

MSc CONSERVATION FOR ARCHAEOLOGY AND MUSEUMS Programme Handbook 2023-2025

TMSARLSCAM01: Making Heritage Objects by Mending Things



Programme Coordinator: Dr Dean Sully

Online office hours (MS Teams) Mondays 12.00 am-1.00 pm, 2.00-3.00 pm

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MSc Conservation Moodle Site <https://moodle.ucl.ac.uk/course/view.php?id=10965>

IMPORTANT INFORMATION REGARDING ASSESSMENTS:

The coursework coversheets for this programme are 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.

The use of software to generate content is not allowed for coursework on Modules for this Programme and will be penalised; the use of software for language and writing review and improvement is permitted, and the software and the way it has been used must be indicated in the relevant boxes on the coursework coversheet. UCL defines language and writing review as checking "areas of academic writing such as structure, fluency, presentation, grammar, spelling, punctuation, and language translation".

Please note that late submission, exceeding the maximum word count and academic misconduct (unacknowledged use of text generation software and plagiarism) will be penalized and can significantly reduce the mark awarded for the assignment and/or overall module result.

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.

MSc Conservation Staff

The conservation teaching staff for the MSc programme are:

Dean Sully Room 403 A d.sully@ucl.ac.uk
Programme Coordinator: MSc Conservation for Archaeology and Museums
Module Coordinator: ARCL0105 Conservation Studies, ARCL089 Dissertation.

Caitlin O'Grady Room 203 caitlin.r.ogradey@ucl.ac.uk
Module Coordinator: ARCL0106 Conservation Materials Science

Jill Saunders Room 201 j.m.saunders@ucl.ac.uk
Module Coordinator: ARCL0104 Conservation Processes, ARCL0107 Conservation work placement,

Timea Grego Room 617 A t.grego@ucl.ac.uk
Laboratory, Facilities and Fieldwork Technician

Maxim Chesnokov Conservation lab maxim.chesnokov.20@ucl.ac.uk
Conservation Lab Technician (ARCL0104/ARCL0105/ARCL0107).

Introduction

This is the handbook for the MSc Conservation for Archaeology and Museums programme. It outlines the aims and objectives, structure and content of the programme, and includes outlines of the core modules. This handbook is also available on the Institute website, and on the Moodle web site for this Programme: MSc in Conservation for Archaeology and Museums.

If you have queries about the organisation, objectives, structure, content, or assessment of the Programme, you should consult the Programme Coordinator Dean Sully.

Post Graduate Training for Professional Practice

Professional training in conservation at UCL Institute of Archaeology is provided in the form of a three-year package consisting of two linked Masters Programmes; the one-year MA in Principles of Conservation, followed by the two-year MSc in Conservation for Archaeology and Museums.

During the MSc programme, you will be expected to build on an understanding of conservation developed in the MA in Principles of Conservation.

The Pedagogical Framing of the Programme

The programme aims to develop a critical conservation practice that challenges authorised discourses in conserving heritage objects and places. This seeks to authorise graduates to apply innovative conservation responses in the coming professional discipline. This aligns to a wider approach engaged in *Critical Heritage Studies* that moves beyond the technical application of operational heritage theory and practice. During the programme, you will experiment with a range of heritage concepts, responses, materials, and techniques in their application to laboratory and site based project work. Students will develop their critical, technical, and creative heritage conservation work. This encourages innovative heritage conservation practices as an effective response to the uncertainties of our present, instabilities of future, and unpredictability of the past. This renders the conservation of heritage as an ongoing reconfiguring of the world as a co-product of material-discursive practices in the everyday life of heritage.

MSc Programme (MSc 1)

The first year takes place at the Institute of Archaeology and includes a substantial element of laboratory based training. During the first year, you will develop an understanding of the intellectual issues relating to conservation research and practice through taught modules on, conservation processes, applied practice, and material science. The programme's core modules cover the structure, technology and deterioration processes of the materials from which heritage objects are made, the theory of the techniques of conservation, and the skills and knowledge required in the treatment of archaeological and museum objects in a professional context. During this year, you will be able to experiment with a range of conservation approaches, materials and techniques. You will acquire experience in the conceptual, practical and diagnostic skills of conservation and apply these in the treatment of a range of museum-quality objects. During the programme, you should not expect to experience every type of artefact material, from every archaeological period, suffering every conservation problem that you might encounter in your future career as a practicing conservator. You will however be provided with a systematic approach to critical conservation practice that you will apply to a range of different conservation challenges. In so doing, you will develop the knowledge and skills required to create and resolve conservation problems in a wide range of situations. The core modules of this programme are assessed through written projects, and the quality of the conservation work produced.

