

City&Guilds
of London
Art School

**MA Conservation
Student Handbook
2024/25**

Welcome to City & Guilds of London Art School

Overview

This handbook will be your first point of reference throughout your studies at the Art School for information on your course, the Art School, learning and teaching, student support & services, academic regulations and policies. Copies of the handbooks are kept in the Art School office, your departmental office and the Library, and are always available online via the Art School's Moodle site.

Some of the documents which you will be given whilst studying at the Art School are important and you should keep them, particularly as future employers may wish to see evidence of your achievements. Make sure that you keep:

- the programme specification
- individual unit specifications
- your award certificate – this is evidence of the qualification which you have obtained
- your final transcript – this is a record of your achievement which lists your grades for the assessments

In addition, you are advised to familiarise yourself with the contents of this Handbook and the associated regulations which are mentioned in it. If you have any questions regarding the information herein, please contact the [Head of Department](#)

Validation

Your course is validated by Arts University Bournemouth (AUB). The relationship between the University and the collaborative partner is described as a validation. The term validation is used to describe courses which lead to an award of the University but which have been developed by a partner organisation for delivery by the staff of that organisation. As the awarding body the University retains ultimate responsibility for the quality and standards of the awards. Students on validated courses are not enrolled as AUB students.

Course Information

The Course

The Conservation Department at City & Guilds of London Art School is one of the longest established in the UK, developed after the Second World War to train specialists to restore London's bomb damaged architecture, monuments and museum treasures. It has continued to provide UK museums, historic houses and galleries with the next generation of conservators specialising in three-dimensional cultural artefacts, while many of our graduates also go on to freelance practice in the UK and International contexts.

In the UK, conservation postgraduate study is offered by a relatively small number of Higher Education providers. Alongside championing the specialist hand-skills essential for conservation practice (many of them now on the Radcliffe Endangered Crafts list), the conservation department supports the theoretical and scientific understanding to ensure that what is becoming an 'endangered' subject, is kept thriving and professionally relevant.

With the recent expansion of the Conservation Department, to include new specialist facilities for Books & Paper conservation, the Art School sets out to ensure that London's arts, culture, literary and heritage sector has the skilled professionals needed to preserve and protect our world leading cultural heritage for future generations.

Sitting between CGLAS' other subjects of Historic Carving and Contemporary Fine Art, Conservation is understood as the meeting point of science and art, of tradition; art history; social history; aesthetics; ethics and contemporary practices.

The MA Conservation course supports you to acquire the necessary range of skills to tackle complex and ambitious conservation research and practice. It provides the opportunity to develop the advanced knowledge and professional practice skills required for employment in International contexts and to enter employment as a freelance practitioner or in other senior roles within the industry. The course provides an immersive learning environment supporting you to develop your practice either in books and paper conservation or in the conservation of three dimensional artefacts.

Key to the course's philosophy is an emphasis on advanced level study and research of contemporary conservation practice

including laser cleaning alongside an understanding of the traditional craft skills championed by the Art School.

This course has been developed with the input and advice of leading professional practitioners at the British Museum, Museum of London, Fitzwilliam Museum, Tate and National Archives to ensure its professional relevance and the integrity of its subject specialism.

Course Aims

The MA Conservation course aims to:

- provide a specialist education in conservation centred on intensive investigation and exploration of conservation practice;
- promote the meaningful integration of historical, critical, cultural, ethical, professional, technical, social, global and theoretical contexts within conservation;
- enable students to propel their conservation professional practice through critical enquiry, research and analysis that is at/or informed by the forefront of the field of study;
- foster a creative learning environment that supports students from all backgrounds to be pro- active participants in their own learning, preparing them for the challenges of higher level research and/or professional futures in the arts and culture as potential leaders in their field.

Units and Credits

Your course is based on a modular scheme and validated by Arts University Bournemouth. It is delivered over one year full-time or two years part time. The course comprises of 180 credits. Credits are awarded on successful completion of a unit of study. For MA Conservation, each unit of study that you will work on is called a unit and each unit is usually worth 20, 40 or 60 credits. There is an expectation that each credit notionally requires 10 hours of learning. You will need to complete 180 credits (ie, 1,800 hours of learning) to be awarded the MA award.

