



# **ARCL0110: Skills for conservation management**

**Course handbook  
2023-24**

**Co-ordinated by Caitlin R. O'Grady**  
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**Post-Graduate Teaching Assistant:**  
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Discussion/skills sessions: Wednesdays 9.00 – 12.45

ARCL0110: Skills for conservation management  
2023-24, Term 2

MA Core Module  
15 credits

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**IMPORTANT INFORMATION REGARDING ASSESSMENTS:**

The **coursework coversheet** is available on the course Moodle pages and here:  
<https://www.ucl.ac.uk/archaeology/current-students> under “Policies, Forms and Guidelines”.

Please enter **your five-digit candidate code on the coversheet and in the subject line**  
when you upload your work in Moodle.

Please use **your five-digit candidate code as the name of the file** you submit.

Please refer to:

<https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook/13-information-assessment>

<https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide/referencing-effectively-and-ioa-guidelines>

<https://www.ucl.ac.uk/students/exams-and-assessments/academic-integrity>

<https://library-guides.ucl.ac.uk/referencing-plagiarism/acknowledging-AI>

for instructions on coursework submission, IoA referencing guidelines and marking criteria, as well as UCL policies on penalties for late submission, over-length work, the use of text generation software (AI) and academic misconduct.

## **1. MODULE OVERVIEW**

### **ARCL0110 SHORT DESCRIPTION**

This module will develop skills related to conservation management and discuss their implementation within the wider context of heritage institutions. The module will provide an understanding of issues underpinning the planning and management of conservation projects. Conservation management is discussed through case studies that highlight issues related to planning, condition surveys, access, and risk assessment in a range of contexts. Students will gain experience with some of the practical aspects of conservation management through workshops. Practical skills will include risk assessment, collections survey, documentation, grant applications, team-working, artefact mount making for storage, among others.

### **Aims**

The module aims to provide a wide-ranging and challenging introduction to the skills related to conservation management in heritage institutions and in the field.

- To introduce skills and methods to manage conservation
- To provide opportunities for these skills to be applied in a creative and critical manner

### **Objectives**

On successful completion of this module a student should:

- Be aware of approaches to manage change in collections of museum objects
- Be able to prepare basic documentation related to objects, collections and sites using a broad range of methods and techniques
- Be able to plan for conservation in a range of contexts
- Understand how to undertake conservation assessment of museum collections

### **Learning Outcomes**

By the end of the module students should be able to demonstrate:

- Knowledge of common conservation management skills including object risk assessment, collection survey, preparing for conservation tasks in the field, basic documentation, and use of electronic databases, object labeling
- The ability to prepare and implement appropriate archival custom mount making for heritage objects, while considering the efficient use of knowledge, materials, and time
- The ability to prepare and write professional documents including resume/CV, cover letters, and grant applications

### **Methods of Assessment**

This course is assessed through two pieces of coursework including: **(a) physical mount for an assigned object** (35% of overall mark), **(b) mount making report (1000 words)** summarizing the decisions made during manufacture including assessment of produced product (35% of overall mark), and **(c) 5-minute audio visual risk assessment report** summarizing risk assessment of site/scenario agreed between student and module co-ordinator (30% of overall mark).

Please see assessments section of ARCL0110: Skills for conservation Moodle module website for further details regarding assessments and criteria for marking.

### **Communications**

- Moodle is the main hub for this course.
- Important information will be posted by staff in the Announcements section of the Moodle page and you will automatically receive an email notification for these.  
\*\*\* Please make sure to inform Caitlin or Su if you are not receiving emails from Moodle.\*\*\*

- Please post any general queries relating to module content, assessments, and administration in the module [Moodle website](#), [Moodle News Forum](#), or via email (if you prefer). The forum will be checked regularly.
- For personal queries, please contact the co-ordinator by email.

## ARCL0110 WEEK-BY-WEEK SUMMARY

### TERM 2 2024

Week 1:		
<b>10 January</b> 9.00 to 10.20 10.25 to 11.25 11.30 to 12.45	<b>Topic 1:</b> Introduction to the module, coursework, and writing object descriptions (CRO) / Assignment of mount making projects (CRO)  <b>Skills activity 1a:</b> Writing object descriptions (CRO & SY)  <b>Skills activity 1b:</b> Working with assigned objects (measurements/photography) (CRO & SY)	Rm. 209
Week 2:		
<b>17 January</b> 9.00 to 9.45 10.00 to 12.45	<b>Topic 2:</b> Mount making and storage ( <b>review recorded lecture in advance</b> )  <b>Skills activity 2a:</b> Introduction to mount making materials (CRO & SY)  <b>Skills activity 2b:</b> Working with assigned objects (photography) and developing mount strategies (CRO & SY)	Rm. 209
Week 3:		
<b>24 January</b> 9.00 to 10.30 10.45 to 12.45	<b>Topic 3:</b> Risk management (CRO) ( <b>review recorded lecture in advance</b> )  <b>Skills Activity 3a:</b> Practicing the ABC method of risk management (CRO & SY)  <b>Skills activity 3b:</b> Working with assigned objects (CRO & SY)	Rm. 209
Week 4:		
<b>31 January</b> 9.00 to 9.45 10.00 to 12.45	<b>Topic 4:</b> Planning conservation in the field ( <b>review recorded lecture in advance</b> )  <b>Skills activity 4a:</b> Planning conservation in the field (CRO & SY)  <b>Skills activity 4b:</b> Mount making projects and progress (CRO & SY)	Rm. 209
Week 5:		
<b>7 February</b>	<b>Topic 5:</b> Grant writing and producing content for employment/academic/public audiences (CRO) ( <b>review</b>	Rm. 209

