TMSARLSCAM01: Making Heritage Objects by Mending Things

Programme Coordinator: Dr Dean Sully
Online office hours (MS Teams) Thursdays 11.00 am-2.00 pm
Programme Coordinator: Dr Dean Sully
Room 403 A
Tel: ++44 (0) 20 7679 7497
Email contact: d.sully@ucl.ac.uk
I will respond to your email enquiry as soon as possible; this will normally be within 24 hours (Monday 10 am to Friday 5.30 pm) during term-time.

Links to Useful Online Resources

MSc Conservation Moodle Site: https://moodle.ucl.ac.uk/course/view.php?id=10965
ARCL0104 Conservation Processes https://moodle.ucl.ac.uk/course/view.php?id=336
ARCL0105 Conservation Studies https://moodle.ucl.ac.uk/course/view.php?id=337
ARCL0106 Conservation Materials Science https://moodle.ucl.ac.uk/course/view.php?id=338
Conservation Lab Chat Blog & Facebook https://uclconservation.wordpress.com
https://www.facebook.com/uclconservation

IoA Student Handbook
https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook
IoA Study Skills Guide
https://www.ucl.ac.uk/archaeology/current-students/ioastudy-skills-guide for instructions on coursework submission, IoA referencing guidelines, marking criteria, and UCL policies on penalties for late submission.
Institute of Archaeology Student Administration:
https://moodle.ucl.ac.uk/course/view.php?id=9992
Subscribe to Institute of Archaeology news and events: http://www.ucl.ac.uk/archaeology
Live@UCL Email (Outlook web access): http://www.outlook.com/ucl.ac.uk
Portico (your student record - find your candidate number here): www.ucl.ac.uk/portico/
UCL Library Services and main catalogue: https://www.ucl.ac.uk/library/explore
UCL ISD (computing, printing, email etc.): https://www.ucl.ac.uk/isd
UCL online timetable tool (print out custom timetables, check dates):
https://timetable.ucl.ac.uk/tt/homePage.do
UCL Current Students website (lots of useful information): https://www.ucl.ac.uk/students/
UCL Directory (find staff and student email addresses): http://www.ucl.ac.uk/directory/
UCL Maps (find your way around campus) https://www.ucl.ac.uk/maps

International Institute for Conservation of Historic and Artistic Works (IIC)
https://www.iiconservation.org
International Council of Museums, Conservation Committee (ICOM-CC) http://www.icom-cc.org
The Institute for Conservation (ICON) http://www.icon.org.uk
The American Institute for Conservation (AIC) http://www.conservation-us.org
Conservation on Line (CoOL) http://cool.conservation-us.org
Conservation Distlist http://cool.conservation-us.org/byform/mailing-lists/cdl/
European Confederation of Conservator-Restorers (ECCO) www.ecco-eu.org
Getty Conservation Institute (GCI) www.getty.edu/conservation
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Post Graduate Training for Professional Practice</td>
<td>4</td>
</tr>
<tr>
<td>The Pedagogical Framing of the Programme</td>
<td>5</td>
</tr>
<tr>
<td>Aims, Objectives and Learning Outcomes of the Programme</td>
<td>5-7</td>
</tr>
<tr>
<td>Programme Structure and Organisation</td>
<td>7</td>
</tr>
<tr>
<td>Preparing for Employment</td>
<td>8</td>
</tr>
<tr>
<td>Potential changes in light of the Coronavirus (COVID-19) pandemic</td>
<td>9</td>
</tr>
<tr>
<td>Teaching Schedule</td>
<td>9</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>10</td>
</tr>
<tr>
<td>Programme Assessment</td>
<td>10</td>
</tr>
<tr>
<td>Coursework</td>
<td>13</td>
</tr>
<tr>
<td>MSc Conservation Staff</td>
<td>15</td>
</tr>
<tr>
<td>Feedback from Students</td>
<td>15</td>
</tr>
<tr>
<td>Module Summaries</td>
<td>17-21</td>
</tr>
<tr>
<td>Map of Assessment</td>
<td>22</td>
</tr>
<tr>
<td>Criteria for Assessment of Conservation Practice</td>
<td>23</td>
</tr>
</tbody>
</table>
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.

