

LEONARDO DA VINCI PROGRAM

## **WOODVALUE**

Conservation and Restoration in Wood (Furniture and Sacred Art)

Project n<sup>er</sup>: P/02/B/F/PP\_125501

### **DEVELOPMENT OF THE COURSE DEFINITION, CURRICULUM STRUCTURE AND CONTENTS OF THE MODULES**



Education and Culture

**Leonardo da Vinci**

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## 1. Definition of the Course

### 1.1 General Description

The Course “Conservation and Restoration in Wooden Artifacts (Furniture and Sacred Art)” intends to provide level 4 competencies in the area of Conservation and Restoration in Wood. In France these competencies correspond to level 3.

In recognition of the broad and diverse academic and craft backgrounds, and correspondingly wide age range of students we have developed a programme, which will enable the student to be brought to a common standard in terms of fundamental practical and academic capabilities. Thus encouraging and facilitating individual growth in terms of specialisation within a conservation/restoration discipline and in terms of individual study and research.

It is intended that participation in the programme will foster the ability to undertake visual, tactile and technical analysis of a range of historical furniture artefacts and to apply techniques and processes [appropriate to a vocational context] in an ethically correct fashion. Participation in activities which enable the parallel development of motor skills and intellectual capacity are recognised as being central to the ethos of the course and evidence of achievement will be able through:

- Practical projects.
- Logbook/Workshop diary
- Portfolio
- Academic assignments.

This programme is designed to equip students with the knowledge, understanding and skills required for success in current and future employment or for progression to a higher level of study. It is the intention of the programme to develop within the student a range of transferable skills to meet changing circumstances, whether these arise from a shift in their own sphere of employment, promotion to management roles or from general changes in professional practice or technological advances.

## 1.2 Professional Profile and Main Activities of the Conservation and Restoration Technician

### 1.2.1 Definition

The Technician of Conservation and Restoration in Wooden Artifacts (Furniture and Sacred Art), is the professional that, in possession of the adequate procedures and techniques and in the respect of environment and safety rules, conserves and restores, wood components, furniture, sacred art, decorative elements or others of historical interest, in the measurement the needs determined by the analysis and investigation previously made.

### 1.2.2 Aims

This programme is designed to:

1. Develop the students' ability in Conservation/Restoration crafts through effective use and combination of knowledge and skills gained in different parts of the programme.
2. Provide a relevant level 4 vocational qualification that recognises achievement and specialist areas of study (level 3 in France).
3. Provide specialised studies directly relevant to the restoration crafts profession in which students are working towards or intend to seek employment.
4. Provide practical understanding of the skills required to develop careers within the conservation/restoration crafts and related industries.
5. Develop a range of skills and techniques, visual awareness, personal qualities and attitudes for successful performance in working life.
6. Provide a pathway into Higher Education related conservation/restoration programmes.
7. Instil an appreciation of traditional craft skills, materials, equipment and construction techniques allowing the development of ethical approaches to both conservation and restoration practices and principles.
8. Impart to the student an understanding of small business practices and associated commercial features in furniture conservation/restoration.
9. Develop an understanding of the associated scientific principles relevant to the discipline of furniture conservation and restoration.
10. Develop the students' intellect through analytical and problem solving exercises.

### 1.2.3 Main Activities

The professional Profile of the Conservation and Restoration Technician comprehends the following main activities:

1. Proceed to the historical identification of the piece namely the style, materials and construction techniques;
2. To diagnose the conservation condition and the mechanisms of deterioration within wooden artifacts;
3. Formulate proposals of treatment;
4. To carry out in a controlled environment the Conservation/Restoration procedures according to an analytical criteria;
5. To produce technical documentation of the procedures to be carried out.

### 1.3 Duration of the course

The duration of the course will have approximately a total of 1500 hour.

### 1.4 Entry qualifications

#### Basic

- Have evidence of successful completion of secondary school education;
- To be at least 16 years of age on entry;
- Demonstrate basic skills in wood craft technologies<sup>1,2</sup>

#### Preferential

- Demonstrate competent skills in Information and Communication Technologies;
- Demonstrate basic knowledge in a foreign language;
- Preferably have some form of practical experience within the area of timber, craft, arts, science & materials technologies;

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<sup>1</sup> In the case of mature candidates other qualities may be considered, such as previous work experience or other educational qualifications.