MSc Programme (MSc 2)

During the second year, you undertake a work placement of up to ten-months in a museum or similar heritage institution, which will provide experience of conservation practice in a professional context. You will follow a supervised work programme and gain experience of the range of activities involved in the work of a professional conservator. This enables you to expand the skills acquired in the first year and to strengthen and extend your understanding and experience of professional practice. During the year, you will produce written reports, present an oral presentation, and complete your dissertation. This enables you to demonstrate your understanding of conservation practice, analytical research, interpretative skills, as well as your assessment of your own professional development.

The programme will prepare you for entry into the conservation profession on graduation and will help ensure you are able to meet the challenges of a long-term career as a practicing conservator. A very high proportion of our graduates go on to pursue careers in conservation in local, regional, and national museums, art galleries and heritage organisations (in the UK, Europe, USA, and Asia). In addition, our graduates also go on to Doctoral studies at UCL and other universities.

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 post any general queries relating to programme content, assessments and administration in the MS Teams Module forum/Moodle Q&A, or via email if you prefer. For personal queries, please contact the co-ordinator by email.

Aims of the Programme

This programme focuses on inhabiting specialist disciplinary knowledge and developing transferable social, technical, cognitive skills, and creativity, through immersive, problem-based experimentation in conservation practice.

This programme aims:

- to provide a foundational academic training in critical conservation practice
- to encourage critically aware approaches to the current theory and practice of conservation; investigation, assessment, evaluation, diagnosis, problem making/resolving decision-making, planning, management, and successful implementation of conservation responses
- to stimulate a critical evaluation of conservation practice that reveals the broader benefits of conservation within heritage practice
- to provide hands-on embodied learning through lab and place-based conservation activities
- to develop innovative practice based on scientific, technical, participatory, and experimental methods
- to provide in depth experience of the professional context in which conservation takes place
- to develop skills and knowledge of conservation practice that prepares graduates for a future career as a conservation professional
- to encourage a reflective assessment of individual professional responsibilities and their development.

Objectives

Throughout the programme, there is an emphasis on developing critical and reflective practice. On successful completion of the MSc Conservation for Archaeology and Museums programme, you should have:

- gained an effective understanding of theoretical perspectives and intellectual issues relating to critical conservation practice
- developed an ability to determine how heritage objects are re-made, re-used and re-shaped through time, in order to design innovative conservation responses.
- gained experience in the forensic assessment of heritage objects, experimental methods, scientific research methods, close textural investigation, and the development of conservation strategies in more-than-human worlds
- acquired an understanding of approaches to the collection, analysis, and interpretation of a diverse range of conservation data
- acquired practical skills in testing and developing a broad range of conservation responses, and the application of specific scientific, participatory, speculative, experimental, technical. Preventive, and interventive conservation processes
- acquired practical skills in testing and developing a broad range of conservation action, and have initiated, designed, planned, implemented, documented, and managed a range of conservation projects
- acquired skills in advocacy (through verbal & written communication, teamwork, etc.) in order to justify conservation work in heritage organisations to a diverse range of audiences
- developed a critical understanding of the role of conservation within heritage organisations and understand the dynamic professional responsibilities of a practicing conservator
- demonstrated the professional skills expected of an early career conservator (judgement of priorities, project & time management, management of ethical conflicts, reflection & enquiry, etc.)
- produced a dissertation, which demonstrates academic understanding, an ability to carry out conservation research, analyse & critically evaluate data, and to present research of publishable quality
- initiated a personal action plan and a record of professional development

Learning Outcomes

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

- application of acquired knowledge and skills
- critical reflection
- team-working
- working to deadlines
- working independently
- research skills
- oral presentation skills
- documentation and report writing skills

Practical and transferrable skills

Upon successful completion of the programme you will be able to:

- Express arguments clearly and fluently both orally and in writing
- Participate in group discussion
- Defend an independent point of view in argument
- Manage time and work to deadlines

- Make a presentation of your ideas and findings to an audience, illustrated with appropriate visual aids
- Deploy a range of web-based technologies

Prerequisites

Successful completion of the MA in Principles of Conservation (or a similar programme, or extensive professional experience, which has covered the same subject matter), and a good knowledge of chemistry, are prerequisite for the MSc programme.

