissertation) is 70% or greater, and
- (b) the mark for the dissertation is 70% or greater, and
- (c) the mark for at least one 30 credit course or two 15 credit courses), is 70% or greater and
- (d) there are no marks below 50%, and
- (e) all marks are based on first attempts and there are no re-sits.

**Merit:** An award of a degree with Merit will be made where: (a) the weighted arithmetic

mean of the marks for all elements is 60% or greater, and

(b) the mark for the dissertation is 65% or greater, and

(c) there are no marks below 50%, and

(d) all marks are based on first attempts and there are no re-sits.

**Pass:** An award of Pass degree will be made where: (a) the weighted arithmetic mean of at least 75% the marks for taught elements is 50% or greater and the marks for the remaining taught elements is 40% or greater, and

(b) the mark for the dissertation is 50% or greater.

(In other words, fail marks in the range 40-49% in up to 25% of the taught elements are condoned.)

**Fail:** A candidate will be considered to have failed the degree if the dissertation mark is less than 50% or the mark for any element is less than 40%.

In the case of the case of the MA in Research Methods for Archaeology, the candidate will be considered to have failed if the mark for any element is less than 50%.

For the requirements in the case of 2 year Master's degrees, please see the relevant Degree Handbook

If a candidate fails to pass in one or more elements (course or dissertation), they may re-enter for the failed element(s) the following year. Only *one* re-entry per element is permitted.

Each 15 credit course contributes 1/12 of the overall mark, while the dissertation contributes 6/12.

### 13. Coursework

Weighting of individual elements, and pieces of coursework in the whole degree

| Course                                       | Weight of the course within the whole degree | Term in which taught        | Type of coursework      | Weighting of coursework within the specific course |
|--|--|-----------------------------|-------------------------|--|
| ARCLG112<br><b>Context of Conservation</b>   | One twelfth                                  | 1                           | Poster                  | 40%  |
|  |  | 1                           | Essay                   | 60%  |
| ARCLG111<br><b>Preventative conservation</b> | One twelfth                                  | 1                           | Essay                   | 100%   |
| ARCLG113<br><b>Understanding Objects</b>     | One twelfth                                  | 2                           | Object-based Assessment | 100%   |
|  |  |                             |                         | 40%  |
| ARCLG110<br><b>Conservation Management</b>   | One twelfth                                  | 2                           | Portfolio (2 parts)     | 100%   |
| <b>OPTION(S)</b>                             | Two twelfths in total                        | Varies, depending on course |                         |  |
| <b>DISSERTATION</b>                          | Six twelfths                                 | Through the year            |                         |  |

#### Method of assessment

Method of assessment varies from course to course, but is always set out in the relevant course handbook. There are no written timed examinations; all courses are assessed on the basis of written papers / essays and reports. The intention of all assessed work is to evaluate your ability to research available literature and materials, to present this in a well-structured and professional way and make sound judgements on the significance of the material you discuss.

Each 15 credit course is normally assessed by means of a total of around 4,000 words of coursework (or its equivalent in other forms of assessment). The nature and deadlines of individual assessments are defined in the course handbooks. If you are unclear about the nature of an assignment, you should contact the Course Coordinator who will be willing to discuss an outline of your approach to the assessment, provided this is planned suitably in advance of the submission date.

Most assignments will be first marked by the course coordinator and second marked by another lecturer. Dissertations will be first marked by the dissertation supervisor and

second marked (without knowledge of the first mark) by another lecturer. All marks are subject to scrutiny by an External Examiner (a specialist from outside UCL).

## Originality

---

All work submitted as part of the requirements for any examination (which includes all assessed work) of the University of London must be expressed in your own words and incorporate your own ideas and judgements. **Plagiarism** is defined as the presentation of another person's thoughts or words as though they are one's own. Plagiarism constitutes an examination offence under the University Regulations and students found to have committed plagiarism may be excluded from all further examinations of the University and/or College.