<sup>2</sup> In Portugal, have level 3 qualification in Wood area or Conservation/Restoration.

## 1.5 Modular Structure

The course will be structured according to the following modules

<b>Modules</b>	<b>% of Total Course Time</b>	<b>Number of hours</b>
Socio-Cultural Studies <sup>1</sup>	10 - 20%	150 - 300
Scientific-Technological Studies	25 - 40%	375 - 600
Practical Training	15 - 20%	225 - 300
Specialist Work	30 - 35%	450 - 525
<b>TOTAL</b>	<b>100%</b>	<b>1500</b>

### 1.5.1 Modular Coherence

The disadvantage of modular Structured courses is that without due care and attention being given to the structure and methods of delivery adopted within each module, there could be a danger of the various units of the course appearing to have no integration or relevance to each other. This could result in confusion within the student group.

It is essential, therefore, that wherever possible, knowledge, skills, principles etc., will cross disciplinary boundaries, thus linking those various disciplines/modules and enabling the student to appreciate the relevance of each and every module to the whole course. In addition, students will also become aware of the importance of obtaining knowledge and information from a wide source in order to satisfy a specific problem.

It is of major importance the Practical Training that, besides the notions that it should transmit, should also include the integration of all the modules, making them coherent.

### 1.5.2 Module Types

Due to the nature and academic level of the course, there will be two distinct types of module evident in the course that may be referred to as core and additional modules.

#### **Core Modules**

These will be those modules that provide the underlying basis of the course and will consist of:

- The practical elements from Simulated Practical Studies and Practical Studies, as well as the Gathering and Representation Techniques, Laboratorial Techniques and Conservation and Restoration.
- The academic elements of the Technological Studies.

#### **Contextual Modules**

These will be the modules that provide either useful, but not necessarily essential background knowledge to the course.

Within this type of module will be:

- Complementary elements of Socio-Cultural Studies

### 1.6 Teaching and Learning Strategies

Due to the nature of this course being a combination of practical experiences and academic knowledge, there will, inevitably, be a variety of teaching and learning methods utilised in the delivery of the course.

#### 1.6.1 Formal Lectures

Formal lectures will be the method normally adopted within the academic modules of the course; historical and Social Studies; Basis of Conservation and Restoration, history of European Art and furniture, Conservation and Restoration and Materials.

The use of 'hand-out' material, overhead projectors, videos and other teaching aids will be utilised in order to present the student with a balanced and logical development of the subject.

#### 1.6.2 Lectures / Demonstrations

These will, normally, be employed within the practical elements of the course: Conservation and Restoration, Laboratorial techniques, Gathering and Representation Techniques and Conservation and Restoration Techniques, and will always precede the introduction of new processes or skills.

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<sup>1</sup> Contextual Studies in United Kingdom

### 1.6.3 Seminars

These will, normally, be less formal than lectures and may be utilised within any of the study modules.

These will be student-led discussions and debates, which will be directly, related to the study modules within both practical and academic areas. The purpose being to encourage the students to carry out and record research work and to develop confidence in communication skills in addition to the obvious benefits of broadening their personal knowledge and experience together with the dissemination of knowledge.

### 1.6.4 Essays / Assignments

The use of written work under this heading will be used on a regular basis in order to consolidate and broaden knowledge gained from lecture programmes.

### 1.6.5 Tutorials

Although practical activities are normally taught on a 'one-to-one' basis, which is the accepted notion of tutorials, it is essential, as part of a course at this level, that formal tutorials are also evident.

These will address any problems that arise which may cause a hindrance to the student's progress and development. They are concerned with the continual development of the individual student and, as such, are regarded as being extremely important and will occur on a regular basis.

### 1.6.6 Critical Appraisal (Critique)

An essential part of any creative or practical activity is the ability to analyse the success and/or failure of the solution.

Consequently all practical work executed as part of the course will be subject to critical appraisal, with a special attention to the future use of the object, the inspection levels used and the conservation and restoration technique applied.

### 1.6.7 Educational Visits

These will normally be used to enhance the teaching within the educational establishment.