You will have been accepted to the programme on the understanding that you already have sufficient background to be able to benefit from the programme (e.g. conservation, archaeology, or another relevant field), either through your previous degree, or through appropriate experience.

Programme Structure

The programme of study for this programme is intended to help you meet the objectives outlined above and to provide an opportunity to achieve additional personal objectives. It comprises three compulsory taught modules in the first year, and preparation of your dissertation. The second year consists of a work placement and the completion of your dissertation. Each module addresses a specific aspect of the subject, has specific aims and objectives and its own Coordinator.

Degree Co-ordinator: Dean Sully, External Examiner: Lorna Calcutt

ARCL0104 Conservation Processes Dean Sully

This module provides an introduction to the theory and practice of conservation procedures (30 Credits).

ARCL0105 Conservation Studies Dean Sully

This module develops skills applied to the conservation treatment of archaeological and museum objects (60 Credits).

ARCL0106 Conservation Materials Science Caitlin O'Grady

This module provides a scientific understanding of the materials encountered in archaeological and museum objects, as well as ability analyse and interpret data collected from these materials (30 credits).

ARCL0107 Student Work Placement (Internship) Jill Saunders

The second year of the Programme consists of a work placement of up to ten-months in a museum or similar heritage institution (e.g. the Science Museum, the Tate Gallery, The Fitzwilliam Museum etc.). The work placement is chosen in discussion with the coordinator of the programme, and the module coordinator of Work placements, and provides a further opportunity to define and achieve your own specific objectives. During the work placement you will have a designated supervisor at the museum, and a work placement tutor selected from amongst the conservation teaching staff at the Institute of Archaeology (see separate guidelines for the work placement) (150 credits).

ARCL0090 MSc Dissertation Dean Sully

A 15,000-word dissertation will be completed at the end of the second year of the MSc. This will be introduced during term 2 of the first year of the MSc for submission in **September 2024** (90 Credits). Guidelines for researching, writing and producing the dissertation are included in the

Summaries of the modules are included at the end of this Handbook.

Teaching Schedule

Formal teaching in the first year is concentrated in the first two terms; laboratory practical work takes place throughout all three terms. You are expected to use the summer months to gain suitable volunteer experience, prepare for your work placement, and develop your dissertation research project. Assessed work is scheduled at intervals through all three terms.

Timetables

The timetable during term 1&2:

Monday ARCL0106 Conservation Materials Science

Tuesday/Friday ARCL0104 Conservation Processes

Wednesday/Thursday/Friday ARCL0105 Conservation Studies

Full details of the timetable for each module are included in the relevant module handbook.

Part-Time Students

If you are pursuing the first year of the programme on a part-time basis, you will normally be expected to take two full elements (ARCL0104/ARCL0106) in the first year, and the remaining element (ARCL0105) and commence work for the dissertation, in the second.

The final year of the MSc takes the form of a ten-month full-time (or twenty-month part-time) work placement in which you work with conservators in a professional context. During the year, you will produce written reports, present an oral presentation, and complete your dissertation. The preferred timing of your work placement placements will be discussed with part-time students during the first year of the MSc programme.

Teaching Methods

The first-year modules are taught through lectures, seminars, laboratory demonstrations, handling sessions, practicals, and one-to-one tutorials. When possible, there will be visits and field trips, and some conservation project work takes place at other locations such as, UCL Collections, and at National Trust properties.

UCL staff, with the addition of guest speakers, will conduct the lectures and seminars. Each module has 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 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.

Programme Assessment

The Board of Examiners normally meet in early November each year. At that time students who have completed all elements of the MSc programme will be recommended for the award of a degree. At the end of MSc 1 (November 2024) your marks for each completed module will be confirmed by the board of examiners. Your class of degree will be awarded on completion of the programme in November 2025.

