



# **Master of Arts**

Programme Specification and Unit Descriptors

## **Collections Care and Conservation Management**

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## Programme Specification

Programme Summary	
<b>Awarding body</b>	University of Sussex
<b>Teaching institution</b>	West Dean College
<b>Programme title</b>	Collections Care and Conservation Management
<b>Final award / FHEQ level</b>	Master's Degree / Level 7
<b>Mode of study</b>	Part-time, 2 years (Block delivery)
<b>Subject leader</b>	Shayne Rivers
<b>External reference points/ benchmarks</b>	<p>The UK Quality Code for Higher Education Part A Descriptor for a Qualification at Level 7 – Masters Degree</p> <p>Subject Benchmarks Statements:</p> <ul style="list-style-type: none"> <li>▪ Archaeology 2014</li> <li>▪ Art and design 2017</li> <li>▪ History of art, architecture and design 2017</li> </ul> <p>UK Institute of Conservation PACR Standards</p> <p>BS EN 16853:2017, Conservation of cultural heritage – Conservation process – Decision making, planning and implementation</p>
<b>Criteria for admission to the programme</b>	<p>An upper 2nd class or above UK Honours degree in a relevant subject or a non-UK equivalent.</p> <p>English language: CEFR (Common European Framework of Reference for Languages) Level B2 or IELTS 6.5.</p> <p>Accreditation of prior experiential learning (APEL) will be considered for the following types of applicant:</p> <ul style="list-style-type: none"> <li>▪ Those who have been out of formal education for some years and are over 21;</li> <li>▪ Those mature students who do not meet the general (minimum) entrance requirements, but</li> </ul>

	<p>who can demonstrate their capacity for degree-level work in other ways.</p> <p>Allowing applicants via this route will ensure that the course has the greatest possible impact with respect to the widening of access of potential students.</p>	
<b>External Examiner</b>	<b>Name</b>	<b>Date tenure expires</b>
	Dana Melchar	30 September 2019

## Programme Aims

The aims of the Masters programme in Collections Care and Management are to:

### Practical

1. Support the development of sophisticated research and transferable skills.
2. Support the development of competency in collections care and conservation management based on the application of theory to practice.
3. Support the development of problem-solving skills suitable for a range of professional and research contexts.

### Theoretical

4. Foster a critical awareness of the broader context and significance of objects and collections, including the impact of their cultural, historical and site specific context.
5. Support the development of critical analysis and evaluative skills applicable in a wide range of professional contexts.
6. Foster an understanding of how techniques of research and enquiry are used to interpret and create knowledge.

### Professional

7. Enable students to develop transferable communication and advocacy skills necessary for employment in a range of professional environments.
8. To support students to become self-motivated, independent professionals, able to make decisions confidently in complex and unpredictable situations, to negotiate and influence decision-making processes guided by wider professional practice and standards.
9. To foster the development of critical reflection and the ability to make decisions through the exercise of initiative and personal responsibility.

## Learning Outcomes

On successful completion of the programme, students will be able to:

### Practical

1. Conceive, develop, plan and deliver a professional practice based research project.
2. Utilise a detailed understanding of the theories, principles and processes that impact on collections care (preventive conservation & management) in order to evaluate and implement damage mitigation strategies for a range of collection types.
3. Apply problem-solving skills to a range of issues in professional and research contexts.

### Theoretical

4. Critically evaluate the contextual aspects of collections care and conservation management and to apply this understanding to the aim of enhancing the significance of collections.
5. Critically evaluate theoretical and practical aspects of collections care and conservation management.
6. Identify, critically analyse and evaluate a range of source materials and show originality in the creation of knowledge and innovation.

### Professional

7. Demonstrate transferable communication, advocacy and negotiation skills necessary for employment in a range of professional environments.
8. Undertake professional collections care and conservation management in a range of heritage contexts guided by professional standards and codes.
9. Critically reflect on professional practice and make decisions in complex and unpredictable situations through the exercise of initiative and personal responsibility.

## Alignment to External Reference Points

The UK Quality Code for Higher Education Part A Qualification Descriptor for Level 7 - Masters Degree

Subject Benchmarks Statements:

- Archaeology, 2014
- Art and design, 2016
- History of art, architecture and design, 2017

UK Institute of Conservation, PACR Standards

BS EN 16853:2017, Conservation of cultural heritage – Conservation process – Decision making, planning and implementation

The Subject Leader, Subject Tutor and visiting lecturers maintain extensive professional affiliations within the field of cultural heritage. As part of the curriculum students have access to professionals within leading organisations in the field, such as conservators, conservation scientists and academics from organisations such as The National Trust, English Heritage, the V&A and a range of private-sector conservation consultancies.

## Programme Structure

### Year 1

Semester 1 (18 weeks)			Semester 2 (18 weeks)			
	Christmas Vacation		Stage Assessment		Easter Vacation	Summer Assessment
Collections Care and Conservation Management 1 – Professional Skills: Introduction 40 credits		Collections Care and Conservation Management 2 – Professional Skills: Development & Research Project Conception 40 credits				

### Year 2

Semester 1 (18 weeks)			Semester 2 (18 weeks)			
	Christmas Vacation		Stage Assessment		Easter Vacation	Final Assessment
Collections Care and Conservation Management 3 - Professional Skills: Extending Practice & Research Project Development 40 credits		Collections Care and Conservation Management 4 – Professional Skills: Fluency & Research Project Realisation 60 credits				

## PROGRAMME CONTENT

The course is delivered over eight 5-day study blocks, four study blocks in the first year and four in the second year.

### Year 1

Collections Care and Conservation Management 1 – Professional Skills: Introduction.

This unit delivered over two study blocks in the first semester.

Collections Care and Conservation Management 2 – Professional Skills: Development & Research Project Conception.

This unit delivered over two study blocks in the second semester.

**Year 2**

Collections Care and Conservation Management 3 - Professional Skills: Extending Practice & Research Project Development.

This unit delivered over two study blocks in the first semester.

Collections Care and Conservation Management 4 – Professional Skills: Fluency & Research Project Realisation.

This unit delivered over two study blocks in the second semester.

Indicative example of study block arrangement:

Collections Care and Conservation Management 1 – Professional Skills: Introduction		Collections Care and Conservation Management 2 – Professional Skills: Development & Research Project Conception	
Collections Care and Conservation Management 3 - Professional Skills: Extending Practice & Research Project Development		Collections Care and Conservation Management 4 – Professional Skills: Fluency & Research Project Realisation	
Blocks 1 & 5	Blocks 2 & 6	Blocks 3 & 7	Blocks 4 & 8
Week 1	Week 9	Week 17	Week 24

**Distinctive Programme Features**

- The programme is embedded in the context of a working historic house with a large collection and a significant archive. These resources are used to enhance learning opportunities and are used extensively by lecturers and students to apply knowledge to real-life scenarios.
- Independence and professional practice are enhanced through the requirement that students have an ongoing involvement with a collection of at least one day a week during the academic year. This time is used to apply and extend the skills they have learned during the study blocks to enhance the care and management of a collection.
- Study blocks take place in a learning environment enriched by the presence of experts and students from a range of conservation disciplines (books and archival materials, ceramics

and glass, clocks, furniture and metals). Interactions with specialists from related disciplines offers significant opportunities for intellectual cross-fertilisation and knowledge transfer.