**ANY QUOTATION FROM THE PUBLISHED OR UNPUBLISHED WORKS OF OTHER PERSONS MUST BE IDENTIFIED AS SUCH BY PLACING THE QUOTE IN QUOTATION MARKS, AND THE SOURCE OF THE QUOTATION MUST BE REFERENCED APPROPRIATELY (GIVING AUTHOR'S NAME, DATE AND PAGE NUMBER).**

The concept of plagiarism also includes self-plagiarism, which is the submission of identical or very similar work in more than one piece of coursework, assessed as part of the degree, without full citation of the location of its first submission.

To avoid charges of plagiarism or collusion, you must always ensure that your submitted work is your own and that the sources of all information are appropriately cited. You should not lend essays or essay drafts to other students because you might be penalised if the other student copies the work and submits it as their own. If you are unclear about the definition of plagiarism, you should review the notes on plagiarism and examples of good and bad practice with respect to sources, included in the MA/MSc Handbook, and consult your Degree Coordinator or Personal Tutor.

Although each course is assessed independently of other courses, it is taken to be a principle is that you should not receive credit for the same work twice. You should take care to ensure that the same or very similar work is not submitted for assessment more than once during your study for this degree: failure to do so could result in a reduction of your overall mark. If you are in any doubt, you should seek advice from the Degree Coordinator, or the relevant Course Coordinator.

It is important that you reference your sources of information as accurately and as fully as possible. If you summarise another person's ideas or judgements, or reproduce their figures or diagrams, a reference must be made in the text (using the Harvard convention) and all works referred to must be documented in full in a bibliography. The Institute will be publishing a new policy with regard to penalties for plagiarism at the start of the session. This will be circulated separately.

## Guide to referencing

---

Referencing styles are outlined in the MA/MSc Handbook, and should be adhered to in all written work.

## Presentation.

---

Essays and other assessed work must be word-processed (unless otherwise specified) and should be printed on one or both sides of the paper, using 1.5-line spacing. Bibliographies may be in single line spacing. Adequate margins must be left for written comments by the examiner.

You are encouraged to use diagrams and/or tables where appropriate. These should be clearly referred to at the appropriate point in the text, and if derived from another source, this must be clearly acknowledged. You should adhere both to the **title of the essay** as given in the course handbook, and to the **word limit**; they are intended to help ensure equality of workloads between courses as well as to encourage the useful transferable skills of clearly structured arguments and succinct writing.

College regulations require the imposition of penalties for over length work: see below. UCL has published guidelines on the use of non-discriminatory language which apply to you as well as staff [www.ucl.ac.uk/hr/policy\\_docs/non\\_discrim\\_language.htm](http://www.ucl.ac.uk/hr/policy_docs/non_discrim_language.htm) You are reminded, in particular, to avoid the use of gender-biased terms in your written work.

## Submission

---

You are required to submit hard copy of all coursework to the course coordinator's pigeon hole via the Red Essay Box at Reception by the appropriate deadline. The coursework must be stapled to a completed blue coversheet (available from the Institute's Intranet, from outside Room 411A or from the Institute's library)

**Please note that UCL has stringent penalties for late submission.** Late submission will be penalised in accordance with these regulations unless permission has been granted and an Extension Request Form (ERF) completed.

Date-stamping will be via 'Turnitin' (see below), so in addition to submitting hard copy, you must also submit your work to Turnitin by midnight on the day of the deadline for each piece of work.

It is essential that you upload all parts of your coursework to Turnitin (ie including the bibliography and images). This ensures that a complete electronic copy of all work is available in case an essay goes astray. Please be assured that markers will not include these additional elements when checking word counts.

If you encounter technical problems submitting your work to Turnitin you should email the nature of the problem to [ioa-turnitin@ucl.ac.uk](mailto:ioa-turnitin@ucl.ac.uk) in advance of the deadline in order that the Turnitin Advisers can notify the Course Coordinator that it may be appropriate to waive the late submission penalty.

If there is any other unexpected crisis on the submission day, you should telephone or (preferably) e-mail the Course Coordinator, and follow this up with a completed ERF.