Coursework

The overall credit for the two-year MSc programme is 360 credits.

MSc in CONSERVATION FOR ARCHAEOLOGY AND MUSEUMS			
Conservation Processes	(30 credits)		Year 1
Conservation Studies	(60 credits)		
Conservation: Material Science	(30 credits)		
Student Work Placement (Internship)	(150 credits)		Year 2
Dissertation	(90 credits)	15k words	

Module	Credits	% of overall degree
ARCLG0104 Conservation Processes	30	10
ARCL0105 Conservation Studies	60	20
ARCL0106 Conservation Material Science	30	10
ARCL0107 Conservation Work Placement	150	35
ARCL0090 Dissertation	90	25
Total	360	100

Course work	Assessment as % of overall degree
ARCL0104 Critical Conservation Report Research Proposal (Term 1)	3%
ARCL0104 Critical Conservation Report (Term 2)	7%
ARCL0105 Unseen Object Assessment	8 %
ARCL0105 Continuous assessment of Practical work	6%
ARCL0105 Assessment of completed objects	6%
ARCL0106 Analytical Research Proposal (Term 1)	6%
ARCL0106 Analytical Report (Term 2)	4%
ARCL0107 Dissertation Proposal	10.5%
ARCL0107 Oral presentation	10.5%
ARCL0107 Progress Report	14%
ARCL0090 Dissertation	25%
Total	100%

Method of Assessment

The method of assessment varies from module to module, which is set out in the relevant module handbook. Modules are assessed on the basis of continuous assessment, an assessment of completed objects, written reports, and an oral presentation. The intention of written 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 module is normally assessed by means of a total of 7,000 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 moderated by another staff member. Dissertations will be first marked by the dissertation supervisor and also marked (without knowledge of the first mark) by another staff member. All marks are subject to scrutiny by an External Examiner.

Oral Examination

All Master's students are required to attend an oral examination, for the MSc this consists of an oral presentation that will normally last for c. 20 minutes (inclusive of your presentation and a questioning session), held at the Institute in Early May of the second year of the MSc. There will be an opportunity to present publicly at the Conservation Open Day in June 2025.

The main aims of the oral presentation are to provide you with experience of presenting conservation information in front of an audience (of you peers and work placement hosts), and to enable to receive feedback about developing dissertation research.

Additional details are contained in the ARCL0107 Conservation Work Placement Handbook

Dissertation

Students are also asked to write a dissertation (15,000 words) which will be on any approved topic relevant to the degree and the taught components. It is produced as a result of an individual research project undertaken during the programme. Students are assigned a supervisor to guide the main stages of the work. Students will be supported to develop their dissertation research projects from their experience of the core module projects. This could build directly from the individual projects developed for the core module assessments.

In the event of a problem being identified by the examiners of the Dissertation, students may be invited to attend a formal viva voce examination with the External Examiner for the Programme also in attendance. Part-time students and students on two-year MSc programmes will be required to give an Oral presentation in the year in which they are examined in the Dissertation.

Preparing for Employment

During the first year of the MSc, you will expand your understanding of the possibilities offered by a career in conservation, and you will be encouraged to develop a clearer idea of your future career path. This may relate to your growing interest in specific categories of cultural material (archaeological/anthropological), or material types (metal/organics), or the nature of heritage employment (fieldwork/public institution/private practice), or different fields of conservation (collections management/interventive practice/research).

This will be considered during the first term, when you will be asked about preferences for your work placement. Your choice of work placement should reflect your areas of interest and your expectations of the type of conservator that you will become. In order to prepare for this, it may be possible to arrange additional volunteer opportunities during the first year of the MSc. This is particularly important for those wishing to develop a specialism that is not normally covered within the scope programme (such as built heritage, paper, archives, books, furniture, textiles, or art conservation). In certain cases, it may be necessary to arrange volunteer projects with potential work placement hosts, in order to develop the necessary skills and knowledge required to undertake a specialist work placement.

During the summer of the first year of the MSc, once your module commitments are completed, you may need to earn money and spend time with friends and family. In addition, you will be expected to prepare for your work placement and develop your dissertation research. You may

also wish to arrange for additional experience, such as a volunteer placement in a museum, and/or participating in a fieldwork project.