- Visiting lecturers are highly regarded academics, consultants and practitioners embodying a broad range of expertise and professional engagement.
- Students gain a broad range of transferrable skills in research, academic writing, critical thinking, presentation and communication skills.
- Students gain opportunities to build professional contacts, collaborative relationships and networks.
- The programme has a low student-to-staff ratio.

### **Learning and Teaching – methods and strategy**

West Dean is committed to providing a distinctive, high quality teaching and learning environment for practice-led study and research. The College is also committed to continuous improvement of teaching and learning to nurture a deep engagement with practice and its integration with historical, theoretical, cultural and contextual frameworks. The College seeks to ensure that teaching and learning activities and associated resources provide every student with an equal and effective opportunity to achieve intended learning outcomes. Our overriding intention is that, on successful completion of their programme of study, West Dean students become theoretically aware and professional autonomous practitioners.

Our continuing priorities are to:

- Promote the integration of theory and practice, where each is tested and informed against each other.
- Provide students with opportunities to learn and develop their skills through the application of theory and professional practice to a range of collections and contexts.
- Support opportunities for students to engage in professional practice during their studies through engagement with the challenges associated with 'live' collections.
- Support independent research within a stimulating and intellectually enriched creative and cultural environment.
- Enhance a range of specialist learning resources.
- Support staff development by encouraging opportunities to engage in high-profile consultancy and research projects.

Specific approaches to teaching and learning for Collections Care and Conservation Management include:

## **Lectures and seminars**

There are eight 5-day study blocks over the two-year MA. These comprise a comprehensive and varied lecture and seminar programme that introduce ideas and reinforce knowledge of theoretical and professional issues that inform contemporary practice and provide the conceptual tools for its analysis. They provide one means by which students engage with key issues and ideas.

The lecture and seminar programme is underpinned by practical and group work. Held in West Dean's historic house and archive or at local heritage institutions, students engage in guided learning on practical aspects of collections care and conservation management. Practical sessions typically involve hands-on exploration of a topic introduced in a lecture or seminar.

## **Work-based learning**

Work-based learning is a key aspect of the collections care and conservation management curriculum. Students are required to have a sustained involvement with a suitable collection over the duration of their studies, involving ongoing engagement with and experience of collections care and conservation management in a professional context. The work-based learning context typically provides the practical problems and projects that form the basis of written assignments. Scientific analysis may be incorporated into these projects to facilitate informed judgement and the development of resource-effective recommendations. Support from a science tutor is provided on request.

The minimum requirement for work-based learning is equivalent to one day per week during the academic year (36 days) - the greater the ongoing involvement with a collection, the greater the opportunity for engagement with professional practice. Work-based learning facilitates the application of theory to professional practice, builds professional networks, and allows students to gather evidence of their professional practice.

The combination of block study and the requirement for students to have a sustained involvement with a collection produces an exciting, dynamic and flexible approach to learning through professional practice.

## **Independent study**

The nature of the block study delivery of the course means that independent and self-directed study is central to the requirements of the course. There are three aspects to this independent study:

1. Ongoing work-based engagement with a collection that provides the focus for independent study and learning.
2. Completion of assignments that relate to the core unit topics. Assignments are based on the relevant unit content. These usually require students to identify a key problem or area of need within 'their' collection. Students select an assignment that aligns with their interests, extends and deepens their understanding of an aspect of the unit

curriculum content and addresses the needs of the collection with which they are involved. They develop creative, original and resource-effective strategies and develop practice that addresses the collection's care and conservation management priorities.

3. Completion of an original collections care and conservation management professional practice research project in the second year of study. This project is based upon a proposal by the student; the precise focus is finalised by negotiation and agreement between the student, academic staff and potential external supervisor(s). This supports students in developing confidence in research and communication skills, and independent professional practice through the exercise of increasing autonomy.

### **Individual and group tutorials**

Tutorials are an important point of continuing contact between staff and students. They aim to foster a climate in which in-depth discussion of project development can take place, allowing for continual review of learning as new information comes to light. Individual or group tutorials may be arranged on request.

## **Assignments and assessment – methods and strategy**

All forms of assessment give students the opportunity to provide evidence that they have achieved the learning outcomes of the course units.

- Written assignments give students the opportunity to enhance and deepen their knowledge and cover the three broad programme aims: practical, theoretical and professional. They usually involve identifying a professional practice problem in the work-based learning context, drawing on the core curriculum for the unit. This requires students to provide evidence of the application of theory to practice, engage in problem-solving and critical analysis, evaluate options and make resource-effective recommendations. Assignments may also encompass blogs and case studies etc., which ensure that students meet the theoretical and professional requirements in this field of study.
- Presentations, in a variety of formats, that build communication and negotiation skills.
- Reflective practice reports that require students to engage in the process of critical analysis of their own professional practice.

All forms of assessment may be formative or summative. Students are, whenever possible, set a formative assignment on which they receive feedback before undertaking graded summative assignments. The assessment criteria for each unit are specified in the unit descriptor. Assessors refer to the unit descriptors in the course documents. These are externally validated, published

and available to students, ensuring consistency and clarity of communication, expectations and requirements for both assessors and students.

Assignments are double marked. Overall academic standards are moderated by staff from across the School of Conservation to ensure internal consistency. Assessment and standards are reviewed by the external examiner.

## **Student Support, Information and Resources**

### **Academic Support and Resources**

#### **Tutorial support**

Each student has a personal tutor who may be the Subject Leader or Subject Tutor. West Dean College fosters a climate in which in-depth discussion of individual progress and development can take place. Tutorials may be scheduled in and between block-study weeks and provide an opportunity to ensure that students' progress and general welfare can be monitored and supported. Tutorials are typically scheduled in the week after the taught block via phone or Skype; additional tutorials take place at the request of either staff or students.

#### **Library**

Students have access to a specialist Art and Conservation library. The Library is open 9.00am-5pm weekdays with Library staff on duty within these times, but it is also accessible outside of these hours during evenings and weekends. The Library has a collection of approximately 11,600 items (books, journals, e-books, e-journals and audio-visual materials) and subscribes to 98 periodicals and a number of specialist electronic databases. The Library catalogue can be accessed online remotely.

The Library provides a range of support and a quality service for students who are not based at West Dean College. While some of our resources and facilities are local in nature, where applicable we highlight alternative options for off-site learners. Core information on accessing Library services and resources is covered in our extensive Library pages on the VLE.