Visits, therefore, will include museums, exhibitions, and spaces in need of intervention in the area of wood restoration.

## 1.7 Assessment Criteria

### 1.7.1 General



As mentioned previously, this course consists of a combination of practical experience and academic knowledge and, therefore, it is important that a variety of assessment methods are utilised which are appropriate to measuring, accurately and fairly, students abilities and achievements in the various modules of the course.

Additionally, there is a current trend in favour of using 'Continuous Coursework Assessment' methods in place of some of the formal "Examination" systems. However, although using various methods of coursework assessment may provide a more accurate method of determining ability, formal examinations in certain areas will be beneficial and essential in order to assess the student's ability to understand and retain knowledge.

For continuous coursework assessment to be effective, it must be subject to previous timetabling for the beginning, conclusion and discussion of projects and reports. The student must be clearly informed of the requirements for assessment and of the criteria, which is to be used for assessment purposes. Further, the student must be in no doubt as to the outcomes of non-submission or late submission of assessable work.

Initially, all the assessment will be carried out by the staff responsible for the delivery of the various elements of the course, but external assessors/examiners will be used to confirm and/or moderate the internal assessment process.

#### 1.7.2 Modes of Assessment

When deciding upon the type and method of assessment to be adopted for a particular module, it is of paramount importance that the tutors responsible fully understand exactly what is being assessed and why it is being assessed. There is no point to, and nothing to be achieved by, setting work or tasks just for the sake of it; there must be a positive purpose and outcome to any set work/tasks that students are expected to accomplish.

It is of immense benefit, therefore, to continually question why certain procedures are being used and what those procedures are attempting to achieve.

Once this basic philosophy has been decided upon, then the method of carrying it out becomes relatively simple and appropriate criteria for assessment can be set and students may be fully informed of those requirements.

The modes of assessment to be adopted for this course are as follows:

#### Academic Subjects (1)

Those modules of the course that rely to a great extent on the assimilation and application of information and knowledge will be most appropriately assessed by a combination of three methods:

- Written Assignments - The purpose of these will be to assess the individual's ability to carry out research work into specific topics, record such information in a logical and coherent manner and to apply the knowledge and information thus gained by responding to specific set questions or problems.
- Written Formal Examination - The purpose of this type of assessment will be to determine student's powers of absorbing, collating and retaining information and knowledge obtained from a wide source, and their ability to recall such information as and when the need arises. It will also be used to test a student's understanding of a formal body of knowledge.
- Seminars – Since the course intend to train Restoration technicians it is of major importance that the student be able to communicate verbally in a effective and intelligent manner, making the presentation of the projects and reports carried out and the defence oh his treatment proposals. Consequently, students will participate in seminars and be assessed on their performance. This method of assessment may be used in any, or all, of the above mentioned academic areas, but will be most appropriate in the discussion of specific topics related to Simulated Practical Studies and Project.

#### Academic Subjects (2)

Those academic subjects that rely to a great extent on knowledge or information that gradually becomes more complex, involved or difficult and requires continual repetition and practice, such as the study of a foreign language, will be assessed by a combination of the following three methods:

- Oral Testing - This will assess a student's ability to understand the spoken word and their ability to respond verbally using correct vocabulary, sentence construction and pronunciation.
- Written Assignments - This method of assessing will measure the student's ability to consolidate new and increasingly complex knowledge and information.
- Formal Examination - This will assess the student's understanding of a body of knowledge.

#### Practical Subjects

The methods of assessing competence in these modules, which include Simulated Practical Studies, Practical Studies and the Practical Component of Conservation and Restoration, will be devoted to measuring the level of manual skill and dexterity attained, coupled to the capacity to integrate the

knowledge of the theoretical modules.

The assessment of these abilities will be eminently possible through the normal practical coursework; very little, if anything extra would be gained by setting additional specific tasks solely for assessment purposes. However, if this assessment is to be successful it will require to be conducted on a continuous and regular basis with specific criteria identified.

The criteria for assessing all practical work should be the same as for all other assessable work that is as identified in the chart shown in 1.7.4. on page 8 of this document.

Although the Simulated Practical Studies module is restricted to the production of known work, some consideration will be made to the student's work to be produced.