While the course is designed to be completed as an MA, however, should you need to leave at an earlier stage there are 'exit awards' as described below:

- The first Semester for full time or the first year (two Semesters) for part time students comprises of a unit worth 60 credits. Successful completion of this unit results in progression to the next unit, or if you wish to leave at this stage you will have achieved a Postgraduate Certificate in Conservation
 - The second Semester for full-time or third and fourth semester (during the second year) for part time students comprises of a unit worth 60 credits. Successful completion of this unit results in progression to the final Semester, or if you wish to leave the course at this stage you will have achieved a Postgraduate Diploma in Conservation
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- The third Semester for full time or fifth Semester (during the second year) for part time students comprises of a single 60 credit unit and successful completion will result in an MA Conservation.
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<i>Semester</i>	1		2		3
<i>Term</i>	Autumn	Spring	Summer	Summer +	
<i>Week</i>	1 2 3 4 5 6 7 8 9 10	11 12 13 14 15	16 17 18 19 20	21 22 23 24 25 26 27 28 29 30	31 32 33 34 35 36 37 38 39 40 41 42 43 44 45
MACS full time	<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: #ffffcc; padding: 5px; text-align: center;"> MACS1: Research & Advanced Science in Practical Conservation 60 credits </div> <div style="width: 33%; background-color: #ffcc99; padding: 5px; text-align: center;"> MACS2: Advanced Conservation Practice 60 credits </div> <div style="width: 33%; background-color: #ff9999; padding: 5px; text-align: center;"> MACS3: Conservation Report & Research Paper 60 credits </div> </div>				

<i>Semester</i>	1		2		3
<i>Term</i>	Autumn	Spring	Summer	Summer +	
<i>Week</i>	1 2 3 4 5 6 7 8 9 10	11 12 13 14 15	16 17 18 19 20	21 22 23 24 25 26 27 28 29 30	31 32 33 34 35 36 37 38 39 40 41 42 43 44 45
MACS part time year 1	<div style="display: flex; justify-content: space-between;"> <div style="width: 100%; background-color: #ffffcc; padding: 5px; text-align: center;"> MACS1: Research & Advanced Science in Practical Conservation 60 credits </div> </div>				
MACS part time year 2	<div style="display: flex; justify-content: space-between;"> <div style="width: 66%; background-color: #ffcc99; padding: 5px; text-align: center;"> MACS2: Advanced Conservation Practice 60 credits </div> <div style="width: 33%; background-color: #ff9999; padding: 5px; text-align: center;"> MACS3: Conservation Report & Research Paper 60 credits </div> </div>				

Research & Advanced Science in Practical Conservation

MACS1	Overview
Credits	60
/ ECT value	(30)
Overview	<p>This unit runs throughout the first semester for a full time student or the first year for part-time students. It will involve you in analysing and assessing treatment options for a complex conservation problem, resulting in your treatment proposal based on a systematic and comprehensive approach to material and contextual research.</p> <p>Building upon your previous professional or educational experience with the conservation of either three-dimensional objects or Books and Paper, the module sets out to provide you with the research methodologies and advanced science together with the supervision required to assess an advanced conservation project.</p> <p>With an emphasis on the technical examination of materials, organic chemistry, diagnosis of issues and testing of measures to control the causes of material deterioration, the module aims to provide you with a strong foundation in all aspects of remedial and preventive conservation in your subject specialism.</p> <p>On successful completion of this unit you are able to synthesise and evaluate scientific data, determine the cause of degradation of materials and present a comprehensive analysis and initial plan for remedial conservation treatment.</p>
Learning Outcomes	<p>In order to successfully complete this unit your work should demonstrate:</p> <ol style="list-style-type: none"> <i>A systemic knowledge of developments in conservation science and current issues at the forefront of remedial conservation practice;</i> <i>comprehensive understanding and application of materials' examination and analysis for conservation practice;</i> <i>a synthesis of critical evaluation, research and practical knowledge used to make sound judgements about complex conservation problems;</i> <i>evaluation and critique in the deployment of methodologies and professional working practices.</i>

Learning Hours	600
	Scheduled 20%
	Independent 80%

Essential References Essential books and journals

Students will be expected to make full use of the Conservation Library at the Art School to support each decision they take during this unit, under the supervision and guidance of staff.