Students are expected as much as possible to organise access to the learning materials while at the College during study blocks. We offer additional services and advice specifically for off-site learners when they are away from the College. Subject to the material requested:

- Students can request a copy of a journal article or book chapter
- Students can request books to be sent from the Library stock (to UK addresses only).

In addition, we offer advice on making use of Library facilities closer to the student, as well as advice on using other UK university libraries (UK-based students). In addition, the Library has established links with other libraries and offers an inter-library loan service. Students are introduced, as part of the induction programme, to the Library and its resources.

### **Study Skills Support**

West Dean College offers Study Skills support for Diploma and Degree students. This support is optional and comprises bookable one-to-one 30 minute sessions available on Wednesday afternoons in term time, and by phone or Skype by arrangement.

The sessions can provide individual support in the following areas:

- Time management and organisation
- Effective reading and note-taking: planning reading; formats for note-taking and organisation
- Effective writing skills: the writing process; structure and organisation; academic style; clarity; cohesion; types of document (essays; reports; artists' statements; journals; dissertations); proof-reading and editing
- Feedback on written work
- Effective presentations: organisation and structure; preparing slides; presentation skills
- English language support for international students.

Students may schedule sessions on a regular basis (weekly) or from time to time when specific support is required.

Research skills workshops are available by appointment with the Librarian these include: literature searching, using library catalogues, searching specialist literature, image databases and electronic resources in conservation.

### **IT support**

Students have access to IT facilities in a dedicated Computer Suite and the Library. Each CCCM student is allocated a West Dean College network account with a personal login, email address and allocated file storage. Students also have access to a virtual learning environment that supports them

and provides access to important and helpful information about programmes of study and the facilities and resources available to students. Online submission of assignments is available on the virtual learning environment. IT staff introduce students to the IT facilities during the induction period at the beginning of the academic year and provide support to students as and when required.

### **Short courses**

Students are encouraged to take part in an extensive and varied programme of short courses at West Dean. Where short courses have unbooked places available on the Wednesday before the course starts, part-time students may participate free of charge. In addition, CCCM students have access to one 50% cost advance place per academic year, to guarantee attendance (only one 50% place can be allowed per short course). This does not include accommodation costs.

### **Student support and guidance**

The College endeavours to ensure the welfare of all its students. A professional counselling service is offered to students individually, by appointment, at specified times and connections can be made with other specialist support services outside the College wherever necessary. Students' views are sought with regards to the pastoral and welfare provision through the Student Association. The President of the Association reports to the Chair of the Academic Board on a termly basis on academic and non-academic issues.

The obstruction of a student's academic progress is avoided wherever possible. If a significant period of absence from study is unavoidable due to illness or other circumstances, the option to intermit is generally available.

The College acknowledges the importance of students having access to advice and guidance on the careers and opportunities available to them following graduation. Employability skills seminars are incorporated into the course, including preparation of CVs, job applications and interview techniques.

## **Methods for Evaluating and Improving the Quality and Standards of Learning**

West Dean College is quality assured through the designated quality body, the QAA.

The College operates an annual monitoring process to ensure ongoing enhancement of its courses. Recommendations and feedback from external examiners and students (via informal feedback and an

annual questionnaire) are incorporated into course, school, college and institution level action plans. Implementation of these action plans is monitored through a committee structure, incorporating student representation, at both Conservation School and College levels.

The CCCM external examiner visits twice a year.

## Unit Descriptors

Unit Title	<b>Professional Skills: Introduction</b>
Unit Code	CCCM-I
Level	7
Duration	18 weeks
Credit Value	40
Total Learning Hours	400

Date of first approval	Sept 2016
Date of this version	Jan 2019

### Unit Aims

1. To develop students' skills in formulating research questions.
2. To provide an overview of key theoretical concepts that underpin and contextualise collections care and conservation management decision-making.
3. To support students in developing competency relating to damage mitigation strategies and practice.
4. To develop the independent learning skills necessary to make decisions in complex and unpredictable situations.
5. To develop communication skills.

### Learning Outcomes

On completion of this unit the student will

- LO1 Be able to formulate assignment questions and critically evaluate a range of sources of information that inform decision-making in collections care and conservation management.
- LO2 Be able to apply theory and professional skills to problem-solving issues relating to collections care and management practice.
- LO3 Be able to propose, evaluate, implement and refine damage mitigation strategies for some agents of deterioration.
- LO4 Be able to undertake independent learning in support of contextual or professional practice-based work.
- LO5 Be able to demonstrate communication skills using appropriate terminology and conventions.

## Unit Content

This unit provides an introductory overview of key concepts that underpin collections care and conservation management decision-making. It will incorporate theoretical and practical application of aspects of collections care and conservation management. After induction to the course and college facilities, students will be introduced to key contextual concepts, preventive conservation and agents of deterioration (typically dissociation; emergency planning and salvage; integrated pest management, & light) and damage mitigation strategies. Research and transferable skills development in this unit is embedded in professional practice assignments and incorporates question development, structure and communication, and an introduction to literature reviews, problem-solving and critical analysis.

Students are required to have a sustained involvement with a collection over the duration of their studies, equivalent to one day per week during the academic year. Assignment briefs that relate to the core unit curriculum will be provided for each study block. From these, students can select an assignment that aligns with their interests, extends and deepens their understanding of an aspect of the unit content and addresses the needs of the collection with which they are involved.

Note that the first year of study involves four inter-related 5-day study blocks. The exact sequence of the components within the blocks may vary in response to logistical considerations and to allow a degree of flexibility and responsiveness in the course. The order in which the curriculum topics are delivered are subject to change in response to the availability of visiting or guest lecturers with particular subject specialist knowledge. Students will be informed of the schedule of delivery of curriculum topics prior to the start of the academic year. The topics do not need to be studied in a specific sequence to enable academic progression.

## Teaching and Learning Methods

No. of hours scheduled activity	70
No. of hours work-based activity	126
No. of hours independent activity	204
Comprising	
On-site	
Lectures, seminars, demonstrations etc.	
Student demonstrations, presentations etc.	
Application of theory to practical exercises/scenarios	
Group and individual discussions incorporating critical evaluation	
Off-site	
Visits	

Work-based learning to enable development of professional skills, critical reflection and research through practice  
 Critical application of theory and problem-solving to a collection or practical project  
 Independent study

## Assessment Requirements

	% of assessment
Presentation	10
Portfolio of work	90
<p>Comprising of Presentations            Demonstration, presentation or similar activity incorporating critical evaluation and discussion (1x 5-7 minutes; 1x 10 min)</p> <p>Portfolio of work            Contextual work, professional practice and critical reflection in the form of</p> <p style="padding-left: 40px;">Professional practice assignments, demonstrating evidence of self-directed learning, comprehension and critical application of theory to a collection or practical project such as collections care/conservation management analysis, option evaluation, strategic planning, case study (2x 3000 words)</p> <p style="padding-left: 40px;">Reflective practice report (1x 750 words)</p> <p>Assignment weighting within the unit:            Presentations 1 (10%)            Assignments (90%)            Reflective practice report 1 (formative feedback)</p>	