This Handbook should be used alongside the IoA Handbook, which contains information about all MA and MSc Programmes. The IoA Handbook gives essential information on a range of topics, from enrolment to guidance on the dissertation, so you should ensure that you read it carefully. [https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook](https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook)

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 MSc programme provides an in-depth understanding of, and foundation training in, the applied practice of conservation of archaeological and museum objects and develops critically aware approaches to diagnosis, problem solving and application of conservation treatments. This is pursued through a programme designed to provide a good understanding of the theory and application of critical conservation practice, materials science, and of preventive and interventive conservation approaches in a variety of contexts.

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 & practice, and material science. The programme’s 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 practising 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.

During the second year, you undertake a ten-month work placement in a museum or similar heritage institution, which will provide experience of conservation practice in a professional context. You will follow a tailored 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 progress 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 do Doctoral studies at UCL and other universities.

The Pedagogical Framing of the Programme

The programme is committed to developing 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. Students will be provided with a systematic approach to conservation practice, and develop the knowledge and skills required to approve the creation & resolution of heritage problems. During the programme, students 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 allows for a search for innovative heritage conservation practices as an effective response to inhabiting uncertain more-than-human worlds. Such responses relate 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.

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, the emphasis is on 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 in-depth 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**
Degree Co-ordinator: Dr Dean Sully (Jill Saunders); External Examiner: Katy Lithgow

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCL0104</td>
<td>Conservation Processes</td>
<td>Jill Saunders (Dean Sully)</td>
</tr>
<tr>
<td>ARCL0105</td>
<td>Conservation Studies</td>
<td>Dean Sully (Jill Saunders)</td>
</tr>
<tr>
<td>ARCL0106</td>
<td>Conservation Materials Science</td>
<td>Caitlin O’Grady (Dean Sully)</td>
</tr>
<tr>
<td>ARCL0107</td>
<td>Student Work Placement (Internship)</td>
<td>Jill Saunders (Dean Sully)</td>
</tr>
<tr>
<td>ARCL0089</td>
<td>MSc Dissertation</td>
<td>Dean Sully (Jill Saunders)</td>
</tr>
</tbody>
</table>

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.

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

**ARCL0104 CONSERVATION PROCESSES, Jill Saunders (Dean Sully)**
This module provides an introduction to the theory and practice of conservation procedures (30 Credits).

**ARCL0105 CONSERVATION STUDIES, Dean Sully (Jill Saunders)**
This module develops skills applied to the conservation treatment of archaeological and museum objects (60 Credits).

**ARCL0106 CONSERVATION MATERIALS SCIENCE, Caitlin O’Grady (Dean Sully)**
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).

**ARCL0089 DISSERTATION Dean Sully (Jill Saunders).**
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 by **September 2022 (tbc)** (90 Credits). Guidelines for researching, writing, and producing the dissertation are included in the
ARCL0107 CONSERVATION WORK PLACEMENT (INTERNSHIP) Jill Saunders (Dean Sully)
The second year of the Programme consists of a ten-month work placement in a museum or similar heritage institution (e.g. the British Museum, the Museum of London, the V&A Museum, Plowden & Smith Ltd. 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).

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 towards the end of 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 (subject to COVID constraints). 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. This has proved effective for students interested in work placements that require a high level of technical skill prior to starting the work placement (such as the Victoria and Albert Museum). This may take the form of regular weekly volunteering sessions or volunteering for specific periods during the year (including Reading Weeks and term breaks).

During the summer of the first year of the MSc, once your module commitments are completed, you will be expected to prepare for your work placement and develop your dissertation research. You may also need to earn money and spend time with friends and family. You will, however, also need to use this time 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 (subject to COVID constraints). 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 2022, when you are seeking employment.

In planning summer 2021 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 2 July 2021. This date will be reviewed during term 2 in relation to COVID disruptions.
Failure to complete your course work will mean that you cannot be submitted for examination to pass MSc 1 in November 2021.

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

Please note that information regarding scheduled teaching, lab based learning and assessment in this degree handbook is as accurate as possible at this time. Potential disruption from the COVID crisis may unfortunately require adjustments to be made. It is inevitable that there will be changes in UCL & government guidance in the next 6 months that may affect our ability to proceed as planned. Therefore, we may need to make changes to the scheduled activities 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.

This year, we are adjusting the teaching timetable to ensure that we can make the most of available lab time on site. As you are aware, our ability to conduct face to face teaching is limited in Term 1, when we will be concentrating on online delivery of lectures and seminars. The intention is to free up Term 2 & 3 to concentrate on developing lab based projects.