Baglioni, P. and Chelazzi, D. 2013. Nanoscience for the Conservation of Works of Art, Cambridge: RSC Publishing.

Christie, R. 2014. Colour Chemistry. 2nd edition. Cambridge: RSC Publishing.

De Hoffmann, E, 2007. Mass Spectrometry Third Edition: Principles and Applications, 3rd Edition Wiley-Interscience

Dillmann, P. 2013, Corrosion and Conservation of Cultural Heritage Metallic Artefacts European Federation of Corrosion (EFC) Series

Edwards, H. and Vandenabeele, P. 2012. Analytical Archaeometry: Selected Topics. Cambridge: RSC Publishing.

Greaves, J, 2013. Mass Spectrometry for the Novice, Pap/Cdr edition, CRC Press

Liturmy, E.P. 2010, Limestone in the Built Environment: Present-day Challenges for the Preservation of the Past, Geological Society Special Publications

May, E. and Jones, M. 2006. Conservation Science: Heritage Materials. Cambridge: RSC Publishing.

Potts, P.J. and West, M. 2008. Portable X-ray Fluorescence Spectrometry: Capabilities for In Situ Analysis. Cambridge: RSC publishing

Sackler, A.M. 2005. Scientific Examination of Art: Modern Techniques in Conservation and Analysis. Washington DC: National Academies Press.

Whitmore, P.M. 2002. Contribution to Conservation Science: a collection of Robert Feller's published studies on artists' paints, paper, and varnishes. Pittsburgh, PA: Carnegie Mellon University Press

Specific chapters and journal articles

Reading is assigned during the module.

Norman S. Allen and others, "Solution Flash Photolysis and Light Stability of Anthraquinone and Azo Dyes in Epoxy Resins," Polymer Photochemistry, v. 5, 1984, pp. 411–418,

Susan M. Bradley and S. E. Wilthew, "The Evaluation of Some

Polyester and Epoxy Resins Used in the Conservation of Glass,” in ICOM Committee 11 for Conservation, 7th Triennial Meeting, Copenhagen, 10–14 September 1984

Susan M. Bradley, “Evaluation of Hxtal NYL-1 and Loctite Adhesives for Glass Conservation,” in ICOM Committee for Conservation, 9th Triennial Meeting, Dresden, German Democratic Republic, 26–31 August 1990, Preprints, ed. Kirsten Grimstad, Los Angeles: ICOM Committee for Conservation, 1990, pp. 669–674.

Zdravko Barov and Frank Lambert, “Mechanical Properties of Some Fill Materials 10

Digital sources

www.icon.org.uk

www.iic.org.uk

www.iccrom.org

www.aic.org

www.icom-cc.org

cool.conservation-us.org/ Conservation Distlist

www.getty.edu/conservation/search/publications

www.tandfonline.com/

(Journal of Architectural Conservation) www.collectionslink.org.uk

www.museumsassociation.org.uk

Learning & teaching

MACS1

Learning & Teaching methods

The unit will be taught through lectures, tutorials and project supervision including guidelines to relevant research methodologies

Indicative content

Induction will introduce you to:

- Postgraduate level study
- the Art School
- the Student Handbook
- the Library and Moodle

The unit’s aims and schedule will be introduced and tutors will introduce themselves and how they will work with you during the course. Introduction to Health and Safety and good studio practice will also be discussed with an induction arranged by the Site Manager.

Lectures will include subjects such as contemporary techniques of artificial ageing, application of SEM and mass-spectrometry , FTIR

and technologies of conservation for specific materials.

Contextual reading, materials analysis, scientific testing, critical assessments of processes employed with presentation and discussion of outcomes.

Case studies of treatment; documentation workshops.