### Assignment deadlines

Presentations delivered within taught blocks  
 Assignments submitted 2 weeks in advance of taught blocks  
 Reflective practice report submitted one week in advance of block 2

## Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Conception/identification of a project/subject that aligns with the LOs of the unit; demonstration of effective assignment or project planning	1
	Applied skills	Ability to apply theory to a real-world problem, evaluate outcomes and adapt approach	2, 3, 4
	Innovation and creativity	Ability to articulate advanced levels of enquiry & engage in complex, systematic problem-solving with the potential to lead to creative and innovative solutions	1, 2, 3, 4, 5
Theoretical	Contextual Knowledge	Demonstration of an understanding of broader contextual theories and factors and their impact on collections care and conservation management	2, 4
	Conceptual Understanding	Demonstration of proficiency in the critical analysis and evaluation in relation to collections care and conservation management	1, 2, 3, 4, 5
	Research and Enquiry	Ability to identify, critically analyse and evaluate a range of source materials, both supplied and independently sourced, demonstrating breadth and depth of research skills	1, 2, 4
Professional Skills	Communication	Ability to deal with complex issues systematically and creatively, to utilise structures, techniques and relevant information to support clear and fluent communication.	2, 3, 4, 5
	Professional Standards	Demonstration of the ability to think and act autonomously, professionally and competently when negotiating, implementing and communicating tasks and projects	1, 2, 3, 4, 5
	Independence & Self-Management	Independent thinking, personal initiative and decision-making demonstrated through reflective practice	1, 2, 3, 4, 5

## **Pre-Reading**

Caple, C. 2011 Preventive Conservation In Museums. Leicester Readers in Museum Studies

Canadian Conservation Institute, 2017, Agents of Deterioration

<https://www.canada.ca/en/conservation-institute/services/agents-deterioration.html>

Keene, S. 2005 Fragments of the World: Uses of Museum Collections Elsevier

National Trust (latest edition) The National Trust Book of Housekeeping Elsevier

## **Reading**

### **Collections management**

Buck, R.A., and Gilmore, J.A (eds) 2010 The New Museum Registration Methods 5<sup>th</sup> edition American Association of Museums

Harrison, M., and McKenna, G 2008 Documentation: A Practical Guide Collections Trust

Kipp, A. 2016 Managing previously unmanaged collections Roman and Littlefield

Web Links:

<http://www.artscouncil.org.uk/supporting-museums/accreditation-scheme-0>

<http://www.museumassociation.org/ethics/ethics-of-disposal>

<https://collectionstrust.org.uk/spectrum/spectrum-5/>

### **Emergency planning and response**

Dadson, E, 2012 Emergency Planning and Response for Libraries, Archives and Museums Facet Publishing

Dorge, V. and Jones, S.L. 1999 Building an Emergency Plan Getty Conservation Institute

[https://www.getty.edu/conservation/publications\\_resources/pdf\\_publications/pdf/emergency\\_plan.pdf](https://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/emergency_plan.pdf)

Ferraro, J. and Henderson, J. 2011 Identifying features of effective emergency response plans in *Journal of the American Institute for Conservation* 50:1, pp. 35-48

Macalister, F. 2015 Preparing for the future: mitigating disasters and building resilience in the cultural heritage sector in *Journal of the Institute of Conservation* 38:2, 115-129

### **IPM**

Pinniger, D. 2014 Integrated Pest Management in Cultural Heritage Archetype

Pinniger, D. 2008 Pest Management – a practical guide Collections Trust

Winsor, P., et al (eds) 2011 Integrated Pest Management for Collections: Proceedings of 2011: A Pest Odyssey, 10 Years Later English Heritage

Xavier-Rowe, A., Lankester, P., Lauder D. & Pinniger, D. 2018 Operation Clothes Moth: Where Preventive Conservation and Public Engagement Meet *Studies in Conservation* 63:sup1, 445-450

Web links

<http://www.whatseatingyourcollection.com/>

## **Light**

Boyce, P.R. 2014 Human Factors in Lighting 3rd edn. CRC Press

Brokerhof, A., Kuiper P., & Scholten S., (2018) Spread or Sacrifice: Dilemma for Lighting Policies, *Studies in Conservation* 63:sup1, 28-34

Druzik, J. R., Michalski, S., 2012 Guidelines for Selecting Solid-State Lighting for Museums. Getty Conservation Institute

Saunders, D. (forthcoming) Museum Lighting for Conservation and Access

Unit Title	<b>Professional Skills: Development &amp; Research Project Conception</b>
Unit Code	CCCM-2
Level	7
Duration	18 weeks
Credit Value	40
Total Learning Hours	400

Date of first approval	Sept 2016
Date of this version	Jan 2019

### Unit Aims

1. To develop students' formulation of research questions and to critically evaluate a range of sources of information that inform decision-making in collections care and conservation management.
2. To develop and extend students' knowledge and understanding of key theoretical concepts that underpin and contextualise collections care and conservation management decision-making.
3. To extend students' competency in relation to damage mitigation strategies and practice.
4. To extend students' independent learning skills necessary to develop research and professional practice.
5. To further develop communication and advocacy skills.

### Learning Outcomes

On completion of this unit the student will be able to

- LO1 Develop ideas for research, critically evaluate a range of sources of information in order to formulate a research proposal.
- LO2 Apply collections care and conservation management theory to support problem-solving on professional practice.
- LO3 Be able to propose, evaluate, implement and refine damage mitigation strategies for agents of deterioration.
- LO4 Be able to undertake independent learning in support of research and professional practice.
- LO5 Demonstrate increasing competency in communication and advocacy skills using appropriate terminology and conventions.

## Unit content

This unit further develops the student's understanding of key principles that underpin collections care and conservation management decision-making. It extends the student's knowledge of preventive conservation and agents of deterioration, damage mitigation strategies, analysis and practice. This involves an increasingly complex interplay between collections, their significance and purpose, environment and care; it typically addresses relative humidity, pollutants including dust and housekeeping, and collections surveys. Research and transferable skills development in this unit is extended in professional practice assignments, which involve further engagement with developing research questions, structuring effective communication, literature reviews, critical analysis, problem-solving and decision-making skills in complex professional situations. In addition to addressing project management, students lay the foundation of their research project through presenting and developing research ideas into a proposal incorporating resource analysis and a timeline for delivery, followed by a formative proof-of-concept literature review.

Students are required to have a sustained involvement with a collection over the duration of their studies, equivalent to one day per week during the academic year. Assignment briefs that relate to the core unit topics will be provided for each study block. From these, students can select an assignment that aligns with their interests, extends and deepens their understanding of an aspect of the study-block content and addresses the needs of the collection with which they are involved.