For overseas students, we recommend that you undertake volunteer placements/projects in your home country, or the country that you intend to seek employment after graduation. This will help you to develop professional contacts with potential employers and will provide you with a clearer view of professional practice in your chosen country. Such contacts may be invaluable following your graduation in 2025, when you are seeking employment.

In planning summer 2024 volunteer projects, it is essential that you ensure that your course work for MSc 1 is fully complete before you leave for the summer.

You should not plan to commence your summer fieldwork projects before 28 June 2024.

Failure to complete your course work will mean that you cannot be submitted for examination to pass MSc 1 in November 2024

Preliminary Reading

The following publications provide useful introductory material for this Programme:

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

Caple, C. 2001. *Conservation skills: judgement, method and decision making*. London: Routledge.

Clavir, M. 2002. *Preserving What is Valued: Museums, Conservation, and First Nations*. Vancouver: UBC Press.

Cronyn, J.M. 1990. *The Elements of Archaeological Conservation*. London: Routledge. Sections 1-3 provide a useful introduction to conservation practice.

Horie, C.V. 1987. *Materials for conservation*, London: Butterworths

Please note that **the Institute of Archaeology has adopted the standard Harvard Cite-Them-Right referencing system** :

<https://library-guides.ucl.ac.uk/harvard>

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

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 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. 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. Or you may consult the Academic Administrator (Judy Medrington), the Chair of Teaching Committee (Rachel King), or the Director (Prof. Kevin McDonald).

ARCL0104 CONSERVATION PROCESSES

COORDINATOR:

Dean Sully Room 403 A d.sully@ucl.ac.uk

OTHER CONTRIBUTORS

Caitlin O'Grady, Jill Saunders, Visiting lecturers

OVERVIEW

This module will introduce and critically evaluate the theory and practice of conservation procedures. To provide experience in selection and use of the main materials, equipment and techniques used in the conservation of archaeological and museum objects.

TEACHING STRUCTURE

The module is taught intensively in term 1 and the first half of term 2 of the first year with lectures, seminars and lab skills. The skills taught in this module will be further developed by demonstrations, seminars, and applied practical work in term 1 & 2.

TOPICS COVERED

- Theory and practice of conservation processes applied to the conservation of ceramics; glass; stone and plasters; metals; and organic materials
- Documentation of conservation processes
- Choice and application of conservation techniques and materials

ASSESSMENT

Critical Conservation Report Research Proposal, 1000 words, 30% of module, due Monday 15 January 2024

Critical Conservation Report, 4000 words, 70% of module, due Tuesday 7 May 2024

BASIC TEXTS AND RESOURCES

The following introductory texts and background reading are relevant to this module:

Caple, C. 2001. *Conservation skills: judgement, method and decision making*. London: Routledge. INST ARCH CAP

Crafts Council. 1983. Science for Conservators Series: Book 1 *Introduction to Materials*, Book 2 *Cleaning*; Book 3 *Adhesives and Coatings*. London: Crafts Council, 2nd edn. 1992 London: Routledge for Conservation Unit, Museums and Galleries Commission. INST ARCH JDE CRA

Cronyn, J.M. 1990. *The Elements of Archaeological Conservation*. London: Routledge. INST ARCH LCRO Sections 1-3 provide a useful introduction to conservation practice.

Horie, C.V. 1987. *Materials for conservation*, London: Butterworths. INST ARCH JDE HOR.

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

Particularly chapters 5, 6 and 7, which cover deterioration and conservation, practice

ARCL0105 CONSERVATION STUDIES

COORDINATOR: Dean Sully

d.sully@ucl.ac.uk; Room 403.A; internal phone x 27497 (from outside 020 7679 7497)

OTHER CONTRIBUTORS

Jill Sunders, Caitlin O'Grady, Timea Grego, and Maxim

OVERVIEW

This module will develop skills in assessing, understanding, and responding to conservation problems presented by a range of archaeological and museum objects. This involves understanding aspects of cultural significance, diagnosing problems of condition, designing, testing, applying, and documenting suitable conservation procedures. By the end of this module, you should have the appropriate level of preventive and interventive conservation skills necessary to undertake your work placement.