If access to the IoA conservation lab is disrupted by COVID restrictions in terms 2 & 3, we will seek to reschedule access to the conservation lab to take place during the Spring Break, and if necessary extending access to the conservation lab into the Summer break. Please consider this as you plan your whereabouts in the coming year.

Although the developments of the COVID crisis are beyond our control, it is my hope that we will be able to provide the necessary access to lab based work. This will require us to make the most of our time when the lab is available, and to be able to reschedule activities to take place when circumstances allow.

Teaching Schedule

Formal online teaching this year is concentrated into Term 1 (with one day based in the lab when possible); laboratory base projects will be concentrated in terms 2 & 3. You are expected (COVID permitting) 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:

<table>
<thead>
<tr>
<th>Day</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday/Wednesday</td>
<td>ARCL0106 Conservation Materials Science</td>
</tr>
<tr>
<td>Tuesday/Thursday am/Friday am</td>
<td>ARCL0104 Conservation Processes</td>
</tr>
<tr>
<td>Thursday pm/ Friday (pm)</td>
<td>ARCL0105 Conservation Studies</td>
</tr>
</tbody>
</table>

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

Details of Term 2 timetable will be provided during term 1, to enable adaptations to take place in response to COVID disruptions.

The current intention is for:

- Week 12 (first week term 2) to provide an in depth review of conservation lab practice.
- Week 13, 14, & 19 are block sessions for ARCL0106 research project.
- The rest of term 2 will be dedicated to ARCL0104/105 technical skills and conservation practical work (each Wednesday pm will be scheduled seminars)
- Term 3 will be dedicated to completion of ARCL105 practical conservation projects.
You can download your personalised electronic timetables for programme modules at [https://timetable.ucl.ac.uk/tt/homePage.do](https://timetable.ucl.ac.uk/tt/homePage.do) (and also check class times here). The online timetable shows (via colour-coding) which modules/classes are online and which are F2F. The timetables include all the normal information (time, teacher, type of class, location if F2F) but please note the timetable does not automatically link to online teaching sessions. You will need to log in to whatever platform is being used for teaching (normally Teams).

Please remember that Reading Week (Week 6 & 17) is not scheduled as a holiday, but is intended for reading, research, report writing, and assignments preparation.

**Student progress reporting**
Term 1 Student Progress Meeting will take place in week 7 (immediately after reading week). This is to check that you are coping with remote teaching and learning.

**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 progress 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 in the laboratory. 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 (Chedworth Roman Villa). All face to face activities are subject to the potential constraints of COVID.

UCL staff, with the addition of guest speakers, will conduct the online 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 an online 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 the end of MSc 1 (November 2021) your marks for each completed module will be confirmed by the board of examiners. Students who have completed all elements of the MSc programme will be recommended for the award of a degree. Your class of degree will be awarded on completion of the programme in November 2022.

Degree results will be graded as a Distinction, Merit, Pass, or Fail. The requirements for each grade are as follows:
Distinction
An award of a degree with Distinction will be made where:
- the weighted arithmetic mean of the marks for all elements (the taught elements and the dissertation) is 70% or greater, and
- the mark for the dissertation is 70% or greater, and
- the mark for at least one whole taught element is 70% or greater, and
- there are no marks below 50%, and
- 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:
- the weighted arithmetic mean of the marks for all elements is 60% or greater, and
- the mark for the dissertation is 60% or greater, and
- there are no marks below 50%, and
- all marks are based on first attempts and there are no re-sits.

Pass
An award of Pass degree will be made where:
- 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
- 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 (this equates to a 30-credit module).

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%.
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.

More information is available
https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook/12-information-assessment

For written essays & reports, students are marked on the following criteria:
- Argument: Does the essay answer the question, use a clear structure, and build to a relevant conclusion.
- Understanding: Understanding of relevant issues and their broader implications
- Sources: Use of an appropriate range of relevant sources, discrimination of relative value of different sources, (reading beyond the reading list).
- Analysis: Critical reflection, thought, & conceptual framework, ability to recognise and evaluate own assumptions
- Evidence: Empirical knowledge and use of case-studies or examples.
- Writing: Spelling, grammar, fluency; use of appropriate vocabulary.
- Visuals (where appropriate): Table, charts, and illustrations (clarity, labelling, appropriateness), effectiveness in supporting argument.
- Referencing: Detail, accuracy, and completeness of citations; bibliographic formatting.

