



MA Principles of Conservation 2020-21

Coordinator: Dr. Renata F. Peters

m.peters@ucl.ac.uk

Room 107, 1st floor

020 76795583

MA IN PRINCIPLES OF CONSERVATION
DEGREE PROGRAMME HANDBOOK 2020-21

Coordinator: Dr. Renata F. Peters
m.peters@ucl.ac.uk

Tel: 020 7679 5583

Skype: renatapetersucl

Teams:

https://teams.microsoft.com/l/team/19%3ac2907ce88ad447c5b6fbde6e5dea1d4a%40th_read.tacv2/conversations?groupId=041c79c9-5b5b-4a08-9dbc-d6d0352e4971&tenantId=1faf88fe-a998-4c5b-93c9-210a11d9a5c2

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

Office hours: Times may vary but Renata is available on Thursdays from 16.00 to 17.00 or Fridays from 10.00 to 11.00. Sign up [here](https://moodle.ucl.ac.uk/mod/scheduler/view.php?id=2204247):
<https://moodle.ucl.ac.uk/mod/scheduler/view.php?id=2204247>

Please refer to the online IoA Student Handbook

<https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook> and the **IoA Study Skills Guide** <https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide> for instructions on coursework submission, IoA referencing guidelines and marking criteria, as well as UCL policies on penalties for late submission.

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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 modules 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.

IoA Handbook

Please follow the link below to see important information about the IoA and degrees.
<https://www.ucl.ac.uk/archaeology/current-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 also been recognised (who is interested in this object and its conservation; why are conserving this object? what are the implications of doing so? What are the benefits for society?).

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

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>

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 later in Term 1 in which he will discuss the degree.

Potential changes in light of the Coronavirus (COVID-19) pandemic

Please note that information regarding teaching, learning and assessment in this degree handbook endeavours to be as accurate as possible. However, in light of the Coronavirus (COVID-19) pandemic, the changeable nature of the situation and the possibility of updates in government guidance, there may need to be changes during the course of the year. UCL will keep current students updated of any changes to their chosen programme of study on the Students' webpages.

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

You will have been accepted to the programme on the understanding that you already have sufficient background in archaeology, conservation, heritage or other relevant field, either through your previous degree, or through relevant experience, to be able to follow the programme and modules for which you have been accepted. If, however, you wish to change your programme, or the modules in which you indicated an interest in your application, you should discuss this with the relevant Degree and Module Coordinators.

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 modules (each in two parts), one 30 credit module of your own choice (i.e. one 30 credit module or two 15 credit modules) selected from a range of options, and a dissertation on a research topic related to the field of the degree. Each module addresses a specific subject and has its own Coordinator.

Core Modules:

Conservation in Cross-Disciplinary Contexts. Coordinator: Renata F. Peters (Caitlin O'Grady)

ARCLG112, 15 credits, 11 weeks – Term 1

This module 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.

Preventive Conservation. Coordinator: Jill Saunders (Renata F. Peters)

ARCLG111, 15 credits, 11 weeks – Term 1

The module 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. Coordinator: Caitlin O'Grady (Renata F. Peters)

ARCLG110, 15 credits, 11 weeks, Term 2

The module 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.

Investigating and Understanding Objects. Coordinator: Jills Saunders (Renata F. Peters)

ARCLG113 (former ARCLG142), 15 credits, 11 weeks, Term 2

This module 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 module, or two 15 credit modules). 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 module 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.

Please note that for some modules 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 Module 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 in **September 2021**. 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 module are included in the relevant module handbook. Taught modules 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 modules) 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 modules are taught through a mix of lectures, seminars, demonstrations, site visits (when possible), student presentations, practical exercises, tutorials and object-based sessions. Further details are given in the module 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 module has required preparations and weekly recommended readings, which you will be expected to have done in advance**, to be able to follow fully and to contribute to discussion. Most classes will include a formal presentation by one or more lecturers and class discussions 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. 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.

More details on the Study Skills Guide <https://www.ucl.ac.uk/archaeology/current-students/ia-study-skills-guide> 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 module or two 15 credit modules, 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 (module 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 module contributes 1/12 of the overall mark, while the dissertation contributes 6/12.

12. Coursework

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

Module	Weight of the module within the whole degree	Term in which taught	Type of coursework	Weighting of coursework within the specific course
ARCLG112 Conservation in Cross-Disciplinary Contexts	One twelfth	1 1	Poster Essay	40% 60%
ARCLG111 Preventive conservation	One twelfth	1 1	Report Essay	40% 60%
ARCLG113 Investigating and Understanding Objects	One twelfth	2	Object-based Assessment	100%
ARCLG110 Skills for Conservation Management	One twelfth	2	Portfolio (2 parts)	100%
OPTION(S)	Two twelfths in total	Varies, depending on module		
DISSERTATION	Six twelfths	Through the year		

Method of assessment

Method of assessment varies from module to module, but is always set out in the relevant module handbook. There are no written timed examinations; all modules 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 module 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 module handbooks. If you are unclear about the nature of an assignment, you should contact the Module 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 module 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).

Guide to referencing

Referencing styles are outlined in the IoA Study Skills Guide

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

Presentation.

Essays and other assessed work must be word-processed (unless otherwise specified) 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 module handbook, and to the **word limit**; they are intended to help ensure equality of workloads between modules as well as to encourage the useful transferable skills of clearly structured arguments and succinct writing.

See more details on the IoA Study Skills Guide

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

13. 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.

14. 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>).

You must consult your e-mail regularly (at least daily). 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.**

15. 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 module 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.

16. Conservation staff

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

Dr. Renata Peters m.peters@ucl.ac.uk
Associate Professor in Conservation
Degree coordinator: MA in Principles of Conservation

Dr. Caitlin O'Grady caitlin.r.ogrady@ucl.ac.uk
Lecturer in Conservation

Jill Saunders j.m.saunders@ucl.ac.uk
Teaching Fellow in Conservation

Dr. Dean Sully Room d.sully@ucl.ac.uk
Associate Professor in Conservation
Degree coordinator: MSc in Conservation for Archaeology and Museums

Staff office hours

Every member of academic staff has regular weekly 'office hours'. These are the times when they are available, usually without appointment. Please contact them by email to know when/how they will be available during the term.

17. 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.

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/>

18. Volunteer work

There may be 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. **Please note that these opportunities may be rare (or only happen towards the end of the academic year) due to current Covid-19 precautions.**

19. 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.

20. 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>

21. 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 modules.

At the end of each module all you are asked to give your views on the module in an anonymous questionnaire, which will be circulated at one of the last sessions of the module. These questionnaires are taken seriously and help the Module Coordinator to develop the module. 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 module, we hope you will feel able to talk to the relevant Module 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 (Prof. Kevin McDonald). Or you may consult the Academic Administrator (Judy Medrington), the Chair of Teaching Committee (Louise Martin), or the Director (Prof. Sue Hamilton).