9.00 to 9.45	<b>recorded lecture in advance)</b>	
10.00 to 12.45	<b>Skills activity 5a:</b> Applying for a job and letter of recommendation exercise (CRO & SY)	
	<b>Skills activity 5b:</b> Mount making projects (CRO & SY)	
<b>9 February</b>	<b>Last day to finalize risk assessment scenario (assessment 3)</b>	
<b>WEEK 6: READING WEEK: 12 - 16 February (No Teaching) – additional optional mount making sessions (TBC)</b>		
<b>Week 7:</b>		
<b>21 February</b>	<b>Topic 7:</b> Managing large conservation projects (Leslie Gat) <b>(review recorded lecture in advance)</b>	
9.00 to 9.45	<b>Skills activity 7a:</b> Labelling collections (CRO & SY)	Rm. 209
10.00 to 12.45	<b>Skills activity 7b:</b> Final details mount making project (CRO & SY)	
<b>23 February</b>	<b>Assessment 1: Physical mount due</b>	
<b>Week 8:</b>		
<b>28 February</b>	<b>Topic 8:</b> Conservation survey (CRO) <b>(review recorded lecture in advance)</b>	
9.00 to 10.30	<b>Skills activity 8 (group 1):</b> Conservation survey (CRO & SY)	Rm. 209
10.45 to 12.45	<b>Skills activity 8 (group 2):</b> Conservation survey (CRO & SY)	
<b>28 February</b>	<b>Assessment 2: Mount making report due</b>	
<b>Week 9:</b>		
<b>6 March</b>	<b>Topic 9:</b> Managing conservation for access (JS) <b>(review recorded lecture in advance)</b>	
9.00 to 12.00	<b>Activity 9:</b> Managing conservation for access session (JS)	Rm. 209
12.15 to 12.45	<b>Discussion 9:</b> Discussion of risk assessment audio-visual report (CRO)	
<b>Week 10:</b>		
<b>13 March</b>	<b>Topic 10:</b> Buying into conservation: communicating, justifying, and planning conservation in institutions (CRO) <b>(review recorded lecture in advance)</b>	
9.00 to 10.30	<b>Discussion 10a:</b> Building consensus and diversity around conservation (CRO & SY)	Rm. 209
10.30 to 10.45	<b>Module review 10:</b> Student review of module	

11.00 to 12.45	<b>Discussion 10b:</b> Final questions regarding risk assessment audio visual report	
<b>15 March</b>	<b>Assessment 3: Risk assessment audio visual report due</b>	
<b>Week 11:</b>		
<b>20 March</b>	<b>Lecture 11:</b> Review of course content	Rm. 209
9.00 to 10.30	<b>Discussion 11:</b> Module review and final thoughts	

### **Contributors:**

Leslie Gat (Art Conservation Group), Caitlin R. O'Grady, Renata F. Peters, Jill Saunders, Su Yin (UCL-IoA PGTA)

### **Weekly Module Plan**

The module is taught through lectures (recorded and to be reviewed outside of class), practical skills work and discussions. Students will be required to read and review assigned publications, review recorded lectures, complete pre- / post-class activities, and discuss (not examined) presented topics.

Please note that lectures are pre-recorded and students must watch these before the lecture date. Please make sure to consult the weekly schedule when planning your preparation time.

### **Term 2**

**Wednesdays** 9:00 to 12.45: discussions, seminars, and practical sessions

### **Workload**

There will be approximately 150 hours of lectures and practical sessions for this module, which is divided as listed below. Please note that the optional activities are not included here.

Lectures	20 hours
Practical sessions	30 hours
Reading	20 hours
Preparation and production of assessed work	80 hours

## **2. ASSESSMENT**

This module will incorporate three pieces of assigned coursework for assessment. Each assignment and possible approaches to it will be discussed in class and in advance of the submission deadline. If students are unclear about the nature of an assignment, they should discuss this with the Caitlin, ARCL0110 Co-ordinator, in advance (via office hours or class Moodle forum). You will receive feedback on your written coursework via Moodle and the opportunity to discuss your marks and feedback with Caitlin during her office hours.