Marks are awarded as follows:
Distinction (70+)
A distinctive response that develops a clear argument and sensible conclusions, with evidence of nuance; thorough understanding of issues with some sophisticated insights; extensive reading and thorough understanding of literature consulted; evidence of innovative analysis; concepts deftly defined and used with excellent sense of theoretical context; impressive, highly relevant and detailed evidence used to support most claims; awareness of unresolved issues with the evidence; style and word choice show fluency with ideas & flashes of verve; visuals actively highlight points and contribute to argument; claims supported by accurate citations and bibliography. Marks in the higher 70s range are used for outstanding work which shows several of the following qualities: exceptional thoroughness and clarity; exceptional enterprise in reading, exceptional insight or originality in the use of primary sources and relevant evidence, unusually clear perception in suggesting future research.

80% and above: These marks are used for outstanding work of exceptional originality and insight. Marks above 85% are uncommon. A mark of 90-94% might be given to the best dissertation in a particular area over, say, a five to ten year period, and a mark of 95-98% for the best piece of work ever submitted on a topic, a piece of work that could hardly be bettered.

Merit (60-69)
A sound response with a reasonable argument and straightforward, logical conclusions; sound understanding of issues, with insights into broader implications; evidence of plentiful relevant reading and sound understanding of literature consulted; evidence of student’s own analysis; Concepts defined and used systematically and effectively; significant amount of quality evidence, used to support most claims; style & word choice rarely detract from conveying of ideas; visuals are generally presented effectively; citations and bibliography are generally accurate and complete.

Pass (50-59):
A reasonable response with a limited sense of argument, poor structure & partial conclusions; reasonable understanding of the issues and their broader implications; evidence of relevant reading and some understanding of literature consulted; reasonable reproduction of ideas from taught materials; rudimentary definition and use of concepts; some use of evidence but limited in quality and not always effectively used to support claims; style and word choice sometimes detract from conveying of ideas; visuals occasionally distract from argument or are poorly presented (size, legibility); citations and bibliography are sometimes inaccurate and incomplete.

40-49: An indirect response to the task set, with a gesture towards a relevant argument and conclusions; rudimentary, intermittent understanding of the issues with confusions; significant omissions in reading with weak understanding of literature consulted; analysis relying on the partial reproduction of ideas from taught materials; some concepts absent or wrongly used; evidence is limited in quality and quantity; claims rarely backed up; style and word choice seriously detract from conveying of ideas; visuals are missing or seriously detract from argument; citations are limited in accuracy.

30-39: A response that may attempt to answer the question but exhibits some or all of the following failings: either no argument or argument presented is inappropriate or irrelevant; conclusions absent or irrelevant; general misunderstanding of the issues under discussion; very limited or irrelevant reading; erroneous analysis or misunderstanding of the basic core of the taught materials; no conceptual material; evidence absent or irrelevant/ inaccurate; no evidence to support claims made; style and word choice seriously interfere with comprehension; visuals absent or irrelevant/ inaccurate; bibliography/ citations missing or inaccurate.
• **30-39:** Work that fails to meet the criteria for a pass and exhibits several distinct failings.
• **20-29:** Work that, although failing seriously, does show some reason and structure and an attempt to address the question.
• **5-19:** Attempts to address the question which are largely incoherent or irrelevant, and show limited understanding of the topic.

**Coursework**

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

<table>
<thead>
<tr>
<th>MSc in CONSERVATION FOR ARCHAEOLOGY AND MUSEUMS</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighting in Scheme for Award: Dissertation = 3/12; 30 credit module = 1/12; 60 credit module = 2/12; internship = 5/12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conservation Processes (30 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conservation Studies (60 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conservation: Material Science (30 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Work Placement (Internship) (150 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation (90 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15k words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>% of overall degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCL0104 Conservation Processes</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>ARCL0105 Conservation Studies</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>ARCL0106 Conservation Material Science</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>ARCL0107 Conservation Work Placement</td>
<td>150</td>
<td>35</td>
</tr>
<tr>
<td>ARCL0089 Dissertation</td>
<td>90</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>360</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Course work Assessment as % of overall degree**