#### Industrial Experience

Because this module will occur outside the training establishment, special assessment methods will have to be adopted; two methods are appropriate:

Report - This will be a detailed report addressing specified criteria submitted by a responsible person from the company where the student has been gaining industrial experience.

Dissertation - This will be submitted by the student, identifying the knowledge and experience gained by this work placement.

#### 1.7.3 Assessment Criteria

As mentioned previously, the criteria to be used for assessment purposes must be clearly identified for each piece of assessable work. These criteria will, obviously, vary according to the type of work being assessed, but in all cases it is imperative that students are fully aware of what they are being assessed on and how that assessment is to be carried out. They must also be informed on the allocation of marks and the requirements necessary to attain specific grades/levels of success.

#### 1.7.4 Assessment Grades

In line with other higher education courses, the following classification of awards will be allocated to this course.

Distinction

Merit

Pass

The chart below gives an indication of criteria and performance necessary to achieve the above-specified grades.

<b>PASS</b>	<b>MERIT</b>	<b>DISTINCTION</b>
Displays only a basic understanding and level of competence. Has been reliant upon a limited amount of resource material and background reading. Generally disorganised.	Displays high quality work and shows clear understanding of information and processes. Competent use of research material. Has ability to think problems through to a satisfactory conclusion	Displays exceptional understanding of knowledge and processes. Shows good evidence of extensive research and background reading. Ability to analyse and make decisions. Totally self-motivated.

The chart below shows the marks/points necessary in each country for a student to achieve the various grades.

<b>System</b>	<b>Not Achieved</b>	<b>pass</b>	<b>Merit</b>	<b>Distinction</b>
PORT	0-49%	50-69%	70-84%	85-100%
1-20 points	1-9	10-13	14-16	17-20
UK	0-39%	40-59%	60-79%	80-100%
No Points				
FIN	0-39%	40-59%	60-84%	85-100%
1-5 Points	0	1 to 2	3 to 4	5
FRA	0-49%	50-64%	65-79%	80-100%
1-20 points	1 to 9	10 to 13	14 to 16	17 to 20

As with all courses at higher education level, subjects within this course have varying relevance and importance to the overall ethos of the course.

Because of this, it is unwise to attach the same emphasis to all modules when determining the final grade/mark that a particular student is awarded.

Further, weightings will be determined on the relative importance of the modules to the course philosophy rather than on the time devoted to them.

Weightings will be as follows:

Modules	Sub-modules	weighting
<b>Socio-Cultural Studies</b>	<ul style="list-style-type: none"> <li>- I. C. T. *</li> <li>- Historic Interiors *</li> <li>- Foreign Language *</li> <li>- Antiques &amp; Collectibles *</li> <li>- Europe, Citizen and Labour *</li> <li>- Organization and Industrial Development</li> </ul>	<b>12%</b>
<b>Scientific –Technological Studies</b>	<ul style="list-style-type: none"> <li>- Introduction to Conservation and Restoration</li> <li>- History of European Art and Furniture</li> <li>- Conservation and Restoration Training</li> <li>- Materials Technology</li> <li>- Laboratorial Techniques</li> <li>- Gathering and representation techniques</li> </ul>	<b>37%</b>
<b>Practical Training</b>	<ul style="list-style-type: none"> <li>- Training context</li> <li>- Project</li> </ul>	<b>19%</b>
<b>Specialist Work Training</b>	<ul style="list-style-type: none"> <li>- Conservation and restoration Techniques: Enterprise / Placement or Specialist Work modules</li> </ul>	<b>32%</b>
<b>TOTAL</b>		<b>100%</b>

\* three options from five possibilities

It should be noted that students must achieve at least a pass-grade in each of the modules.

Similarly, a student who has been unsuccessful due to illness, or for any other legitimate reason, may be awarded a qualification at the discretion of the examiner.