TEACHING STRUCTURE

The module is taught through practical demonstrations, regular individual specialist tutorials, supervised practical sessions and weekly (term 1) seminars. Students carry out guided conservation treatments on archaeological and museum objects in the conservation laboratories three days per week in term 1 and then more intensively in Terms 2&3. The treatment of these objects will require both interventive and preventive conservation approaches to be developed. Technical Skills are developed by the experimentation and application of skills and knowledge provided in ARCL0104 teaching. Students have the opportunity to develop their practical understanding of conservation materials and processes throughout the three terms of the year.

TOPICS COVERED

- Laboratory skills/Health and safety
- Approach to the object
- Assessing object significance, technology, and condition
- Assessing conservation in context
- Selection of treatment options
- Negotiation of outcomes
- Conservation treatment of inorganic and organic artefacts
- Documentation of treatment processes

ASSESSMENT

This module is continuously assessed by monitoring student practical work and through the assessment of completed practical work. Feedback includes a written formative assessment of practical work at the end of each term, and a summative assessment at the end of the year. In addition, there is an "unseen" object assessment in Term 2, which is a practical report based on your examination of an artefact.

INTRODUCTORY TEXTS AND BACKGROUND READING

Applebaum, B. 2007. *Conservation treatment methodology*. Oxford: Butterworth-Heinemann. INST ARCH LA APP

Caple, C. 2001. *Conservation skills: judgement, method and decision making*. London: Routledge. INST ARCH CAP

Cronyn, J.M. 1990. *The Elements of archaeological Conservation*. London: Routledge. INST ARCH LCRO. Sections 1-3 for general introduction

OTHER CONTRIBUTORS

Dean Sully, Jill Saunders, Visiting Lecturers.

OVERVIEW

This module provides you with an understanding of chemistry, properties, and structure of material culture. This focuses on preindustrial material technologies, their deterioration processes, and relationship to observed condition of heritage objects. You will gain first-hand experience critically reviewing literature, as well as using and interpreting examination methods and analytical techniques in the analysis of cultural materials. This is facilitated by access to the equipment and facilities in the Institute's Wolfson laboratories (optical microscopy, X-radiography, scanning electron microscopy, electron microprobe, Fourier-transform infrared spectroscopy and X-ray diffraction).

AIMS

This module is designed to familiarise you with the properties, technology, and decay mechanisms of pre-industrial materials and to provide them with an understanding of the analytical techniques used in identifying, characterizing and assessing their condition. As well, module lectures, labs, practical sessions, and assessments will give you an increased awareness of the important information an object can yield with analysis and technological study.

OBJECTIVES

On successful completion of this module, you should:

- be familiar with the technologies involved in producing traditional artefacts and be able to interpret decayed material with a view to understanding an object's original state
- have an overview of a wide range of analytical techniques for the study of artefacts and be able to choose the most appropriate method of analysis for a particular situation
- be able to carry out the following analytical procedures: SEM/SEM-EDS, XRF, FTIR, optical microscopy
- be aware of information scientists and specialist scholars collect through analysis of cultural heritage materials

TEACHING METHODS AND WORKLOAD

The module is taught in term 1 & 2 of the first year with lectures, seminars, demonstrations, and practical skills. The skills taught in this module will be further developed by lab-based project work. There will be 40 hours of lectures and 20 hours of practical/laboratory sessions for this module. You will be expected to undertake around 120 hours of reading for the module, plus 120 hours preparing for and producing the assessed work. This adds up to a total workload of some 300 hours for the module.

METHODS OF ASSESSMENT

This module is assessed by written coursework totalling 7000 words. There are two pieces of course work, a Term 1 Analytical Research Proposal (4000 words) and a Term 2 Analytical Report (3000 words (plus practical work)). The weighting is 60% and 40% respectively.

ARCL0107 Conservation Work Placement (Internship)

COORDINATOR: Jill Saunders Room 201 j.m.saunders@ucl.ac.uk

OTHER CONTRIBUTORS

Dean Sully, Caitlin O'Grady

AIMS OF THE WORK PLACEMENT

The work placement aims to enable students to work with professional conservators, and to experience professional conservation practice, including the normal challenges and constraints of institutional, or independent, conservation work.