Note that the first year of study involves four inter-related 5-day study blocks. The exact sequence of the components within the blocks may vary in response to logistical considerations and to allow a degree of flexibility and responsiveness in the course. The order in which the curriculum topics are delivered are subject to change in response to the availability of visiting or guest lecturers with particular subject specialist knowledge. Students will be informed of the schedule of delivery of curriculum topics prior to the start of the academic year. The topics do not need to be studied in a specific sequence to enable academic progression.

## Teaching and Learning Methods

No. of hours scheduled activity	70
No. of hours work-based activity	126
No. of hours independent activity	204
Comprising	
On-site	
Lectures, seminars, demonstrations etc.	
Student demonstrations, presentations etc.	
Application of theory to practical exercises/scenarios	
Group and individual discussions incorporating critical evaluation	
Off-site	
Visits	

Work-based learning to enable development of professional skills, critical reflection and research through practice  
 Critical application of theory and problem-solving to a collection or practical project  
 Independent study

## Assessment Requirements

	% of assessment
Presentation	10
Portfolio of work	90
<p>Comprising of Presentations            Demonstration, presentation or similar activity incorporating critical evaluation and discussion (2x 10 min)</p> <p>Portfolio of work            Contextual work, professional practice and critical reflection in the form of            Professional practice assignments, demonstrating evidence of self-directed learning, comprehension and critical application of theory to a collection or practical project such as collections care/conservation management analysis, option evaluation, strategic planning, case study (2x 3000 words)</p> <p>Reflective practice reports (2x 750 words)</p> <p>Research project proposal (1x 1000 words)</p> <p>Formative proof-of-concept literature review (1x 2-3000 words)</p> <p>Assignment weighting within the unit:            Presentations (10%)            Portfolio of work (90%) comprising            Assignments 70%            Reflective practice reports (10%)            Research project proposal (10%)            Research project development report 1: literature review (formative feedback)</p>	

### Assignment deadlines

Presentations delivered within taught blocks

Assignments submitted 2 weeks in advance of taught blocks

Reflective practice reports submitted one week in advance of taught blocks

Formative proof-of-concept literature review submitted 3 weeks in advance of block 5

## Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Conception/identification of a project/subject that aligns with LOs of unit; demonstration of effective assignment or project planning	1, 2, 5
	Applied skills – materials and methods	Ability to apply theory to a real-world problem, evaluate outcomes and adapt approach	1, 2, 3, 4
	Innovation and creativity	Ability to articulate advanced levels of enquiry & engage in complex, systematic problem-solving with the potential to lead to creative and innovative solutions	1, 2, 3, 4
Theoretical	Contextual Knowledge	Demonstration of an understanding of broader contextual theories and factors and their impact on collections care and conservation management	1, 2, 3, 4
	Conceptual Understanding	Demonstration of proficiency in the critical analysis and evaluation in relation to collections care and conservation management	1, 2, 3, 4, 5
	Research and Enquiry	Ability to identify, critically analyse and evaluate a range of source materials, both supplied and independently sourced, demonstrating breadth and depth of research skills	1, 2, 3, 4
Professional Skills	Communication	Ability to deal with complex issues systematically and creatively, to utilise structures, techniques and relevant information to support clear and fluent communication.	2, 3, 4, 5
	Professional Standards	Demonstration of the ability to think and act autonomously, professionally and competently when negotiating, implementing and communicating tasks and projects	1, 2, 3, 4, 5

	Independence & Self-Management	Independent thinking, personal initiative and decision-making demonstrated through reflective practice	1, 2, 3, 4, 5
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## Reading

### Relative humidity

ASHRAE Handbook-HVAC Applications (2011) Chapter 23 Museums, Galleries, Archives and Libraries. American Society of Heating, Refrigerating and Air Conditioning Engineers.

Atkinson, J.K. 2014 Environmental conditions for the safeguarding of collections: A background to the current debate on the control of relative humidity and temperature *Studies in Conservation* 59:4, 205-212

Bickersteth, J. 2014 Environmental conditions for safeguarding collections: What should our set points be? *Studies in Conservation* 59:4, 218-224

Blades, N., Lithgow, K., Staniforth, S., & Hayes B. 2018 Conservation Heating 24 Years On, *Studies in Conservation*, 63:sup1, 15-21

PAS 198:2012 Specification for managing environmental conditions for cultural collections, British Standards Institute

Staniforth, S. 2014 Environmental conditions for the safeguarding of collections: Future trends *Studies in Conservation* Vol. 59 No. 4, 213-217

### Web links

Climate for Collections – Standards and uncertainties

[http://www.doernerinstitut.de/downloads/Climate\\_for\\_Collections.pdf](http://www.doernerinstitut.de/downloads/Climate_for_Collections.pdf)

### Pollutants

Gibson, L. & Watt, C. 2010 Acetic and formic acids emitted from wood samples and their effect on selected materials in museum environments. *Corrosion Science* 52, 172-178

ISO 9223 (2013) Corrosion of metals and alloys – Corrosivity of atmospheres – Classification, determination and estimation

López-Aparicio, S., Grøntoft, T., Odlyha, M., Dahlin, E., Mottner, P., Thickett, D., Ryhl-Svendsen, M., Schmidbauer, N., Scharff, M. 2010 Measurement of organic and inorganic pollutants in microclimate frames for paintings. *e-Preservation science* 7, 59-70

Michalski, S. 1994 Leakage prediction for buildings, cases, bags and bottles *Studies in Conservation* 39:3 169-186.

Odlyha, M., Theodorakopoulos, C., Thickett, D., Rhyl-Svendsen, M., Slater, J. and Campana, R. 2007 Dosimeters for indoor microclimate monitoring for cultural heritage In Museum microclimates, Eds. Padfield, T. and Borchersen, K., National Museum of Denmark

Strlic, M., Kralj Cigic, I., Mozir, A., Thickett, D., de Bruin, G., Kolar, J. and Cassar, M. 2010 Test for compatibility with organic heritage materials – a proposed procedure, *e-Preservation science* 7, 78-86

Thickett, D. and Short-Traxler, K. 2010 Practical application of sorbents, in METAL 2010, interim meeting of ICOM-CC metal working group, October 11-15 2010, Charleston, South Carolina, USA. 307-312

### **Dust and Housekeeping**

Brimblecombe, P., Thickett, D., Yoon, Y.H. 2009 The cementation of coarse dust to indoor surfaces *Journal of Cultural Heritage* 10(3): 410-414

Lithgow, K. and Lloyd, H. 2005 Managing dust in historic houses – a visitor/conservator interface *ICOM-CC triennial conference preprints*. pp. 662-669

Lithgow, K., Golfomitsou, S., & Dillon C., 2018 Coming Clean about Cleaning. Professional and Public Perspectives: Are Conservators Truthful and Visitors Useful in Decision-making? *Studies in Conservation* 63:sup1, 392-396

Lloyd, H., Brimblecombe, P. and Lithgow, K. 2007 Economics of dust *Studies in Conservation* 52:2, 135-146.