## 2. Course Curriculum Structure

### 2.1 Structure of the Training Course

Modules	Sub-modules	Number of hours
<b>Socio-Cultural Studies (Contextual Studies)</b>	- I. C. T. *	30
	- Historic Interiors *	30
	- Foreign Language *	30
	- Antiques & Collectibles *	30
	- Europe, Citizen and Labour *	30
	- Organization and Industrial Development	90
	* three options from five possibilities	<b>180</b>
<b>Scientific – Technological Studies</b>	- Introduction to Conservation and Restoration <sup>1</sup>	
	- History of European Art and Furniture <sup>2</sup>	30
	- Conservation and Restoration Training <sup>3</sup>	90
	- Materials Technology	200
	- Laboratorial Techniques <sup>4</sup>	70
	- Gathering and Representation Techniques <sup>5</sup>	60
	120	<b>570</b>
<b>Practical Training</b>	- Training context	
	- Project	300
		<b>300</b>
<b>Specialist Work training</b>	- Conservation and restoration Techniques: Enterprise / Placement or Specialist Work modules	
		<b>500</b>
<b>TOTAL</b>		<b>1550</b>

<sup>1</sup> Equivalence to “Princípios de Conservação e Restauro”, from the course “Conservation and Restoration” of the Technology Superior School of Tomar.

<sup>2</sup> In Portugal this module will have 130h

<sup>3</sup> Equivalence to “Conservação e Restauro III”, from the course “Conservation and Restoration” of the Technology Superior School of Tomar.

<sup>4</sup> Equivalence to “Introdução às Tecnologias laboratoriais”, from the course “Conservation and Restoration” of the Technology Superior School of Tomar.

<sup>5</sup> Equivalence to “Métodos de Representação I” and “Métodos de Representação II”, from the course “Conservation and Restoration” of the Technology Superior School of Tomar.

## 2.2 Definition of the Training Course Modules

### 2.2.1 Foreign Language (30h)

This area will necessitate national variations.

#### **1. Description of module aims:**

- foster the contact with other language and cultures
- Increase technical vocabulary within professional competencies;
- enable the student to read and understand technical documents in a foreign language

#### **2. Learning outcomes**

The students should be able to:

- demonstrate the development of their technical vocabulary, through a series of projects/exercises
- demonstrate the correlation between language culture and conservation
- observe and recall technical terminology
- demonstrate their understanding of technical documentation

#### **3. Contents:**

- Written and oral communication techniques
- Technical language inherent to the conservation/restoration area (materials, processes, products, equipment etc.)
- Technical documentation specific to the conservation/restoration area

#### **4. Training Methodologies:**

- Presentation of videos or other audiovisuals for the analysis of the communication problems;
- Development of techniques of written communication;
- Conception of a glossary of technical vocabulary through the investigation of books, magazines or other sources, and the correspondent translation;
- Analysis of technical documentation specific for the conservation/restoration area.
- Utilisation of paper (magazines, books, ...) and electronic (films, videos, internet, ...) sources

#### **5. Assessment Criteria:**

- Written and oral exercises about the developed concepts
- Group work analysis
- Completion and presentation of work by set date
- Demonstration of understanding through set assignments
- Attendance and participation

**6. Indicative reading:**

Books available in each country, specific to the area

Technical dictionaries

Audiovisuals (films etc.) available for the development of communication techniques

**7. Accredited prior learning:**

Recent relevant certificate, written academic evidence



### 2.2.2 Organization and Industrial Development (90h)

Nowadays business challenges demand from businessman and their collaborators special knowledge and techniques in what concerns organisational behaviour, internal organisation, planning and control of activities, budgeting and quality...

The development of business initiatives may give an effective answer to competitiveness challenges, allowing conscious decisions, solving problems and performance improvement. The modules intend to give guide lines, technical notions that will ease the business activity.

#### **1. Description of module aims:**

- Develop and insight into organisational structures, effective communication strategies, company initiatives and management of accounts and budgets
- To build on basic research skills
- To build on and develop academic skills
- To build on and develop business skills

#### **2. Learning outcomes:**

- Understand the organisational structures, act in a professional manner in accordance with recognised business structures
- To transmit knowledge that foment and promote the enterprising capacity and the business initiative;
- To use accountancy knowledge, to elaborate budgets, in notebooks of responsibilities or proposals of execution.
- To develop an insight into import/export trades
- Utilise business initiatives to accomplish their own ambitions
- Demonstrate effective time management, accountancy and budget control
- Demonstrate the development of their academic skills of research and essay writing
- Demonstrate the development of their oral presentation skills
- Demonstrate the development of business marketing, communication and leadership skills