DURATION

The work placement covers up to ten months; it can be composed of two five-month placements, or an 8-month period, plus up to two months of work in the field. Students receive 25 study days, and 15 days annual leave.

WORK PLACEMENT HOSTS

Work placements are located in heritage institutions, such as museums and with independent conservators. In most cases, work placements will be based with institutions where there is a team of conservators, and where there is a senior conservator in overall charge. Students are matched with suitable work placement hosts based on an assessment of experience, training needs and career plans of each student. Work placements have taken place at the British Museum, the Museum of London; the Horniman Museum; UCL Collections; the Fitzwilliam Museum, Cambridge; the Ashmolean Museum, Oxford.

FUNDING

Host institutions do not fund student placements, though some institutions are able to contribute towards general expenses, or to fund student attendance at conferences. UCL charges a reduced tuition fee during the work placement year, intended simply to cover the cost of administration, tutors' visits, and assessment; this also compensates to some extent for students being unable to take on paid jobs during the year.

MONITORING AND ASSESSMENT OF STUDENT PROGRESS

Each student is assigned a Tutor from the Institute and a Supervisor from the host institution. Day to day support is provided by the Supervisor or other conservators in the team. The Tutor will maintain regular online contact and will visit to discuss the progress of the work placement, to make an assessment, and provide feedback to the student. This assessment is based on the online meetings/visit, discussion with the supervisor, the student's practical work and daybook (which records the work undertaken throughout the work placement). Module Assessment is via Dissertation Proposal and Annotated Bibliography (3500 words, 30%), Oral presentation (15 mins, 30%), and a Professional Progress Report (5000 words, 40%).

TYPE OF WORK UNDERTAKEN DURING AN WORK PLACEMENT

Students should expect to be exposed to the broad range of professional activities that take place at their host institution. The opportunities for learning will reflect the conservation projects and activities that occur during your work placement; therefore, each placement experience is unique. Students' work plans are discussed and agreed in advance provide structure for the internship. Each student should expect to be assigned at least one challenging piece of work, or project, for which they can take direct responsibility and carry out independently.

COORDINATOR: Dean Sully

d.sully@ucl.ac.uk; Room 403.A; internal phone x 27497 (from outside 020 7679 7497)

OTHER CONTRIBUTORS

Caitlin O'Grady, Jill Saunders

A 15,000-word dissertation will be completed at the end of the second year of the MSc (September 2025). This will be introduced during Term 2 of the first year of the MSc. You will be allocated your work placement supervisor in Term 3, who (in most cases) will also be your dissertation supervisor. A general topic for research will be identified with each student, related to their proposed work placement. A research strategy will be developed in Term 3 of MSc 1, and background research will take place during the summer of that year. The dissertation will be further discussed with each student during Term 1 of the second (work placement) year of the MSc, and the topic finalised by January of the work placement year. Practical work and analytical research (if appropriate) will take place in the following months so that by June of the work placement year the student is ready to undertake the independent study needed to complete the dissertation for submission by **September 2025** (90 Credits). Guidelines for researching, writing and producing the dissertation are included in the MA/MSc Handbook:

http://www.ucl.ac.uk/silva/archaeology/course-info/pg-degree/MA_MSc_general

In developing a research project for your MSc dissertation, you will be expected to draw on your experience of conservation practice. This could be research that develops from a complex object or group treatment, investigation of conservation materials/processes/techniques, critical examination of a conservation project, or broader issue associated with conservation practice. It should generate data from a case study in which you have been actively involved. This is most likely to come from the projects that you conduct during your work placement experience, but can also be drawn from your past experience, fieldwork, and volunteer work. Copies of previous MSc Dissertations can be requested from the Programme coordinator.