For more details see the 'Assessment' section on Moodle. Students can refer to the [IoA marking criteria](#) in the IoA Student Handbook (Section 12- information on assessment) and the [IoA Study Skills Guide](#) provides useful guidance on writing different types of assignment. **Penalties for late submission:** see [UCL guidance on penalties \(Academic Manual 3.12\)](#).

### **Generative AI and Software**

For all ARCL0106 assessments (Laboratory Report and Analytical Report), students are **allowed to use software for language and writing review** (typically Grammarly, ChatGPT, etc.). UCL defines language and writing review as checking “areas of academic writing such as structure, fluency, presentation, grammar, spelling, punctuation, and language translation”.

**The use of generative AI software (typically ChatGPT) is not allowed to generate content** and will be penalized.

The software and the way it has been used **must be indicated** on the relevant boxes on **submitted coursework cover sheet**.

The library offers guidance on how to acknowledge the use of generative AI and associated software: <https://library-guides.ucl.ac.uk/referencing-plagiarism/acknowledging-AI>

### **Methods of Assessment**

The module is assessed by means of a Portfolio that will include completion of three projects.

**Project 1 – Physical mount for assigned artefact:** The first portfolio project will focus on the creation of a mount for an assigned artefact using tools and materials provided during class (**completed storage mount, 35% of overall mark**).

**Submission deadline: 23 February 2024**

**Project 2 – Written essay including document of prepared physical mount** discussing decisions made during manufacture and critical assessment of final produced product (**1,000 words, 35% of overall mark**).

**Submission deadline: 28 February 2024**

**Project 3 – Risk Assessment:** The final portfolio project will focus on a risk assessment of a personal collection or group of outdoor sculpture and specific damage scenario to be determined in consultation with Caitlin. Students will introduce and discuss their risk assessment via an audio-visual report. (**5-minutes, 30% of overall mark**).

**Deadline to finalize collection and damage scenario: 9 February 2024**

**Submission deadline: 15 March 2024**

Specific portfolio project details, due dates, and assessment criteria will be discussed in greater detail in class lecture on 10 January 2024 and subsequent sessions. Specific assessment criteria for portfolio projects can be found under the Assessment tab on the module Moodle website.

### **3. RESOURCES AND PREPARATION FOR CLASS**

#### **Preparation for class**

This course will include a mixture of live lectures given over Microsoft Teams and pre-recorded lectures that you must review ahead of class. **You are expected to read the essential readings as well as watching the pre-recorded lectures (where specified) and submit completed activities on Moodle each week.** Completing the readings is essential for your effective participation in the activities and discussions that we will do, and it will greatly enhance your understanding of the material covered. **Further readings are provided via the online** ([UCL Library reading list \(ARCL0110\)](#)) for you to get a sense of the range of current work on a given topic and for you to draw upon for your assessments.

Online reading list: [ARCL0110: Skills for Conservation](#)

### Recommended basic texts and online resources

The following books and websites will give you a good introduction and knowledge of the skills needed to manage conservation for collections and institutions.

Ashley-Smith, J. (1999). *Risk assessment for object conservation*. Oxford: Butterworth-Heinemann. INST ARCH L ASH / ONLINE LIBRARY COPY (Read Chapter 2: 'Rough Guide to Risk')

Avrami, E., Mason, R., and De La Torre, M. (eds) (2000). *Values and heritage conservation. Research report*. Los Angeles: The Getty Conservation Institute. [Online]. [Accessed 28 September 2023].

Available from:

[https://www.getty.edu/conservation/publications\\_resources/pdf\\_publications/values\\_heritage\\_research\\_report.html](https://www.getty.edu/conservation/publications_resources/pdf_publications/values_heritage_research_report.html) / INST ARCH MB 2 AVR

De La Torre, M. (ed) (2002). *Assessing the values of cultural heritage*. Los Angeles: The Getty Conservation Institute. [Online]. [Accessed 28 September 2023]. Available from:

[https://www.getty.edu/conservation/publications\\_resources/pdf\\_publications/values\\_cultural\\_heritage.html](https://www.getty.edu/conservation/publications_resources/pdf_publications/values_cultural_heritage.html) / INST ARCH AG DEL

Demas, M. (2002). 'Planning for conservation and management of archaeological sites: a values-based approach', in Teutonico, J.M. and Palumbo, G. (eds) *Management planning for archaeological sites: an international workshop organized by the Getty Conservation*. Los Angeles: Getty Conservation Institute, pp. 27-56. [Online]. [Accessed 28 September 2023]. Available from:

[https://www.getty.edu/conservation/publications\\_resources/books/mgmt\\_planning\\_arch\\_sites.html](https://www.getty.edu/conservation/publications_resources/books/mgmt_planning_arch_sites.html) / INST ARCH AG Qto TEU

Eppich, R., and Chabbi, A. (eds) (2007). *Recording, documentation, and information management for the conservation of heritage places: illustrated examples*. Los Angeles: The Getty Conservation Institute. [Online]. [Accessed 28 September 2023]. Available from:

[https://www.getty.edu/conservation/publications\\_resources/pdf\\_publications/recordim.html](https://www.getty.edu/conservation/publications_resources/pdf_publications/recordim.html) / INST ARCH LA Qto LET

Eppich, R., and Chabbi, A. (eds) (2011). *Recording, documentation, and information management for the conservation of heritage places: guiding principles*. Shaftesbury, Dorset: Donhead. INST ARCH LA Qto LET

Heald, S., and Manthey, G. 2017. *Showcasing your work: Preparing and maintaining a conservation portfolio*. American Institute for Conservation of Historic and Artistic Works. [Online]. [Accessed 15 December 2023]. Available from: <https://www.youtube.com/watch?v=DDRsr5qB95M>

Kerr, J. (1996). *The conservation plan: a guide to the preparation of conservation plans for places of European cultural significance*. Sydney: National Trust New South Wales. [Online]. [Accessed 28 September 2023]. Available from: <https://openarchive.icomos.org/id/eprint/2146/>

Mason, R., and Avrami, E. (2002). 'Heritage values and challenges of conservation planning', in Teutonico, J.M. and Palumbo, G. (eds) *Management planning for archaeological sites: an international workshop organized by the Getty Conservation*. Los Angeles: Getty Conservation Institute, pp. 13-26. [Online]. [Accessed 28 September 2023]. Available from:

[https://www.getty.edu/conservation/publications\\_resources/books/mgmt\\_planning\\_arch\\_sites.html](https://www.getty.edu/conservation/publications_resources/books/mgmt_planning_arch_sites.html) / INST ARCH AG Qto TEU



Sullivan S. (1997). 'A planning model for the management of archaeological sites', In De la Torre, M. (ed) *The conservation of archaeological sites in the Mediterranean region. An international conference organised by the Getty Conservation Institute and the J. Paul Getty Museum, 6-12 May 1995*. Los Angeles: Getty Conservation Institute, pp. 15-26. [Online]. [Accessed 28 September 2023]. Available from:

[https://www.getty.edu/conservation/publications\\_resources/pdf\\_publications/conserv\\_sites\\_mediterranean.html](https://www.getty.edu/conservation/publications_resources/pdf_publications/conserv_sites_mediterranean.html) / INST ARCH AG Qto DEL

Teutonico, J.M., and Palumbo, G. (eds) (2002). *Management planning for archaeological sites: an international workshop organized by the Getty Conservation Institute*. Los Angeles: Getty Conservation Institute. [Online]. [Accessed 28 September 2023]. Available from:

[https://www.getty.edu/conservation/publications\\_resources/books/mgmt\\_planning\\_arch\\_sites.html](https://www.getty.edu/conservation/publications_resources/books/mgmt_planning_arch_sites.html) / INST ARCH AG Qto TEU

#### **4 SCHEDULE AND SYLLABUS**

##### **Teaching schedule**

##### **Term 2 2024**

##### **Week 1: 8 – 12 January 2024**

**10 January 2024**

*Lecture 1 (F2F rm. 209): Caitlin R. O’Grady (CRO)– Introduction to module and coursework / Introduction to and assignment of mount making projects*

*Skills activity 1a (F2F – rm. 209): CRO and Su Yin (SY) – Writing object descriptions*

*Skills activity 1b (F2F – rm. 209): CRO and SY – Working with assigned objects*

##### ***Essential reading***

COOL Conservation Documentation. (2018). [Online]. [Accessed 15 December 2023]. Available from: <https://cool.culturalheritage.org/bytopic/document/>

Christian, M. (2005). 'A curatorial challenge: Managing artifacts in academic archives', *Collections: A journal for museum and archives professionals* 1(4), pp. 329-346. DOI: 10.1177/155019060400100404

Sherring, A., Murphy, C., and Catt, L. (2018). 'What is the object? Identifying and describing time-based artworks', *AICCM Bulletin* 39(2), pp. 86-95. DOI: 10.1080/10344233.2018.1544341

##### **Week 2: 15 – 19 January 2024**

**17 January 2024**

*Lecture 2 (review prior to session): CRO – Mount making and storage*

*Skills activity 2a (F2F – rm. 209): CRO and SY – Introduction to mount making materials*

*Skills activity 2b (F2F – rm. 209): CRO and SY – Working with assigned objects (photography) and developing mount strategies*

##### ***Essential reading***

Elkin, L., and Norris, C.A. (eds) (2019). *Preventive conservation: collection storage*. New York: Society for the Preservation of Natural History Collections.

-Review book as many topics will be relevant.