#### **3. Contents**

##### **Chapter 1 – Organizational Behaviour (30h)**

- The organizations
  - The company as open system
  - Organizational Objectives
  - The organizational strategy
- The motivation

The motivational cycle

The model Maslow

The model of Herzberg

The model Vroom

- The interpersonal communication
  - Stages of an effective communication
  - Communication strategies
  
- The organizational culture
  - Culture typologies
  - Company Sub cultural
  - Objectives of the organizational culture
  
- Leadership styles
  - Theories of the leadership
  - Leadership and administration
  
- The organizational analysis
  - The company as social system
  - The dynamics of the Company and its surroundings
  - The organizational dysfunctions
  - The organizational auditing

### **Chapter 2 – Development and company initiative (30h)**

- Formalities for the constitution of the companies
  - Support programs for the constitution of the companies
  - Creation of investment projects
- Marketing and advertising
- Concepts of import/export trades

### **Chapter 3 – Accountancy and budgets management (30h)**

- The accountant approach and the financial approach:
  - Calculation and interpretation of significant ratios
  - Patrimony of the company
  - Assets, liabilities and own capital

Inventory and the balancing

Financial diagnosis

The patrimonial dynamics

- Budgeting - the work leaf: technical elements and financial elements:

Descriptive elements

Table of costs

Administrative and financial control

#### **4. Training Methodologies:**

Theoretical exhibition of concepts / techniques

Resolution of exercises

Study of practical cases

Individual research works

Simulation of real cases

Lectures

Seminars

Group discussions

Visiting specialist

Small group work

Assignments

Personal research

#### **5. Assessment criteria:**

- Completion and presentation of work by set date
- Demonstration of understanding through set assignments (project, interview techniques, role playing)
- Attendance and participation
- Submission of a file with the development of the mentioned chapters

#### **6. Indicative reading:**

- Heizer/Render, "Operations management", Fifth Edition
- Chase Aquilano, "Gestão da Produção e das Operações", Monitor
- Manual on Projects of Investment of the Business Association of the country
- Indicative relevant reading to the domain, existent in each country

**7. Accredited prior learning:**

Recent relevant certificate, written academic evidence

2.2.3 Europe, Citizen and Labour (30h)

**1. Description of module aims:**

- Develop an insight to the importance of citizenship rights and duties, in an European context;
- Promote the development of personal and social competencies that will ease the integration in industrial work market
- To build on basic research skills
- To build on and develop academic skills
- To build on and develop citizenship skills

**2. Learning outcomes:**

Through successful completion of this module students will show they can:

- Demonstrate links between citizenship rights and duties
- Demonstrate understanding of personal and social competencies
- Be able to integrate into industrial world market
- Demonstrate the correlation between civic values citizenship and work

**3. Contents:**

- Intercultural Europe
- Citizen and the European Union – European citizenship
- Citizenship and participation
- Civic values and responsible citizenship
- Access to work, employment and vocational training.

**4. Training Methodologies**

- Exhibition of themes related with cultural aspects peculiar of the several European areas;
- Interactive exercises (role playing, etc) demonstrative of the several concepts related with the European citizenship.
- Works in group of interpretation /exploration of national and European legislation related with work, job and vocational training.
- Lectures
- Personal research sessions

**5. Assessment criteria:**

- Completion and presentation of work by set date (example: written work research on the different European cultural habits)
- Demonstration of understanding through set assignments (project, interview techniques, role playing)
- Attendance and participation

**6. Indicative reading:**

- Available books in each country;
- Newspapers and cultural magazines of several European countries;
- National / European Legislation related with work, job and vocational training.
- Utilisation of paper and electronic sources

**7. Accredited prior learning:**

Recent relevant certificate, written academic evidence

2.2.4 Historic Interiors (30h)

**1. Description of module aims:**

- To develop an insight into the many different cultures that are represented within historic interiors
- To develop an insight into the broad & diverse styles that are utilised within historic interiors
- To analyse the terminology: taste, style, art, fashion, value
- To build on & develop basic research skills.
- To build on and develop essay writing skills.
- To exercise and develop visual analysis skills.