## Late submission

---

Late submission is penalized in accordance with UCL regulations, unless permission for late submission has been granted. The penalties are as follows: i) A penalty of 5 percentage marks should be applied to coursework submitted the calendar day after the deadline (calendar day 1); ii) A penalty of 15 percentage marks should be applied to coursework submitted on calendar day 2 after the deadline through to calendar day 7; iii) A mark of zero should be recorded for coursework submitted on calendar day 8 after the deadline through to the end of the second week of third term. Nevertheless, the assessment will be considered to be complete provided the coursework contains material than can be assessed; iv) Coursework submitted after the end of the second week of third term will not be marked and the assessment will be incomplete.

You should note that these regulations will in most cases result in failing an element and thus potentially failing the whole degree if a single item of assessed work is submitted more than 7 days late.

## Turnitin

---

In addition to providing date-stamping, Turnitin's primary function is to scan work for evidence of plagiarism. This system gives access to billions of sources worldwide, including websites and journals, as well as work previously submitted to the Department, UCL and other universities.

In common with most other UCL Departments, the Institute now uses this system for all assessed coursework for taught courses. You submit hard copy of coursework in the normal way, but are also required to submit each piece electronically to Turnitin, which should be done before submission of the copy to be marked. The declaration that you sign on coursework coversheets includes a statement confirming that the work has been submitted to Turnitin.

Unless instructed otherwise, all work must be submitted to Turnitin. Work which is not submitted to Turnitin will be subject to late submission penalties except in cases where the Turnitin Advisers have been notified of a technical problem.

### Turnitin training

---

A training session will take place in the first week of term, at which the procedures will be explained to new students, and you will be provided with the Turnitin code and password for submitting coursework for each course. The full content of the training sessions is given on the Institute Intranet.

Turnitin can be used to help you improve your work and avoid inadvertent plagiarism. In advance of submitting your coursework for marking you may, if you wish, run your work through the system in order to obtain a report on the originality of the wording and then make any necessary adjustments prior to final submission.

Turnitin advisors will be available to help you via email: [ioa-turnitin@ucl.ac.uk](mailto:ioa-turnitin@ucl.ac.uk) if you need help generating or interpreting the reports.

It is important to recognise that the final decision about whether work contains plagiarism rests with academic staff. Consequently, the presence or absence of matches in a Turnitin report does not, by itself, provide a guarantee that the work in question either contains, or is free from, plagiarism.

### Granting of extensions

---

New UCL-wide regulations with regard to the granting of extensions for coursework have been introduced with effect from the 2015-16 session. Full details will be circulated to all students and will be made available on the IoA intranet. Note that Course Coordinators are no longer permitted to grant extensions. All requests for extensions must be submitted on a new UCL form, together with supporting documentation, via Judy Medrington's office and will then be referred on for consideration. Please be aware that the grounds that are now acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements.

### Grading

---

The grading system for coursework is set out in the MA/MSc Handbook. The mark given by the initial examiner (prior to return) is a provisional assessment for your guidance, and may be modified after assessment by the second internal examiner or by the External Examiner.

### Timescale for return of marked coursework to students

---

You can expect to receive your marked work within four calendar weeks of the official submission deadline. If you do not receive your work within this period, or a written explanation from the marker, you should notify the Institute's Academic Administrator, Judy Medrington.

## Word-length

---

UCL has strict regulations with regard to word-length.

The following should **not** be included in the word-count: title page, contents pages, lists of figures and tables, abstract, preface, acknowledgements, bibliography, captions and contents of tables and figures, and appendices.

## Re-submission of coursework

---

You are not normally permitted to re-write and re-submit essays in order to try to improve your marks. However, in exceptional circumstances and with the approval of your Degree Coordinator, you may if you wish, submit an additional piece of coursework (on a new topic) to substitute for the first piece of written coursework submitted for your degree.

## Return of coursework to coordinator

---

All marked coursework must be returned to the Course Coordinator within two weeks of its return to you, so that it can be second-marked, and is available to the Board of Examiners. If work is not returned to the Course Coordinator, you will be deemed not to have completed the course. Because assessed work forms part of your permanent academic record, it needs to be retained until well after the completion of the degree. Therefore you are strongly advised always to keep a copy of all work, and to make a copy for retention of all work after it has been assessed and commented upon by the first examiner, if you wish to make future reference to the comments on the work.