Wei, W., Joosten, I., Keim, K., Douna, H., Mekking, W., Reuss, M. and Wagemakers, J. 2007 Experience with Dust Measurements in Three Dutch Museums *Zeitschrift für Kunsttechnologie und Konservierung* 21:2 261-269

The National Trust (corporate author) latest edition. The National Trust Manual of Housekeeping. Swindon: The National Trust

### **Collections surveys**

Forleo D. & Francaviglia, N. 2018 Condition Assessment of Historic House Collections: Testing Different Statistical Methods at the Château de Versailles *Studies in Conservation* 63:sup1, 76-80

Fry, Xavier-Rowe, Halahan and Dinsmore, 2007 What's causing the damage! The use of a combined solution-based risk assessment and condition audit In Museum Microclimates Contributions to the conference in Copenhagen 19-23 November 2007, Padfield and Borchersen, eds, National Museum of Denmark

BSI, PAS 197:2009 Code of Practice for Cultural Collections Management

Taylor, J. 2013 Causes and extent of variation in collection condition survey data *Studies In Conservation* 58:2, 80-87

### **Research and transferable skills**

Hatchfield, P (ed) 2013 Ethics and Critical Thinking in Conservation American Institute for Conservation of Historic and Artistic Works

Neville, C. 2007 The complete guide to referencing and avoiding plagiarism Open University Press

Sharp, J and Howard, K. 2002 The management of a student research project Gower

### **Project management**

Lock, D, 2013 Project Management (10th Edition), Gower Publishing

Maylor, H, 2010 Project Management (4th Edition), FT Prentice Hall

Watson, M. 2006 Managing Smaller Projects - a practical guide Project Manager Today publications

<b>Unit Title</b>	<b>Professional Skills: Extending Practice and Research Project Development</b>
Unit Code	CCCM-3
Level	7
Duration	18 weeks
Credit Value	40
Total Learning Hours	400

Date of first approval	Sept 2016
Date of this version	Jan 2019

### Unit Aims

1. To support the development of a collections care and conservation management professional practice research project.
2. To support the development of students' knowledge of operational and strategic management cycles as applied to collections care and conservation management.
3. To develop critical reflection, analysis and evaluative skills in relation to the use of management cycles.
4. To further develop planning and project management skills.
5. To further develop communication, negotiation and advocacy skills.

### Learning Outcomes

On completion of this unit the student will be able to

- LO1 Establish a framework and methodology showing insight and originality in the development of a collections care and conservation management professional practice research project.
- LO2 Apply operational and strategic management cycles to collections care and conservation management.
- LO3 Propose, implement, evaluate and refine management cycles in support of damage mitigation strategies.
- LO4 Apply project management skills to the planning and development of a professional practice research project.
- LO5 Demonstrate increasing fluency in communication, negotiation and advocacy skills to a variety of audiences.

## Unit content

This unit develops knowledge and proficiency in key collections management skills for organisations caring for and displaying cultural heritage collections. It also supports the development of students' collections care and conservation management professional practice research project.

It incorporates risk analysis and management techniques, issues relating to developing and managing a range of staff and volunteers, planning and skills relating to budget oversight. Students will extend their range of research and transferable skills through a professional practice assignment and the application of project management techniques to the planning and development of preliminary objectives in a project development report. This involves further refinement of their research question, honing problem-solving skills, further developing critical analysis and decision-making skills.

Students are required to have a sustained involvement with a collection over the duration of their studies, equivalent to one day per week during the academic year. Assignment briefs that relate to the core unit topics will be provided for each study-block. From these, students can select an assignment that aligns with their interests, extends and deepens their understanding of an aspect of the study-block content and addresses the needs of the collection with which they are involved. Note that the second year of study involves four inter-related 5-day study blocks. The exact sequence of the components within the blocks may vary in response to logistical considerations and to allow a degree of flexibility and responsiveness in the course. The order in which the curriculum topics are delivered are subject to change in response to the availability of visiting or guest lecturers with particular subject specialist knowledge. Students will be informed of the schedule of delivery of curriculum topics prior to the start of the academic year. The topics do not need to be studied in a specific sequence to enable academic progression.

## Teaching and Learning Methods

No. of hours scheduled activity	70
No. of hours work-based activity	126
No. of hours independent activity	204
Comprising	
On-site	
Lectures, seminars, demonstrations etc.	
Student demonstrations, presentations etc.	
Application of theory to practical exercises/scenarios	
Group and individual discussions incorporating critical evaluation	
Off-site	
Visits	
Work-based learning to enable critical reflection and research through practice	

Critical application of theory to a collection or practical project  
Independent study

## Assessment Requirements

	% of assessment
Presentation	10
Portfolio of work	90
<p>Comprising of Presentations Demonstration, presentation or similar activity incorporating critical evaluation and discussion (2x 15 minutes)</p> <p>Portfolio of work Contextual work, professional practice and critical reflection in the form of</p> <p>Professional practice assignment, demonstrating evidence of self-directed learning, comprehension and critical application of theory to a collection or practical project such as collections care/conservation management analysis, option evaluation, strategic planning, case study (1x 5000 words)</p> <p>Reflective practice reports (2x 750 words)</p> <p>Research project development report (1x 5,000 words)</p> <p>Assignment weighting within the unit: Presentations (10%) Portfolio of work (90%) comprising Assignment (55%) Reflective practice report (10%) Research project development report 2 (25%)</p>	

### Assignment deadlines

Presentations delivered within taught blocks  
Professional practice assignment submitted 2-3 weeks in advance of block 6  
Reflective practice reports submitted 1 week in advance of taught blocks  
Research project development report submitted 2-3 weeks in advance of block 7

## Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Conception/identification of a project/subject that aligns with LOs of unit Demonstration of effective assignment or project planning	1, 2, 4, 5
	Applied skills – materials and methods	Ability to apply theory to a real-world problem, evaluate outcomes and adapt approach; ability to apply project management skills to the development and delivery of a research project/dissertation, evaluate interim outcomes and adapt approach	2, 3, 4
	Innovation and creativity	Ability to articulate advanced levels of enquiry & engage in complex, systematic problem-solving with the potential to lead to creative and innovative solutions	1, 2, 3, 4
Theoretical	Contextual Knowledge	Demonstration of an understanding of broader contextual theories and factors and their impact on collections care and conservation management	1, 2, 3, 4
	Conceptual Understanding	Demonstration of proficiency in critical analysis and evaluation in relation to collections care and conservation management	1, 2, 3, 4, 5
	Research and Enquiry	Ability to identify, critically analyse and evaluate a range of source materials, both supplied and independently sourced, demonstrating breadth and depth of research skills	1, 2, 3, 4
Professional Skills	Communication	Ability to deal with complex issues systematically and creatively, to utilise structures, techniques and relevant information to support clear and fluent communication.	1, 2, 3, 4, 5
	Professional Standards	Demonstration of the ability to think and act autonomously, professionally and competently when negotiating, implementing and communicating tasks and projects	1, 2, 3, 4, 5
	Independence & Self-Management	Independent thinking, personal initiative and decision making is demonstrated through reflective practice	1, 2, 3, 4, 5