**2. Learning outcomes**

Through successful completion of this module students will show they can:

- Source the main practitioners, retailers, and importers, within specialised areas of period interior design.
- Identify the main characteristics of several historic interiors
- Demonstrate how a chosen interior designer has influenced a particular period
- Analyse and examine distinct design periods.
- Demonstrate the development of their academic skills of research and essay writing.
- Demonstrate the development of their oral presentation skills.
- Demonstrate the development of their visual analysis skills.

**3. Contents:**

- Introduction, visual analysis, research – bibliographies, essay writing, time management, writing structures.
- Analysis and theory.
- Project – Students' own development of Visual Analysis project.
- Personal research.

**4. Training Methodologies:**

- Lectures.
- Group Discussions.
- Visits' viewing period interior designs & objects.
- Research sessions.
- Tutorials.

- Assignments.
- Personal research.

### 5. Assessment Criteria:

- Completion and presentation of work by set date (example: Visual Analysis Project)
- Demonstration of understanding through set assignments.
- Attendance and participation

### 6. Indicative reading:

Cornforth J	English Decoration in the 18 <sup>th</sup> Century
Fowler J	[Fowler & Cornforth 1978]
Eastlake C.L.	Hints on Household Taste [Dover publications 1986]
Edwards C.	<u>Eighteenth Century Furniture</u> , Manchester University Press, Manchester & New York, 1996
Gloag J.	Victorian Comfort [Adam & Charles Black London 1961]
Gilbert C	<u>Furniture at Temple Newsam House &amp; Lotherton Hall</u> , [3 vols.] NAFC, 1978
Glazier R	<u>A Manuel of Ornamentation</u> 1899, reprinted 1995 <u>The Wordsworth Editions Ltd</u> , Hertfordshire
Piras C	British tradition & Interior Design
Roetzel B.	[Konemann 2000]
Turner M.	Home Decorating Source Book
Hoskins L.	[Crescent Books 1988]
Heinz T.	Frank Lloyd Wright Interiors & Furniture [Academy Editions 1994]
Spencer-Churchill H.	Classic Design Styles [Cico London 2001]
Thorton P.	Authentic Decoration: The Domestic Interior 1620-1920] [Weidenteld & Nicolson Ltd. 1985]
Trocme S.	Influential Interiors [Octopus London 2000]
Trocme S	Retro Home [Octopus London 2000]



Snodin M Styles J      Design & The Decorative Arts Britain 1500-1900, V&A Publications, 2001

Sassone A.B.          Furniture from Rococo to Art Deco, Taschen, Cologne, 2000

Use or paper (Journals: Frame, Blueprint, Design week, Wallpaper) and electronic sources

**7. Accredited prior learning:**

Recent relevant certificate, written academic evidence

2.2.5 Information Communication Technologies (30h)

**1. Description of module aims:**

- Develop an insight to ICT
- Reflect the knowledge acquired in ICT within practical work like the diary/report
- To build on basic research skills
- To build on and develop academic skills
- To build on and develop ICT skills

**2. Learning outcomes**

Through the successful completion of this module students will show they can:

- Demonstrate the efficient application of ICT within set assignments

**3. Contents:**

Use of:

Save, open, copy and delete files

Word processing programmes

Attach pictures

Page making

Reflected in academic practical work like the diary/reports

Image manipulation

Utilisation of:

Masters scanning

Digital camera

Internet

e-mail

**4. Training Methodologies:**

Tutor lead demonstrations

Small group work

Personal research

**5. Assessment Criteria:**

- Completion and presentation of work by set date (example: logbook/diary)
- Demonstration of understanding through set assignments.
- Attendance and participation

**6. Indicative reading:**

- Available books in each country;
- Newspapers and cultural magazines of several European countries;
- Utilisation of paper and electronic sources

**7. Accredited prior learning:**

Recent relevant certificate, written academic evidence

2.2.6 Antiques & Collectibles (30h)

**1. Description of module aims:**

- To develop an insight into the importance of Auctions, Trade Fairs, Retailers, Dealers & Shippers
- To develop an insight into the broad & diverse categories of collecting
- To analyse the terminology: taste, style, art, fashion, value
- To build on basic research skills.
- To build on and develop academic skills.
- To exercise and develop visual analysis skills.