	Assessment	MACS1
Method of assessment	Assessment will be based on the presentation of work produced during the unit including developmental, practical and contextual research material with completed project work.	
Requirements	<p>You should submit:</p> <ul style="list-style-type: none">• a professionally oriented treatment proposal report that includes:• log book entries recording the outcome of practical exercises• reflection and evaluation of material examinations• outline of related science and contextual research supporting your treatment proposal• documentation of your findings• a 500-750 word evaluation report	
Alternative forms of assessment	These are the standard requirements for the assessment of this unit. Alternative forms of assessment will be detailed in the unit or project brief for those students who possess a needs assessment for specific learning difficulties, such as dyslexia and dyspraxia. For students with other specific learning difficulties, such as AD(H)D, or students with a disability, alternative forms of assessment will be designed in relation to your individual needs' assessment.	
Date & time	Formative Assessment takes place midway through the unit in the form of a one-to-one tutorial with your Personal Progress Tutor, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you submit for assessment. The week, date and time of your summative assessment will be notified in unit briefings and detailed on Moodle.	
Academic good practice	Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's 'Upholding of Academic Integrity' Policy, and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.	

Marking Criteria

The criteria used in marking are set out in the matrix below. Your grade for the unit will be determined by your achievement of each of the learning outcomes when judged against the marking criteria and grade descriptors.

Grade	PASS				FAIL		
	Distinction	Merit	Pass	40-49%	1-39%	0%	
Marking Criteria	85-100%	70-84%	60-69%	50-59%	40-49%	1-39%	0%
Learning Outcomes	<p>There is consistent and strong evidence with outstanding examples that demonstrate how well the Learning Outcomes have been met</p> <p>There is substantial and strong evidence with excellent examples that demonstrate how well the Learning Outcomes have been met</p> <p>There is substantial evidence with some very good examples that demonstrate how well the Learning Outcomes have been met</p> <p>There is adequate evidence with some good examples that demonstrate how well the Learning Outcomes have been met</p> <p>There is limited evidence with some examples of potential to demonstrate how well the Learning Outcomes have been met</p> <p>There is inadequate evidence to demonstrate how well the Learning Outcomes have been met</p> <p>No work submitted to demonstrate how well the Learning Outcomes have been met</p>	<p>1. A systematic knowledge of developments in conservation science and current issues at the forefront of remedial conservation practice;</p> <p>2. Comprehensive understanding and application of materials' examination and analysis for conservation practice;</p> <p>3. A synthesis of critical evaluation, research and practical knowledge used to make sound judgements about complex conservation problems;</p> <p>4. Evaluation and critique in the deployment of methodologies and professional working practices.</p>					

Feedback

Written and verbal feedback will be provided within 20 working days of the summative assessment.

MACS2	Overview
Credits	60
/ ECT value	(30)
Overview	<p>This unit runs throughout the second semester for full time students or the first and second semester of the second year for students taking the part time mode. It focuses on the remedial treatment of a complex conservation project based upon your research findings and treatment proposal established during the first module. You will be required to work independently to design and implement a comprehensive programme for remedial conservation in relation to your project, working systematically towards informed and creative solutions to the conservation issues that you face.</p> <p>During the module you are expected to develop your practical and analytical skills to an advanced level enabling you to develop and evaluate methodologies for complex conservation projects. You will be able to develop your project management skills in all areas associated with conservation projects, including: project administration; planning; liaison with clients; communication of specialist information to both specialist and non-specialist audiences; project finances and contingency planning for display and relocation. Towards the end of the unit you will devise a maintenance programme based upon your findings for the storage, display and on-going care of the object.</p>
Learning Outcomes	<p>In order to successfully complete this unit your work should demonstrate:</p> <ol style="list-style-type: none"> <i>a conceptual understanding of the ethics, theory, context and practical solutions in relation to a complex conservation problem;</i> <i>decision-making and application of appropriate creative and systematic solutions to complex conservation issues;</i> <i>initiative, personal responsibility, management and administration of an advanced conservation project.</i>
Learning Hours	<p>600</p> <p>Scheduled learning and teaching activities: 20%</p>

Guided independent learning: 80%

Essential References **Essential Books & journals**

Students will be expected to make full use of the Conservation Library at the Art School to support each decision they take during this unit, under the supervision and guidance of staff.