Hascall, J. (2016). 'Mountmaking: Materials selection for object safety and practicality', paper presented at the IMF 5th Biennial Conference, Cleveland Museum of Art, Cleveland, OH USA. [Online]. [Accessed 4 January 2024]. Available from: [https://www.youtube.com/watch?v=2YgXOkpGT\\_M&list=PLGpk8AhkzNBVn4SKoC3DxZZ8kak2yO7cm&index=2&t=118s](https://www.youtube.com/watch?v=2YgXOkpGT_M&list=PLGpk8AhkzNBVn4SKoC3DxZZ8kak2yO7cm&index=2&t=118s)

Lowry, M. (2012). 'Short communication: Exploring process and design for visually unobtrusive object mounts', *Journal of the American Institute for Conservation* 51(1), pp. 59-67. DOI: 10.1179/019713612804480907

STASH-C. ND. Containers. [Online]. [Accessed 4 January 2023]. Available from: <https://stashc.com/the-publication/containers-2/>

STASH-C. ND. Supports. [Online]. [Accessed 4 January 2024]. Available from: <https://stashc.com/the-publication/supports/>

Uhlir, S., Farrar, B.J., and McKenzie, L. (2012). 'Introduction: mountmaking special issue', *Journal of the American Institute for Conservation* 51(1), pp. 1.

-Note: the whole issue is relevant for this topic.

#### **Recommended reading (all mount making projects)**

Amnéus, C. and Miles, M. (2012). 'A method for invisible mounting costume using Fosshape', *Journal of the American Institute for Conservation* 51(1), pp. 3-14. DOI: 10.1179/019713612804480880

Miller, B.F., and Root, W. (1991). 'Long-term storage of wheat starch paste', *Studies in conservation* 36(2), pp. 85-92. DOI: 10.1179/sic.1991.36.2.85

Museum of Fine Arts Boston. (2018). Conservation project: costume accessories. [Online]. [Accessed 4 January 2024]. Available from: [https://www.mfa.org/collections/conservation/feature\\_costumeaccessories](https://www.mfa.org/collections/conservation/feature_costumeaccessories)

National Museum of the American Indian. (2004). Moving the collections. [Online]. [Accessed 4 January 2024]. Available from: <https://americanindian.si.edu/explore/collections/moving>

National Museum of the American Indian. (2003). Bumper inserts. [Online]. [Accessed 4 January 2024]. Available from: <https://www.youtube.com/watch?v=HULhAdC5qkE>

National Museum of the American Indian. (2003). Bead counters. [Online]. [Accessed 4 January 2024]. Available from: <https://www.youtube.com/watch?v=C-0EnfZDYm0>

National Museum of the American Indian. (2003). Bean bag supports. [Online]. [Accessed 4 January 2024]. Available from: <https://www.youtube.com/watch?v=Nu-X55XrgrY>

National Museum of the American Indian. (2003). Boxes for long weapons. [Online]. [Accessed 4 January 2024]. Available from: <https://www.youtube.com/watch?v=Qlwzigi3Bsw>

National Museum of the American Indian. (2003). Pot rings. [Online]. [Accessed 4 January 2024]. Available from: [https://www.youtube.com/watch?v=PvhwG4m\\_j1I](https://www.youtube.com/watch?v=PvhwG4m_j1I)

Niinimaa, G. S. (1987). 'Mounting systems for ethnographic textiles and objects', *Journal of the American Institute for Conservation* 26(2), pp. 75-84. DOI: 10.1179/019713687806027861

Nightingale, C. (2005/6). 'Designing an exhibition to minimise risks to costume on open display', *The conservator* 29(1), pp. 35-49. DOI: 10.1080/01410096.2005.9995211

Week 3: 22 – 26 January 2024

24 January 2024

Lecture 3 (review prior to session): CRO – Risk management

Skills activity 3a (F2F – rm. 209): CRO and SY – practicing the ABC method of risk management

Skills activity 3b (F2F – rm. 209): CRO and SY – working with assigned objects

**Essential reading**

Ashley-Smith, J. (1999). *Risk assessment for object conservation*. Oxford: Butterworth-Heinemann. INST ARCH L ASH. / ONLINE LIBRARY COPY

-See pages 1-15, 50-62.

Brokerhof, A.W., Kemp, J., and Bülow, A.E. (2017). 'Value management scan: setting priorities in management and care of collections', in Bridgland, J. (ed) *ICOM-CC 18<sup>th</sup> Triennial Conference Preprints, Copenhagen, 4-8 September 2017*. Paris: International Council of Museums, art. 1104. [Online]. [Accessed 4 January 2024]. Available from: <https://www.icom-cc-publications-online.org/1699/Value-management-scan--Setting-priorities-in-management-and-care-of-collections>

Bullock, V.M. (2011). 'Collections management: its value as a unifying concept', in Bridgland, J. (ed) *ICOM-CC 16<sup>th</sup> triennial conference Lisbon 19-23 September 2011: preprints*. Lisbon, Portugal: Critério--Produção Grafica, Lda., 12 pages. [Online]. [Accessed 4 January 2024]. Available from: <https://www.icom-cc-publications-online.org/1122/Collections-Management--its-value-as-a-unifying-concept>

Bülow, A.E. (2010). 'Collection management using preservation risk assessment', *Journal of the Institute of Conservation* 33(1), pp. 65-78. DOI: 10.1080/19455220903509960