## 14. Oral examination

---

All Master's students are required to attend an oral examination, normally as part of their Dissertation assessment. This will usually be held in late May or early June. You will be asked to submit a single sheet of A4 paper summarising your proposed research design for your dissertation, to which you will speak during the oral exam. The summary should be submitted to your Dissertation Supervisor and Degree Coordinator.

The oral examination will be conducted by the Degree Coordinator and the Dissertation Supervisor(s) and will normally last for about 20 minutes (inclusive of your presentation, and questions). This may be organised with a group students giving their presentations with their peers present. In this case, following the presentation, you would have a separate meeting with your Dissertation Supervisor to discuss your presentation and dissertation programme further.

No marks are awarded for the oral examination; the assessment is satisfactory or unsatisfactory. In the event of a problem being identified by the examiners of your dissertation, you may be invited to attend a formal *viva voce* examination, with the External Examiner for the degree also in attendance.

Part-time students and students on two-year MA programmes will normally be required to give a dissertation presentation in the year in which they are examined in the dissertation.

## 15. Communication at the Institute

---

The primary channel of communication within the Institute of Archaeology is e-mail. Staff and other students will expect to be able to reach you through your College e-mail - which they can find in the UCL on-line directory (see <http://www.ucl.ac.uk/directory>).

If you wish to be contacted on your personal or work e-mail address, you should arrange for your home Internet Service Provider to "pick up" your UCL emails (see <http://www.ucl.ac.uk/is/email>).

**You must consult your e-mail regularly**, as well as the student pigeon-holes (in the Basement Common room). If you move to another address during the year, **please ensure that you keep your contact details (especially your telephone number) up to date on Portico, in case you need to be contacted urgently.**

## 16. Attendance

---

Registers will be taken at all classes, and the Institute is required to report the attendance of each student to UCL Registry at frequent intervals throughout each term. If you are unable to attend a class, please email the course co-ordinator to explain, in order to ensure that there is a record of the reasons for your absence.

It is a College regulation that attendance at lectures, seminars and practicals be monitored. A 70% minimum attendance at all scheduled sessions is required (excluding absences due to illness or other adverse circumstances, provided that these are supported by medical certificates or other documentation, as appropriate). Attendance is not only reported to College at regular intervals, but becomes part of your academic record, and will be reported to your funding agency if this information is requested. You should also be aware that potential employers seeking references often ask about attendance and other indications of reliability.

## 17. Conservation staff

---

The conservation staff are listed below. Many other members of the Institute's staff also contribute to the conservation programmes.

**Dr Renata Peters Room 107** [m.peters@ucl.ac.uk](mailto:m.peters@ucl.ac.uk)

Degree coordinator:

MA in Principles of Conservation

Course Coordinator:

Issues in Conservation: Context of Conservation.

Issues in Conservation: Understanding Objects

Conservation in Practice: Conservation Management

Editor in Chief: Journal of Conservation and Museum Studies

**James Hales Room 403A** [j.hales@ucl.ac.uk](mailto:j.hales@ucl.ac.uk)

Course Coordinator:

Conservation in Practice: Preventative Conservation

Conservation processes (MSc)

**Dr Caitlin O'Grady Room 203** [caitlin.r.ogradey@ucl.ac.uk](mailto:caitlin.r.ogradey@ucl.ac.uk)

Course Coordinator:

Conservation in Practice: Conservation Management

Conservation materials Science (MSc)

Material structure and deterioration of craft materials

**Dean Sully Room 201** [d.sully@ucl.ac.uk](mailto:d.sully@ucl.ac.uk)

Degree Coordinator:

MSc in Conservation for Archaeology and Museums

Course Coordinator:

## Conservation Studies (MSc)

### Staff office hours

---

Each member of teaching staff displays their 'office hours' on the door of their room. These are the times when they are available, usually without appointment, if you wish to consult them. If you wish to see them at another time, please contact them by email to arrange a separate appointment.

## 18. Libraries and other resources

---

### Libraries

---

UCL's Library contains well over one and a half million volumes and some 7,000 current journals. It is housed in several buildings within the College precinct.