<table>
<thead>
<tr>
<th>Module</th>
<th>% of overall degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCL0104 Critical Conservation Essay (Term 1)</td>
<td>6%</td>
</tr>
<tr>
<td>ARCL0104 Critical Conservation Report (Term 2)</td>
<td>4%</td>
</tr>
<tr>
<td>ARCL0105 Unseen Object Assessment</td>
<td>8%</td>
</tr>
<tr>
<td>ARCL0105 Continuous assessment of Practical work</td>
<td>6%</td>
</tr>
<tr>
<td>ARCL0105 Assessment of completed objects</td>
<td>6%</td>
</tr>
<tr>
<td>ARCL0106 Analytical Research Proposal (Term 1)</td>
<td>6%</td>
</tr>
<tr>
<td>ARCL0106 Analytical Report (Term 2)</td>
<td>4%</td>
</tr>
<tr>
<td>ARCL0107 Progress Reports</td>
<td>30%</td>
</tr>
<tr>
<td>ARCL0107 Oral presentation</td>
<td>5%</td>
</tr>
<tr>
<td>ARCL0089 Dissertation</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**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 second marked/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.

**Presentation**

Assessed course work must be word-processed and submitted online (unless otherwise specified, for example some elements of the Daybook and Unseen object assessment in ARCL0105 are handwritten). It should be presented, using 1.5-line spacing, bibliographies may be in single line spacing. 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 assignment 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. College regulations require the imposition of penalties for over length work: see below.

UCL has published guidelines on the use of non-discriminatory language, which apply to you as well as staff (<www.ucl.ac.uk/hr/policy_docs/non_discrim_language.htm>). You are reminded, in particular, to avoid the use of gender-biased terms in your written work.

**Oral Examination**

All Masters 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, coinciding with the Conservation Open Day.

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**

Dissertation (90 credits)

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.

### MSc Conservation Staff

The conservation teaching staff for the MSc programme are listed below. Other members of the Institute’s staff also contribute to the conservation programme, their contact details can be found via the Staff Directory (http://www.ucl.ac.uk/directory/).

- **Dean Sully**  
  Room 403 A  
  Programme Coordinator: MSc Conservation for Archaeology and Museums  
  Module Coordinator: ARCL0105 Conservation Studies, ARCL089 Dissertation  
  Email: [d.sully@ucl.ac.uk](mailto:d.sully@ucl.ac.uk)

- **Caitlin R. O’Grady**  
  Room 203  
  Module Coordinator: ARCL0106 Conservation Materials Science  
  Email: [caitlin.r.ogrady@ucl.ac.uk](mailto:caitlin.r.ogrady@ucl.ac.uk)

- **Jill Saunders**  
  Room 201  
  Module Coordinator: ARCL0104 Conservation Processes, ARCL0107 Conservation Work Placement  
  Email: [j.m.saunders@ucl.ac.uk](mailto:j.m.saunders@ucl.ac.uk)

- **Elizabeth Pye**  
  Room 403 A  
  Email: [e.pye@ucl.ac.uk](mailto:e.pye@ucl.ac.uk)

- **Timea Grego**  
  Room 617 A  
  Laboratory, Facilities and Fieldwork Technician  
  Email: [t.grego@ucl.ac.uk](mailto:t.grego@ucl.ac.uk)

- **Misa Tamura**  
  Room 201  
  Conservation Lab Technician (ARCL0104/ARCL0105.ARCL0107).  
  Email: [m.tamura@ucl.ac.uk](mailto:m.tamura@ucl.ac.uk)

### Staff Office Hours

Each member of teaching staff will display their online ‘office hours’ in their module handbook, etc. These are the times when they are available, without appointment, if you wish to consult them.

If you wish to see them at another time, please contact them by email to arrange a separate appointment. **Dean Sully will be available online on Thursdays 11.00-2.00 pm.**

### Preliminary Reading

The following publications provide useful introductory material for this Programme:


### 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 during 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 (Dean Sully), 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).
ARCL0104 CONSERVATION PROCESSES
COORDINATOR:
Jill Saunders  Room 201  j.m.saunders@ucl.ac.uk

OTHER CONTRIBUTORS
Dean Sully, Visiting lecturers

OVERVIEW
This module will introduce and critically evaluate the theory and practice of conservation procedures. To provide experience in the 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 of the first year, with online lectures, seminars, and lab skills. The skills taught in this module will be further developed by demonstrations and seminars in term 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
The module is assessed by written coursework totalling 7000 words. There are two pieces of course work consisting of a 4,000 word Critical Conservation Essay in Term 1 and a Term 2, 3000 word Critical Conservation Report on a selected object or project. The weighting is 60% and 40% respectively.