Henderson, J. (2020). 'Beyond lifetimes: who do we exclude when we keep things for the future?', *Journal of the Institute of Conservation* 43(3), pp. 195-212. DOI: 10.1080/19455224.2020.1810729

Michalski, S. and Pedersoli, Jr., J.L. (2017). *The ABC method: a risk management approach to the preservation of cultural heritage*. Ottawa: Government of Canada, Canadian Conservation Institute. [Online]. [Accessed 4 January 2024]. Available from: <https://www.iccrom.org/publication/abc-method-risk-management-approach-preservation-cultural-heritage>

Week 4: 29 January – 2 February 2024

31 January 2024

Lecture 4 (review prior to session): Renata F. Peters – Planning conservation in the field

Skills activity 4a (F2F – rm. 209): CRO and SY – Planning conservation in the field

Skills activity 4b (F2F – rm. 209): CRO and SY – Mount making projects and progress updates

### **Essential reading**

Fagan, B. 2003. 'A responsibility to the past: integrating conservation and archaeology', *The Getty Conservation Institute newsletter* 18(1), pp. 4-10. [Online]. [Accessed 4 January 2024]. Available from: <https://www.scribd.com/document/78229323/Fagan-B-Integrating-Conservation-and-Archaeology-2003>

Peters, R., Díaz Pila, E., and Ohara-Anderson, E. 2017. 'Bridge over Olduvai Gorge: capacity building and conservation of lithics and fossils', in Bridgland, J. (ed) *ICOM-CC 18<sup>th</sup> Triennial Conference preprints, Copenhagen, 4-8 September 2017*. Paris: International Council of Museums, art. 1104. [Online]. [Accessed 4 January 2024]. Available from: <https://www.icom-cc-publications-online.org/1618/Bridge-over-Olduvai-Gorge--Capacity-building-and-conservation-of-lithics-and-fossils>

Ravaioli, F. (2020). 'Putting sustainability into practice: the use of locally available materials in conservation', in Peters, R., den Boer, I.L.F., Johnson, J.S. and Pancaldo, S. (eds) *Heritage conservation and social engagement*. London: UCL Press, pp. 85-104. [Online]. [Accessed 4 January 2024]. Available from: <https://doi.org/10.14324/111.9781787359208>

### **Recommended reading**

Agnew, N. 2003. 'Of the past, for the future: a coalition for the change at the Fifth World Archaeological Conference', *Getty Conservation Institute Newsletter* 18(1), pp. 22-25. [Online]. [Accessed 4 January 2024]. Available from: [https://www.getty.edu/conservation/publications\\_resources/pdf\\_publications/of\\_past\\_for\\_future.html](https://www.getty.edu/conservation/publications_resources/pdf_publications/of_past_for_future.html)

Historic Scotland 2000. A guide to the preparation of conservation plans. [Online]. [Accessed 4 January 2024]. Available from: <https://www.thenbs.com/PublicationIndex/documents/details?Pub=HS&DocID=298326>

JIAA Japanese Institute of Anatolian Archaeology 2010. [Online]. [Accessed 4 January 2024]. Available from: <http://jiaa-kaman.org/en/fn2.html>

-Please review all Field Notes numbers 1-10.

Sease, C. (1994). *A conservation manual for the field archaeologist*. Los Angeles: Institute of Archaeology, University of California, Los Angeles. [Online]. [Accessed 4 January 2024]. Available from: <https://www.ioa.ucla.edu/press/conservation-manual-field-archaeologist>

Society for Historical Archaeology. N.D. Preparing for conservation on archaeological excavation. [Online]. [Accessed 4 January 2024]. Available from: <https://sha.org/conservation-facts/faq/preparing-for-conservation/>

### Week 5: 5 – 9 February 2024

#### **7 February 2024**

*Lecture 5 (review prior to session): CRO – Grant writing and producing content for employment/academic/public audiences*

*Skills activity 5a (F2F – rm. 209): CRO – Applying for a job and letter of recommendation exercise*  
*Skills activity 5b (F2F – rm. 209): CRO and SY – Mount making projects*

### **Essential reading**

AIC. (2024). Career advice. American Institute for conservation. [Online]. [Accessed 4 January 2024]. Available from: <https://careers.culturalheritage.org/career-advice/>

-Review all linked pages as relevant for planning careers and jobs

Chasan-Taber, L. (2018). 10 tips for successful grant writing. *The chronicle of higher education*. 14 February 2018. [Online]. [Accessed 4 January 2024]. Available from: <https://www.chronicle.com/article/10-tips-for-successful-grant-writing/>

Sloggett, R. (2022). 'Conservation skills', *Journal of the Institute of Conservation* 45, pp. 157-172. DOI: 10.1080/19455224.2022.2112968

Vitae. (2015). Creating an effective academic CV. [Online]. [Accessed 4 January 2024]. Available from: <https://www.vitae.ac.uk/researcher-careers/pursuing-an-academic-career/how-to-write-an-academic-cv>