Useful libraries:

The National Art Library at the V&A: a specialist collection focusing on art and art history.

The British Library: comprehensive coverage of scholarly books; also offers access to numerous electronic resources.

Digital sources

www.icon.org.uk

www.iic.org.uk

www.iccrom.org

www.aic.org

www.icom-cc.org

cool.conservation-us.org/ Conservation Distlist

www.getty.edu/conservation/search/publications

www.tandfonline.com/ (Journal of Architectural Conservation)

www.collectionslink.org.uk

www.museumsassociation.org.uk

Learning & teaching

MACS2

Learning & Teaching methods

The unit will be delivered with a range of learning and teaching methods including: seminars, supervision and tutorials, self-managed research.

Indicative content

The unit will include: reviews of working procedures; testing of treatment proposals; reflection on progress; contextual reading; test exercises; conservation treatment of artefacts; recording of treatments and outcomes; evaluation of treatments using the log book.

Assessment

MACS2

Method of assessment

Assessment will be based on the submission of the treated object and a 15-20 min presentation

Submission Requirements	<p>You should submit:</p> <ul style="list-style-type: none">• conservation project• remedially treated object• log book entries recording the process of treatment• a 750-1,000 word evaluation report
Alternative forms of assessment	<p>These are the standard requirements for the assessment of this unit. Alternative forms of assessment will be detailed in the unit or project brief for those students who possess a needs assessment for specific learning difficulties, such as dyslexia and dyspraxia. For students with other specific learning difficulties, such as AD(H)D, or students with a disability, alternative forms of assessment will be designed in relation to your individual needs' assessment.</p>
Date & time	<p>The week, date and time of your assessment will be notified in unit briefings and detailed on Moodle.</p>
Academic good practice	<p>Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's 'Upholding of Academic Integrity' Policy, and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.</p>
Marking Criteria	<p>The criteria used in marking are set out in the matrix below. Your grade for the unit will be determined by your achievement of each of the learning outcomes when judged against the marking criteria and grade descriptors.</p>

Grade	PASS			FAIL			
	Distinction 85-100%	Merit 70-84%	Pass 60-69%	Pass 50-59%	40-49%	1-39%	0%
Marking Criteria	There is consistent and strong evidence with outstanding examples that demonstrate how well the Learning Outcomes have been met	There is substantial and strong evidence with excellent examples that demonstrate how well the Learning Outcomes have been met	There is substantial evidence with some very good examples that demonstrate how well the Learning Outcomes have been met	There is adequate evidence with some good examples that demonstrate how well the Learning Outcomes have been met	There is limited evidence with some examples of potential to demonstrate how well the Learning Outcomes have been met	There is inadequate evidence to demonstrate how well the Learning Outcomes have been met	No work submitted to demonstrate how well the Learning Outcomes have been met

- Learning Outcomes**
1. A conceptual understanding of the ethics, theory, context and practical solutions in relation to a complex conservation problem;
 2. Decision-making and application of appropriate creative and systematic solutions to complex conservation issues;
 3. Initiative, personal responsibility, management and administration of an advanced conservation project.

Feedback

Written and verbal feedback will be provided within 20 working days of the summative assessment.

Conservation Report & Research Paper

MACS3	Overview	
Credits	60	
/ ECT value	(30)	
Overview	<p>This unit runs throughout the third semester for full time students. For part time students they may choose to either take this unit at a full-time pace during the third semester of the second year, submitting alongside full time students in September or take this unit over the third semester of the second year and the first semester of the third year, submitting their work in February.</p> <p>Following the remedial treatment of a complex conservation project completed in the previous semester, this unit focuses on the writing of the conservation report and proposal for future care, as well as the preparation of a research paper based on your findings during the project. You will be required to work independently in preparing this material to a high professional standard, while tutorials will review work in progress and suggest related case studies and examples of conservation reports and related literature to support your progress on the unit.</p> <p>You are expected to develop your ability to analyse your own findings, edit and select appropriate documentation and communicate complex data and specialist research to both specialist and non-specialist audiences.</p>	
Learning Outcomes	<p>In order to successfully complete this unit your work should demonstrate:</p> <ol style="list-style-type: none"> <i>a comprehensive understanding of the relevant historical and cultural contexts, working methodologies and techniques and professional implications;</i> <i>synthesis, reflection, evaluation, interpretation and the appropriate presentation of research findings in visual and written forms;</i> <i>effective employment of research methodologies appropriate for advanced conservation practice and reporting.</i> 	
Learning Hours	600	
	Scheduled learning and teaching activities	20%
	Guided independent learning	80%