The Institute's own library on the fifth floor of the Institute building has an international reputation as one of the finest archaeological collections in the world, including over 900 periodicals that are currently in progress. It also includes specialist sections on conservation, heritage studies and museum studies. You can follow their Facebook Page here <https://www.facebook.com/pages/UCL-Institute-of-Archaeology-Library/611872898825039?fref=ts>

Catalogues of the Library's holdings are provided online. As an Institute student you will have full reading and borrowing rights in all parts of the UCL Library including the use of networked databases, and all services available over the Internet.

### Access to Books and Periodicals

---

Do try to learn the library procedures as soon as possible. Remember that you can reserve books in advance via the Internet, and also look up the availability and location of books on the Library catalogue.

Remember that other UCL libraries also hold relevant books. Some books are heavily used so you should plan to read these early on in order to avoid the rush for them later. There is a Teaching Collection in the library which holds copies of articles that are much in demand; they are listed in the online catalogue. Bibliographies usually include more than one reference for a topic to give you some choice. If you plan your written work well in advance there is no reason for difficulties in finding the reading material.

### Other libraries

---

The Institute is also fortunate in being conveniently situated for access to major libraries in London, such as the Science Reference and Information Service, SOAS-Library, Senate House and the British Library.

### The Photographic Laboratory

---

The Institute's photographic department is a teaching and service facility with extensive experience of getting the best results from difficult-to-photograph finds and samples.

The MA module in Archaeological Photography covers a wide diversity of techniques used in photography for Archaeology, including digital imaging using Apple Mac computers. However, you are welcome to use the photographic laboratory for your own research needs, even if not attending this course. If you have any questions relating to the use of these facilities, please contact Stuart Laidlaw [s.laidlaw@ucl.ac.uk](mailto:s.laidlaw@ucl.ac.uk)

## Museum Collections

---

The Institute holds archaeological collections which include prehistoric pottery and stone artefacts from many parts of the world, as well as Roman pottery, coins and glass. Western Asiatic material includes the famous Petrie collection of Palestinian artefacts, collections from excavations at Jericho and a wide range of objects from ancient Mesopotamia.

UCL has a number of other important collections including the Petrie Museum, the Grant Museum of Zoology, the Art Collections and the Ethnographic collections. All are available for study and research and several are open to the public. The Petrie Museum contains a superb collection of Egyptological material excavated or purchased by Sir Flinders Petrie together with material subsequently donated by the Egypt Exploration Society and other benefactors. Further information about UCL Collections can be found at: <http://www.ucl.ac.uk/culture>

The Institute is also fortunate in being conveniently situated for access to major museums in London, such as the British Museum and the Museum of London. Several small and large museums are quite close to the Institute, see: <http://www.museum-mile.org.uk/>

## 19. Volunteer work

---

There are opportunities for you to undertake volunteer work in a number of UCL collections, as well as some other museums. Further information will be shared by the degree coordinator throughout the year.

## 20. Lectures, Seminars and Events

---

The Institute hosts a wide range of lectures and seminars that are advertised on notice boards and via your e-mail. These are open to all staff and students at the Institute, and there is no assessment attached to any of them. You are encouraged to take up this unique opportunity to extend your learning.

## 21. Preliminary reading

---

The following publications provide useful introductory material for this degree:

Appelbaum, B. 2007. *Conservation treatment methodology*. Oxford: Butterworth-Heinemann.

Ashley-Smith, J., 1999. *Risk Assessment for Object Conservation*. Oxford: Butterworth-Heinemann. INST ARCH L ASH

Avrami, E., Mason, R. & de la Torre, Marta 2000. *Values and heritage conservation. Research Report*. Los Angeles: The Getty Conservation Institute.  
[http://www.getty.edu/conservation/publications\\_resources/pdf\\_publications/pdf/valuesrpt.pdf](http://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/valuesrpt.pdf)

Buttler, C. and Davis, M. (eds.), 2006. *Things Fall Apart: Museum Conservation in Practice*. Cardiff: National Museum Wales Books. INST ARCH LA 1 BUT