BASIC TEXTS AND RESOURCES
The following introductory texts and background reading are relevant to this module:
ARCL0105 CONSERVATION STUDIES
COORDINATOR: Dean Sully
d.sully@ucl.ac.uk; Room 403A; internal phone x 27497 (from outside 020 7679 7497)

OTHER CONTRIBUTORS
Jill Sunders, Caitlin O’Grady, Elizabeth Pye, Timea Grego.

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 online weekly seminars. Students will carry out guided conservation treatments on archaeological and museum objects in the conservation laboratories one day per week in term 1 and then 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 ceramic, glass, stone, plaster, metal, 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
ARCL0106  CONSERVATION MATERIALS SCIENCE  
COORDINATOR: Caitlin O’Grady  
caitlin.r.ogrady@ucl.ac.uk, Room 203; internal phone 27487 (from outside 020 7679 7487)  

OTHER CONTRIBUTORS  
Dean Sully, Jill Saunders, Visiting Lecturers.  

OVERVIEW  
This module provides students 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. Students gain first-hand experience, critical review of 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, Fourier-transform infrared spectroscopy, and X-ray fluorescence).  

AIMS  
This module is designed to familiarise the student 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, characterising, and assessing their condition. Online lectures & practical sessions, and lab base projects and assessments will give the student an increased awareness of the important information an object can yield with analysis and technological study.  

OBJECTIVES  
On successful completion of this module, a student 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 intensively in term 1 of the first year with online lectures, seminars, demonstrations, and practical skills. The skills taught in this module will be further developed by lab based project work, and seminars in term 2. There will be 40 hours of lectures and 20 hours of practical/laboratory sessions for this module. Students 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 (ca. 4000 words) and a Term 2 Analytical Report (ca. 3000 words (plus practical work). The weighting is 60% and 40% respectively.
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 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. After 5 months, each student produces a Progress Report on the work placement and both student and supervisor complete an evaluation form. The Tutor will maintain regular online contact and will visit (COVID permitting) 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) and the student’s Progress Reports. Assessment also involves an oral presentation.

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.
ARCL0089 Dissertation

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

OTHER CONTRIBUTORS
Elizabeth Pye, Caitlin O’Grady, Jill Saunders

A 15,000-word dissertation will be completed at the end of the second year of the MSc (September 2022). 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 the MSc first year, 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 2022 (tbc) (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.

As a COVID contingency, preparation work for your MSc Dissertation might need take place during any periods of closure for internship host /UCL. Therefore, you should start thinking about a potential research focus as early as possible this year, in order to make progress with this project when required.
# MAP OF ASSESSMENT

## YEAR 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
</table>
| ARCL0104    | Conservation Processes (30 Credits)              | Feedback on developing conservation lab skills. Support/feedback in preparation for course work assignments | Term 1; 4,000 word Critical Conservation Essay  
Term 2; 3000 word Critical Conservation Report on a selected object or project.  
The weighting is 60% and 40% respectively. |
| 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  
(8% of the overall mark for the degree)  
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]  
(12% of the overall mark for the degree) |
| ARCL0106    | Conservation Materials Science (30 Credits)      | Feedback on developing analytical skills. Support/feedback in preparation for course work assignments. | Term 1 Analytical Research Proposal (ca. 4000 words)  
Term 2 Analytical Report (ca. 3000 words (plus practical work). The weighting is 60% and 40% respectively |
| ARCL0089    | 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)

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| Placement Work          | Supervisor’s comments and advice; supervisor’s written assessment  
Tutor’s visits/meetings; review of work, review of daybook.                                                                                                                                                  | 2 reports worth 15% each; 30% of the overall mark for the degree                                            |
| Progress Reports        | Tutor’s advice during preparation, and feedback on each report                                                                                                                                              |                                                                                                               |
| Oral Presentation       | Tutor’s advice and feedback on rehearsal session prior to presentation                                                                                                                                 | worth 5% of the overall mark for the degree                                                                   |
**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