MAP OF ASSESSMENT

YEAR 1		
	FORMATIVE	SUMMATIVE
ARCL0104 CONSERVATION PROCESSES (30 Credits)	Feedback on developing conservation lab skills	Term 1 Critical Conservation Report Research Proposal, 1000 words, 30% of module. Term 2 Critical Conservation Report, 4000 words, 70% of module
ARCL0105 CONSERVATION STUDIES (60 Credits)	Weekly advice and feedback Written formative assessment of conservation practical work at the end of term 1, 2 and 3.	Unseen object assessment 40% of total mark for the module Final assessment of practical work 60% of total mark for the module [the mark for practical work gives equal weight to the approach and execution of lab work and the quality of treated objects]
ARCL0106 CONSERVATION MATERIALS SCIENCE (30 Credits)	Feedback on developing analytical skills	Term 1 Analytical Research Proposal (4000 words) Term 2 Analytical Report (3000 words (plus practical work). The weighting is 60% and 40% of module respectively
ARCL0090 DISSERTATION (90 Credits)	Each student has a designated supervisor who advises and gives feedback during research and preparation	Final written dissertation worth (25% of the overall mark for the degree)
YEAR 2: ARCL0107 Conservation Work Placement (150 credits)		
PLACEMENT WORK	Supervisor's comments and advice; supervisor's written assessment Tutor's feedback; review of work, review of daybook; tutor's written assessment of progress	
DISSERTATION PROPOSAL AND ANNOTATED BIBLIOGRAPHY	Tutor's advice during preparation, and feedback on report	Dissertation Proposal and Annotated Bibliography (3500 words, 30% of module)
ORAL PRESENTATION	Tutor's advice and feedback on rehearsal session prior to presentation	Oral Presentation* (15 mins, 30% of module)
PROGRESS REPORT	Tutor's advice during preparation, and feedback on report	Progress Report (5000 words, 40% of module)

CRITERIA FOR ASSESSMENT OF CONSERVATION PRACTICE

These criteria are applied at the end of the first year to student achievement in the supported teaching and learning environment of the Institute's conservation laboratories, and at the end of the second year to achievement in the professional working environment of the work placement.

Professional attitude:

Successful professional practice in conservation depends not only on the acquisition of good conservation skills, but on the development of generic work skills including ability to contribute to the aims of the project or institution, responsibility towards work and colleagues, operating in accordance with health and safety regulations, ability to communicate, and effective timekeeping.

DISTINCTION

Unquestionably competent, showing thoroughly professional attitude, excellent quality of thought and high standards of practice, with excellence in most areas

- Outstanding ability to assess objects in context and identify conservation problems
- Clearly capable of identifying and managing ethical conflicts
- Excellent manual skills
- Outstanding grasp of current concepts
- Very extensive knowledge and understanding of current practice
- Innovative and critical approach when reviewing conservation options and developing conservation strategies
- Demonstrable ability to research materials and methods, to manage work, resources, and projects
- Able to work independently much or all of the time
- Producing finished work of very high quality

MERIT

Competent in all areas, showing professional attitude, ability to think constructively, and high standards of practice in several areas

- Clearly able to assess objects in context and identify conservation problems
- Capable of identifying and managing ethical conflicts
- Good to very good manual skills
- Very good grasp of current concepts
- Extensive knowledge and understanding of current practice
- Clearly capable of critical review of conservation options and development of conservation strategies
- Sound ability to research materials and methods, and to manage work, resources, and projects
- Able to work independently much of the time
- Producing finished work of good quality

PASS

Competent in most situations, generally showing professional attitude, ability to think constructively, and good practice in some areas

- Able to assess objects in context and to identify most conservation problems
- Generally able to identify and manage ethical conflicts
- Good manual skills
- Acceptable grasp of current concepts
- Adequate but not extensive knowledge and understanding of current practice
- Generally capable of critical evaluation of conservation options and development of conservation strategies
- Acceptable ability to research and evaluate materials and methods, and to manage work, resources, and projects
- Beginning to work independently
- Producing finished work of acceptable quality

FAIL

Limited or inadequate competence, showing poorly developed professional attitude, little ability to think constructively, and poor quality of practice

- Limited ability to assess objects in context and identify conservation problems
- Limited ability to identify and manage ethical conflicts
- Poor manual skills
- Inadequate grasp of current concepts
- Poor knowledge and understanding of current practice
- Limited to inadequate ability to evaluate conservation options, and develop conservation strategies,
- Limited ability to research materials and methods, to manage work, resources, and projects
- Inadequate ability to work independently
- Producing finished work of poor quality