## Reading

### Risk management

Ashley Smith, J. 1999 Risk assessment for object conservation Butterworth Heinemann

Brokerhof, A. and Bülow, A.E. 2016 The QuiskScan – a quick risk scan to identify value and hazards in a collection *Journal of the Institute of Conservation* 39:1, pp. 18-28

Cultural Heritage Agency, 2014 Assessing Museum Collections: value assessment in six steps Cultural Heritage Agency, Amsterdam

Garside, P, Bradford, K & Hamlyn S. 2018 The Use of Risk Management to Support Preventive Conservation *Studies in Conservation* 63:sup1, 94-100

Pedersoli, J.L. & Mickalski, S. 2016 A Guide to Risk management of Cultural Property ICCROM/CCI

Waller, R. 2003 Cultural Property Risk Analysis Model Acta Universitatis Gothoburgensis

### Visitor engagement and experience

Fitzwilliam Museum, Cambridge, 2018, “Please Do Not Touch”: Risk Mitigation and the efficacy of touching deterrents <https://www.fitzmuseum.cam.ac.uk/research/please-do-not-touch>

Frame, K., Vlachou-Mogire C., Hallett K. & Takami, M. 2018 Balancing Significance and Maintaining ‘Sense of Place’ in the Sustainable Display of Tudor Tapestries in the Great Hall, Hampton Court Palace, *Studies in Conservation* 63:sup1, 87-93

Sheng, C, and Chen, M. 2012 A study of experience expectations of museum visitors. *Tourism Management* 33, pp. 53-60

Wallace, V. 2013 Successful Visitor Experience – Getting it Right AIM Association of Independent Museums

Walhimer, M. 2018 Museum Planner: current surveys, figures, resources, marketing <https://museumplanner.org/>

### Sustainability

Bülow, A.E., Stitt J., & Brokerhof A.W. 2018 I Can See Further Now: Preventive Conservation in a Changing Heritage World *Studies in Conservation* 63:sup1,35-42

Museums Association n.d. Principles for sustainable museums <http://www.museumsassociation.org/campaigns/sustainability/principles-for-sustainable-museums>

## **Conservation management planning**

BSI, PAS 197:2009 Code of Practice for Cultural Collections Management

ChurchCare 2016 Conservation Management Plans. Guidance for Major Churches Church Buildings Council

English Heritage 2010 Historic House Collections: Drawing up a Collections Management Plan  
English Heritage

Kerr, J.S. 2013 The Conservation Plan 7th edition, ICOMOS Australia

<b>Unit Title</b>	<b>Professional Skills: Fluency and Research Project Realisation</b>
Unit Code	CCCM-4
Level	7
Duration	18 weeks
Credit Value	60
Total Learning Hours	600

Date of first approval	Sept 2016
Date of this version	Jan 2019

### Unit Aims

1. To foster further critical awareness of collections care and conservation management theory and practice in support of the completion of an original collections care and conservation management professional practice research project.
2. To develop students' advanced skills, knowledge, practice, research and enquiry based on collections care and conservation management theory and practice.
3. To develop open-minded attitudes and approaches that equip students to become self-motivated independent professionals, able to solve problems and make decisions confidently in complex and unpredictable situations.
4. To foster the further development of critical reflection, analysis and evaluative skills in support of fluency in professional practice and research.
5. To develop confidence and fluency in communication, negotiation and advocacy skills to a variety of audiences.

### Learning Outcomes

On completion of this unit the student will

- LO1 Be able to utilise critical awareness of collections care and conservation management theory and practice through original collections care and conservation management professional practice research project.
- LO2 Be competent professional collections care and conservation management practitioners.
- LO3 Be confident, self-motivated professionals able to make decisions in complex and unpredictable situations.
- LO4 Be able to engage confidently in critical reflection, analysis and evaluative skills in support of fluency in professional practice and research.

LO5 Demonstrate fluency in communication, negotiation and advocacy skills suitable for a variety of audiences.

### **Unit content**

This unit develops knowledge and fluency in key collections management skills for organisations caring for and displaying cultural heritage collections. It also supports the delivery of a collections care and conservation management professional practice research project.

This unit incorporates content on managing people and health and safety. It extends knowledge and proficiency in the analysis of object, material and collection types and managing their susceptibility to damage. This will cover a selection of the following: books and libraries; furniture, wooden objects and floors; textiles; plastics; paintings; ceramics and glass; metals; clocks, stone and related materials. Students combine the analysis of susceptibility to damage and risk in order to facilitate well-informed collections care and conservation management strategies.

This unit also supports independent learning, allowing students to extend the project development experience gained in the preceding unit. The emphasis is on self-motivation and independently developing and documenting effective research skills and advanced practice. Research is informed by ethical, theoretical and conceptual analysis culminating in the delivery of a collections care and conservation management professional practice research project.

Students are required to have a sustained involvement with a collection over the duration of their studies, equivalent to one day per week during the academic year. Assignment briefs that relate to the core unit topics will be provided for each study-block. From these, students can select an assignment that aligns with their interests, extends and deepens their understanding of an aspect of the study-block content and addresses the needs of the collection with which they are involved. Note that the second year of study involves four inter-related 5-day study blocks. The exact sequence of the components within the blocks may vary in response to logistical considerations and to allow a degree of flexibility and responsiveness in the course. The order in which the curriculum topics are delivered are subject to change in response to the availability of visiting or guest lecturers with particular subject specialist knowledge. Students will be informed of the schedule of delivery of curriculum topics prior to the start of the academic year. The components do not need to be studied in this specific sequence to enable academic progression.

## Teaching and Learning Methods

No. of hours scheduled activity	70
No. of hours work-based activity	126
No. of hours independent activity	404
<p>Comprising</p> <p>On-site</p> <ul style="list-style-type: none"> <li>Lectures, seminars, demonstrations etc.</li> <li>Student demonstrations, presentations etc.</li> <li>Application of theory to practical exercises/scenarios</li> <li>Group and individual discussions incorporating critical evaluation</li> </ul> <p>Off-site</p> <ul style="list-style-type: none"> <li>Visits</li> <li>Work-based learning to enable critical reflection and research through practice</li> <li>Critical application of theory to a collection or practical project</li> <li>Independent study</li> </ul>	