Yale. (2016). Maximizing your cover letter. Career development at Yale. [Online]. [Accessed 4 January 2024]. Available from: [https://your.yale.edu/sites/default/files/maximizing\\_your\\_coverletter\\_guide\\_2016.pdf](https://your.yale.edu/sites/default/files/maximizing_your_coverletter_guide_2016.pdf)

### **Recommended reading**

Glick, S., Clevenger, C., and Watson, P. (2013). 'High performance preservation: research and funding', *Journal of cultural heritage management and sustainability* 3(1), pp. 68-81. DOI:

Herbert, C. and Neubauer, S.J. (2014). Top 5 tips for successful grant proposals. *Candid*. 30 October 2014. [Online]. [Accessed 4 January 2024]. Available from: <https://blog.candid.org/post/top-5-tips-for-successful-grant-proposals/?source=candid-learning>

## **Week 6: Reading Week 12 – 16 February 2024 (No Teaching) – additional optional unsupervised mount making sessions (TBC)**

### Week 7: 19 – 23 February 2024

*21 February 2024*

*Lecture (review prior to session): Leslie Gat: Managing large conservation projects*

*Skills activity 7a (F2F – rm. 209): CRO and SY – Labelling collections*

*Skills activity 7b (F2F – rm. 209): CRO and SY – Final details mount making projects*

### **Essential Reading**

Butterworth, J., Fregni, G., Fuller, K., and Greaves, P. (2016). 'The importance of multidisciplinary work within archaeological conservation projects: assembly of the Staffordshire Hoard die-impressed sheets', *Journal of the Institute of Conservation* 39(1), pp. 29-43. DOI: 10.1080/19455224.2016.1155071

Lithgow, K. (2011). 'Sustainable decision making – change in National Trust collections conservation', *Journal of the Institute of Conservation* 34(1), pp. 128-142. DOI: 10.1080/19455224.2011.582457

Williams, E.M. (2017). 'Cross-disciplinary conservation – is this the way forward?', *Journal of the Institute of Conservation* 40(3), pp. 201-211. DOI: 10.1080/19455224.2017.1320298

**Recommended reading (labelling collections)**

Braun, T. (2007). 'An alternative technique for applying accession numbers to museum artifacts', *Journal of the American Institute for Conservation* 46(2), pp. 91-104. DOI: 10.1179/019713607806112323

Canadian Conservation Institute. (1983). Applying accession numbers to textiles. *CCI Notes* 13/8. [Online]. [Accessed 4 January 2024]. Available from: <https://www.canada.ca/en/conservation-institute/services/conservation-preservation-publications/canadian-conservation-institute-notes/applying-accession-numbers-textiles.html>

Collections Trust. (2008). *Labelling and marking museum objects booklet*. [Online]. [Accessed 4 January 2024]. Available from: <http://collectionstrust.org.uk/resource/labelling-and-marking-museum-objects-booklet/>

National Parks Service. (2000). Appendix J. Marking. *NPS Museum Handbook*. [Online]. [Accessed 4 January 2024]. Available from: <https://www.nps.gov/museum/publications/MHII/mh2appj.pdf>

Week 8: 26 February – 1 March 2024

28 February 2024

Lecture 8 (review prior to session): Conservation survey

Skills activity 8 – group 1 (F2F – rm. 209): CRO and SY – Conservation Survey

Skills activity 8 – group 2 (F2F – rm. 209): CRO and SY – Conservation Survey

**Essential reading**

Bell, J., Thompson, K.M., Palmer, K., McCarthy, G., Barrett, M., Burrows, E., and Nel, P. (2022). 'Collaborative development of polymer-based collection survey methodology and relational data model', IIC Wellington 2022 supplement, *Studies in Conservation* 67(1s), pp. 10-22. DOI: 10.1080/00393630.2022.2049034

Dann, N. and Worthing, D. (2005). 'Heritage organisations and condition surveys', *Structural survey* 23(2), pp. 91-100. [Online]. [Accessed 4 January 2024]. Available from: [www.emeraldinsight.com/0263-080X.htm](http://www.emeraldinsight.com/0263-080X.htm)

Keene, S. (1994). 'Audits of care: a framework for collections condition surveys', in Knell, S. (ed) *Care of collections*. London: Routledge, pp. 60-82. INST ARCH L KNE / ONLINE LIBRARY COPY

Taylor, J. (2005). 'An integrated approach to risk assessment and condition surveys', *Journal of the American Institute for Conservation* 44(2), pp. 127-141.