Essential References [Essential books & journals](#)

Biggam, J. 2011. Succeeding With Your Master's Dissertation: A Step-By-Step Handbook, Open University Press

Day, R.A. and Gastel, B. 2011. How to write and publish a scientific paper.

7th edition. Cambridge: Cambridge University Press.

Day, R.A. and Sakaduski, N. 1992. Scientific English: A guide for scientists and other professionals. 3rd edition. Oxford: Greenwood.

Ridley, D. 2012 The Literature Review: A Step-By-Step Guide For Students. 2nd Revised edition. Sage Publications Ltd

Wallace, M. 2011. Critical Reading and Writing for Postgraduates. 2nd Revised edition. Sage Publications Ltd

[Digital sources](#)

www.icon.org.uk

www.iic.org.uk

www.iccrom.org

www.aic.org

www.icom-cc.org

cool.conservation-us.org/ Conservation Dis list

www.getty.edu/conservation/search/publications

www.tandfonline.com/

(Journal of Architectural Conservation) www.collectionslink.org.uk

www.museumsassociation.org.uk

Learning & teaching

MACS3

Learning & Teaching methods

The unit will be delivered with a range of learning and teaching methods including: seminars and tutorials, self-managed research.

Indicative content

The unit will include proposing the structure and content of the report; documentation of treatment outcomes; contextual research and reading; collation; cross checking; writing up findings; preparation of an illustrated research paper for public dissemination for example at a conference/symposium presentation.

Assessment

MACS3

Requirements

You should submit work based on the unit comprising:

1. A conservation report that clearly communicates the extent of the remedial conservation treatment with documentation of findings and decisions made. The report should conform to
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- good academic practice and be 7,000 & 9,000 words in length.
2. Research paper that articulates and illustrates an aspect of the research findings as a presentation /conference paper. The paper should conform to good academic practice and be 1,250-1,750 words in length.

Alternative forms of assessment	These are the standard requirements for the assessment of this unit. Alternative forms of assessment will be detailed in the unit or project brief for those students who possess a needs assessment for specific learning difficulties, such as dyslexia and dyspraxia. For students with other specific learning difficulties, such as AD(H)D, or students with a disability, alternative forms of assessment will be designed in relation to your individual needs' assessment.
Date & time	The week, date and time of your assessment will be notified in unit briefings and detailed on Moodle.
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Marking Criteria	The criteria used in marking are set out in the matrix below. Your grade for the unit will be determined by your achievement of each of the learning outcomes when judged against the marking criteria and grade descriptors.

Grade	PASS			FAIL		
	Distinction 85-100%	Merit 70-84%	Pass 60-69%	Pass 50-59%	40-49%	1-39%
Marking Criteria	There is consistent and strong evidence with outstanding examples that demonstrate how well the Learning Outcomes have been met	There is substantial and strong evidence with excellent examples that demonstrate how well the Learning Outcomes have been met	There is substantial evidence with some very good examples that demonstrate how well the Learning Outcomes have been met	There is adequate evidence with some good examples that demonstrate how well the Learning Outcomes have been met	There is limited evidence with some examples of potential to demonstrate how well the Learning Outcomes have been met	There is inadequate evidence to demonstrate how well the Learning Outcomes have been met
Learning Outcomes	1. A conceptual understanding of the ethics, theory, context and practical solutions in relation to a complex conservation problem;					
	2. Decision-making and application of appropriate creative and systematic solutions to complex conservation issues;					
	3. Initiative, personal responsibility, management and administration of an advanced conservation project.					
Feedback	Written and verbal feedback will be provided within 40 working days of the summative assessment.					