## Assessment Requirements

	% of assessment
Presentation	10
Portfolio of work	90
<p>Comprising of</p> <p>Presentations</p> <p>Demonstration, presentation or similar activity incorporating critical evaluation and discussion (1x 15 minute; 1x 20 min)</p> <p>Portfolio of work</p> <ul style="list-style-type: none"> <li>Formative research project update (1x 10,000 words)</li> <li>Professional practice assignment, demonstrating evidence of self-directed learning (1x 1,500-2,000 words)</li> <li>Reflective practice reports (2x 750 words)</li> <li>Submission of an original collections care and conservation management professional practice research project (15,000 words)</li> </ul> <p>Assignment weighting within the unit:</p> <ul style="list-style-type: none"> <li>Presentations (10%)</li> </ul> <p>Portfolio of work (90%) comprising</p> <ul style="list-style-type: none"> <li>Research project development report 3 (formative feedback)</li> <li>Assignment 6 (4%)</li> <li>Reflective practice reports (6%)</li> <li>Research project (80%)</li> </ul>	

**Assignment deadlines**

Presentations delivered within taught blocks

Formative research project update submitted 3 weeks in advance of block 8

Assignment submitted 2 weeks in advance of block 8

Reflective practice reports submitted one week in advance of block 8 and in week 31

Professional practice research project submitted in week 30

**Assessment Criteria**

Category			LO
Practical Skills	Ideas and Intentions	Ability to utilise critical awareness of collections care and conservation management theory and practice in support of completion of an original professional practice research project	1, 2, 3, 4, 5
	Applied skills – materials and methods	Ability to apply theory to a real-world problem, evaluate outcomes and adapt approach	1, 2, 3, 4
	Innovation and creativity	Ability to engage with complex, systematic problem-solving with the potential to lead to creative and innovative solutions	1, 2, 3, 4
Theoretical	Contextual Knowledge	Demonstration of an understanding of broader contextual theories and factors and their impact on collections care and conservation management	1, 2, 3, 4
	Conceptual Understanding	Demonstration of proficiency in critical analysis and evaluation in relation to collections care and conservation management	1, 2, 3, 4, 5
	Research and Enquiry	Ability to identify, critically analyse and evaluate a range of source materials, demonstrating breadth and depth of research skills, and professional engagement	1, 2, 3, 4
Professional Skills	Communication	Ability to deal with complex issues systematically and creatively, to utilise structures, techniques and relevant information to support clear and fluent communication	1, 2, 3, 4, 5
	Professional Standards	Demonstration of the ability to think and act autonomously, professionally and competently when negotiating, implementing, delivering and communicating challenges and projects	1, 2, 3, 4, 5

	Independence & Self-Management	Independent thinking, personal initiative and decision making demonstrated through reflective practice	1, 2, 3, 4, 5
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## Reading

### Staffing, managing volunteers, feedback

Boylan, P.J. 2004 Managing People In Boylan, J. (ed) Running a Museum: a Practical Handbook ICOM

Clare H. 2018 Vision and Vulnerability: Thoughts on Leadership and Conservation *Studies in Conservation* 63:sup1, 64-69

Wickens, J.D. & Hess Norris D. 2018 The Imperative of Soft Skill Development in Preventive Conservation Practice and Training *Studies in Conservation* 63:sup1, 301-306

### H&S for CCCM

American Institute for Conservation of Historic and Artistic Works and the Society for the Preservation of Natural History Collections, 2010, Health and Safety for Museum Professionals [http://www.conservation-wiki.com/wiki/Health\\_%26\\_Safety](http://www.conservation-wiki.com/wiki/Health_%26_Safety)

Charola, A.E. & Koestler, R.J. (eds) 2010 Pesticide Mitigation in Museum Collections: Science in Conservation Proceedings from the MCI Workshop Series Smithsonian Institution Scholarly Press

Robinson, S. 2014 Dangerous liaisons: mapping and communicating collection hazards ICOM-CC 17th Triennial Conference Preprints James and James

Rae, A. 2012 Hazards in Museum objects – a practical guide <http://sharemuseumseast.org.uk/wp-content/uploads/2013/08/How-To-Guide-Hazards.pdf>

### Materials and object related

*Antiquarian Horology* Antiquarian Horological Society <https://www.ahsoc.org/>

Bratasz, L., Kozlowski, R., Kozłowska, A. and Rachwał, B. 2008 Sorption of moisture and dimensional change of wood species used in historic objects. In *Joint meeting of COST Action IE0601 Wood Science for Conservation of Cultural Heritage and European Society for Wood Mechanics, Braga, Portugal, November 2008* (Vol. 6)

British Library Preservation Advisory Service Guidance Booklets <https://www.bl.uk/aboutus/stratpolprog/collectioncare/publications/booklets/>

Buyts, S. & Oakley, V. 2014 Conservation and Restoration of Ceramics Routledge

Drayman-Weisser T 2000 Gilded Metals. History, Technology and Conservation London Archetype

- Durban, L. 2012 Architectural Tiles: Conservation and Restoration Butterworth Heinemann
- Fawcett, J. 2001 Historic Floors Butterworth Heinemann
- Franzen, C. & Kraus, K. 2016 Seasonal stone sheltering: winter covers Science and Art: a Future for Stone, vol. II, 13th International Congress on the Deterioration and Conservation of Stone, University of the West of Scotland, pp. 753-760
- Horological Journal* British Horological Institute <https://bhi.co.uk/>
- Koob, S. 2006 Conservation and Care of Glass Objects Archetype
- Lennard, F. and Ewer, P. 2010 Textile Conservation Routledge Series in Conservation and Museology
- Luxford, N., Strlic, M. & Thickett, D. 2013 Safe display parameters for veneer and marquetry objects: A review of the available information for wooden collections *Studies in Conservation* 58:1, pp. 1-12
- Price, M.T. 2007 Decorative stone: The complete sourcebook Thames & Hudson
- Rivers, S. and Umney, N. 2003 Conservation of Furniture Routledge Series in Conservation and Museology
- Scott, D. A. 2002 Copper and Bronze in Art Getty Conservation Institute
- Stoner, J.H. and Rushfield, R. 2012 Conservation of Easel Paintings Routledge Series in Conservation and Museology
- Sunara, S.M, Peko, N. & Miletić Čakširan I. 2018 Preventive Conservation in an Outdoor Sculpture Collection *Studies in Conservation* 63:sup1, 428-430
- The National Trust (corporate author) most recent edition The National Trust Manual of Housekeeping. Swindon: The National Trust
- Trusted, M. (ed) 2007 The Making of Sculpture V&A Publications
- Van Snick, S. & Ntanos K. 2018 On Digitisation as a Preservation Measure *Studies in Conservation* 63:sup1, 282-287
- Wain, A. 2017 The Importance of Movement and Operation as Preventive Conservation Strategies for Heritage Machinery *Journal of the American Institute for Conservation* 56:2, 81-95
- Watkinson, D. 2010 Preservation of Metallic Cultural Heritage in Cottis, R. A. (ed) Shreir's Corrosion 4th ed., Vol. 4, 3308-3340
- Watson, J. R. 2010 Artifacts in Use: The Paradox of Restoration and the Conservation of Organs CreateSpace Independent Publishing Platform