Taylor, J. (2017). 'Improving reliability in collection condition surveys by utilizing training and decision guides', *Journal of the American Institute for Conservation* 56(2), pp. 126-141. DOI: 10.1080/01971360.2017.1315512

Week 9: 4 – 8 March 2024

6 March 2024

Lectures (review prior to session): Jill Saunders – *Managing conservation for access*

Activity (F2F – rm. 209): JS – *managing conservation for access*

Discussion 9 (F2F – rm. 209): CRO – *Discussion of risk assessment audio visual report*

**Essential reading**

Brajer, I. (2008). 'Values and opinions of the general public on wall paintings and their restoration: preliminary study', in Saunders, D., Townsend, J.H., and Woodworth, S. (eds) *Conservation and access: Contributions to the IIC Congress, London: 15-19 September 2008*. London: International Institute for Conservation of Historic and Artistic Works, pp. 33-38. DOI: 10.1179/sic.2008.53.Supplement-1.33

Henderson, J., and Nakamoto, T. (2016). 'Dialogue in conservation decision-making', *Studies in conservation* 61(2), pp. 67-78. DOI: 10.1080/00393630.2016.1183106

Saunders, J. (2014). 'Conservation in museums and inclusion of the non-professional', *Journal of conservation and museum studies* 12(1): article 6. DOI: 10.5334/jcms.1021215

Saunders, J. and Golfomitsou, S. (2016). 'Cleaning complexities: motivations, outcomes and professional perceptions', in Menon, R., Chemellow, C., and Pandaya, A. (eds) *Metal 2016: Proceedings of the interim meeting of the ICOM-CC Metals Working Group, September 26-30, 2016, New Delhi, India*. Paris: ICOM Committee for Conservation, pp. 212-219. [Online]. [Accessed 4 January 2024]. Available from: <https://www.lulu.com/shop/raghu-menon-and-claudia-chemello-and-achal-pandya/metal-2016-proceedings-of-the-interim-meeting-of-the-icom-cc-metals-working-group-september-26-30-2016-new-delhi-india-ebook/ebook/product-23305054.html?page=1&pageSize=4>

Week 10: 11 – 15 March 2024

13 March 2024

Lecture (review prior to session): CRO – *Buying into conservation: communicating, justifying and planning conservation in institutions*.

Discussion 10a (F2F – rm. 209): CRO and SY – *Building consensus and diversity in conservation*

Module review: *Student review of module*

Discussion 10b: CRO – *Final questions regarding risk assessment audio-visual report*

**Essential reading**

Brooks, M.M. (2008). 'Talking to ourselves: why do conservators find it so hard to convince others of the significance of conservation?', in Bridgland, J (ed) *15th Triennial Conference New Delhi, 22-26 September 2008: preprints*. Paris & New Delhi: ICOM Committee for Conservation and Allied Publishers PVT, pp. 1135-1140. [Online]. [Accessed 4 January 2024]. Available from: <https://www.icom-cc-publications-online.org/1997/Talking-to-ourselves--why-do-conservators-find-it-so-hard-to-convince-others-of-the-significance-of-conservation>

Clare, H. (2018). 'Vision and vulnerability: thoughts on leadership and conservation', *Studies in conservation* 63(supp1), pp. 64-69. DOI: 10.1080/00393630.2018.1471893



Coleman, N.T., and Wight, H.E. (2021) 'External values and support for ethical decision-making in conservation', *Journal of the Institute of Conservation* 43(3), pp. 183-196. DOI: 10.1080/19455224.2021.1969258

Francis, K. (2021). The absence of black and ethnic minority representation in UK heritage conservation and the value of including diverse voices. *Journal of the Institute of Conservation* 43(3): 183-196. DOI: 10.1080/19455224.2021.1974066

### **Recommended reading**

Gill, K. (2012). 'Images can speak louder than words: communicating conservation effectively', *Studies in conservation* 57(supp1), pp. S114-S121. DOI: 10.1179/0039363012Z.00000000048

Rogerson, C., and Garside, P. (2017). 'Increasing the profile and influence of conservation – an unexpected benefit of risk assessments', *Journal of the Institute of Conservation* 40(1), pp. 34-48. DOI: 10.1080/19455224.2016.1214848

Scott, M. (2015). 'Normal and extraordinary conservation knowledge: towards a post-normal theory of cultural materials conservation', *AICCM bulletin* 36(1), pp. 3-12. DOI: 10.1179/0313538115Y.0000000002

Thompson, J. (2007). 'Conservation and management challenges in a public/private partnership for a large archaeological site (Herculaneum, Italy)', *Conservation and management of archaeological sites*, pp. 191-204. DOI: 10.1179/175355208X320838

Wallace, A. (2013). 'Presenting Pompeii: steps towards reconciling conservation and tourism at an Ancient Site', *Papers from the Institute of Archaeology* 22, pp. 115-136. DOI: 10.5334/pia.406

### Week 11: 18 – 22 March 2024

**20 March 2024**

Lecture 11 (F2F – rm. 209): CRO – Review of course content

Module review: Student review of module (as necessary)

Activity 11 (F2F – rm. 209): CRO and SY – module review and final thoughts

## **5. FURTHER READING**

Please see further reading available on the UCL Library [ARCL0110 2023-24 Reading list](#).