Caple, C., 2000. *Conservation Skills: Judgement, Method and Decision Making*. London: Routledge. INST ARCH L CAP

Clavir, M. 2002. *Preserving what is valued: museums, conservation, and First Nations*. Vancouver, British Columbia: UBC Press. INST ARCH L CLA, ISSUE DESK IOA CLA 7, ANTHROPOLOGY T 9 CLA

Knell, S. (ed.), 1994. *Care of Collections*. London: Routledge. INST ARCH L KNE

Muñoz-Viñas, S., 2005. *Contemporary Theory of Conservation*. Oxford: Elsevier Butterworth Heinemann. All relevant, but start with Chapter 1. What is conservation? 1-25. INST ARCH L MUN, ISSUE DESK IOA MUN 1and ART T MUN

Pye, E., 2001. *Caring for the Past: Issues in Conservation for Archaeology and Museums*. London: James & James. INST ARCH L PYE

Stanley-Price, N. et al (eds.), 1996. *Historical and Philosophical Issues in the Conservation of Cultural Heritage*. Los Angeles: Getty Conservation Institute. INST ARCH KN STA

de la Torre, M. (ed.) 2002. *Assessing the values of cultural heritage. Research Report*. Los Angeles: Getty Conservation Institute.

[http://www.getty.edu/conservation/publications\\_resources/pdf\\_publications/pdf/assessing.pdf](http://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/assessing.pdf)

**For those with no background in archaeology**, the following is an excellent introduction:

Renfrew, C. and Bahn, P., 2008. *Archaeology: Theories, Methods and Practice*. (5th edition). London: Thames and Hudson. INST ARCH AH REN

## 22. Useful websites

---

There are many web sites and discussion lists relevant to conservation and cultural heritage. You may like to explore the following to start with:

- ICON, The Institute for Conservation <http://www.icon.org.uk>
- ICOM-CC, International Council of Museums, Conservation Committee <http://www.icom-cc.org>
- ICOM-CC, Publications online: <http://icom-cc-publications-online.org/default.aspx>
- AIC, The American Institute for Conservation <http://www.conservation-us.org>
- CCI, The Canadian Conservation Institute <http://www.cci-icc.gc.ca>
- IIC, International Institute for Conservation of Historic and Artistic Works <https://www.iiconservation.org>
- CoOL, Conservation on Line <http://cool.conservation-us.org>
- Conservation Distlist <http://cool.conservation-us.org/byform/mailling-lists/cdl/>
- Conservation Bibliographic Database, BCIN <http://www.bcin.ca>
- Art and Archaeology Technical Abstracts <http://aata.getty.edu/>
- Preservation and Training Clearinghouse <http://www.ncptt.nps.gov>

## 23. Health and safety

---

The Institute has a Health and Safety policy and code of practice which provides guidance on laboratory work, etc. This is revised annually and the new edition will be issued in due course. All work undertaken in the Institute is governed by these

guidelines and you have a duty to be aware of them and to adhere to them at all times. This is particularly important in the context of laboratory work and site visits which will be undertaken as part of this degree.

## **24. Feedback from students**

---

In trying to make this degree as effective as possible, we welcome feedback during the course of the year. You will be asked to fill in Progress Forms at the end of each term, which the Degree Coordinator will discuss with you, which include space for comment on each of your courses.

At the end of each course all you are asked to give your views on the course in an anonymous questionnaire, which will be circulated at one of the last sessions of the course. These questionnaires are taken seriously and help the Course Coordinator to develop the course. The summarised responses are considered by the Degree Coordinator, the Institute's Staff-Student Consultative Committee and Teaching Committee, and by the Faculty Teaching Committee.

If you are concerned about any aspect of a specific course, we hope you will feel able to talk to the relevant Course Coordinator, but if you feel this is not appropriate or you have more general concerns, you should consult your Degree Coordinator, Personal Tutor, or the Graduate Tutor (Dr Mark Lake). Or you may consult the Academic Administrator (Judy Medrington), the Chair of Teaching Committee (Bill Sillar), or the Director (Prof Sue Hamilton).