**2. Learning outcomes**

Through successful completion of this module students will show they can:

- Source the main retailers, importers, auctions and dealers within a specialised area.
- Observe & recall familiar &/or unfamiliar collectable items
- Identify the main characteristics of several period pieces
- Understand why people/institutions collect
- Demonstrate the development of their analytical skills through a series of set exercises.
- Demonstrate the development of their academic skills of research and essay writing.
- Demonstrate the development of their oral presentation skills.
- Demonstrate the development of their visual analysis skills.

**3. Contents:**

- Introduction, visual analysis, research – bibliographies, essay writing, time management, writing structures.
- Analysis and theory.
- Lectures – 18<sup>TH</sup>, 19<sup>th</sup> & 20th Century Collecting Trends.
- Project – Students’ own development of Visual Analysis project.
- Personal research.

**4. Training Methodologies:**

- Visits’ viewing period designs & objects.
- Lectures.
- Group Discussions.

- Research sessions.
- Tutorials.
- Small group work.
- Assignments.
- Personal research.

### 5. Assessment Criteria:

- Completion and presentation of work by set date (example: visual analysis project)
- Demonstration of understanding through set assignments.
- Attendance and participation

### 6. Indicative reading:

Bowett A	<i>Snakewood in 17<sup>th</sup> Century Furniture Making</i> <u>Antique Collecting</u> , May 1997, P 26 – 29
Chippendale T	<u>The Gentleman &amp; Cabinetmakers Directory</u> , Dover Publications, 1996
Cotton B. D.	<u>The English Regional Chair</u> , Antique Collectors Club, 1991
<b>Edwards C</b>	<b><u>Casing the Joint</u> <u>Antique Collecting</u>, Feb 1995, P20 –23</b>
Edwards C.	<u>Eighteenth Century Furniture</u> , Manchester University Press, Manchester & New York, 1996
Gilbert C	<u>Furniture at Temple Newsam House &amp; Lotherton Hall</u> , [3 vols.] NAFC, 1978
Gilbert C, Beard G	<u>Dictionary of English Furniture Makers 1660-1840.</u> Furniture History Society, Maney 1986
<b>Glazier R</b>	<b><u>A Manuel of Ornamentation</u> 1899, reprinted 1995 <u>The Wordsworth Editions Ltd, Hertfordshire</u></b>
Linley D	<u>Extraordinary Furniture</u> Reed International ,1996
<b>Payne C</b>	<b><u>Sotherby's Concise Encyclopedia of Furniture</u> Chancellor Press, London, 1998</b>
Snodin M Styles J	<u>Design &amp; The Decorative Arts Britain 1500-1900</u> , V&A Publications, 2001
Sassone A.B.	<u>Furniture from Rococo to Art Deco</u> , Taschen, Cologne, 2000

- Viguenj                      Classical Furniture, Francisco Asensio Cerver, Barcelona, 1999
- Wills G.                      Craftsmen & Cabinetmakers of Classical English Furniture John Bartholomew &  
Son Ltd, Edinburgh, 1974
- Yates S                      An Encyclopedia Of Tables, Grange Books, London 1999

Paper and electronic sources

**7. Accredited prior learning:**

Recent relevant certificate, written academic evidence

2.2.7 Introduction to Conservation and Restoration (30h)

**1. Description of module aims:**

- To analyse the definition of conservation, restoration, preservation and professional codes of ethics
- To examine and explore the historical development, the rule and regulations of conservation bodies and institutions
- To analyse preventive and remedial conservation theories
- To build on basic research skills
- To build on and develop academic skills
- To build on and develop business skills

**2. Learning outcomes:**

Through successful completion of this module students will show they can:

- Demonstrate an understanding of the terminology in the correct context
- Demonstrate an understanding of the deontological rules
- Demonstrate an understanding of preventive and remedial conservation theories
- Demonstrate their academic research skills

**3. Contents:**

- Historiography of concepts like conservation, preservation, restoration, and other terminology related to the area;
- Standardisation of international terminology;
- Deontological rules, codes of ethics and legislation specific to the area in the different countries.

**4. Training Methodologies:**

- Lectures
- Group discussions
- Personal research

**5. Assessment criteria:**

- Completion and presentation of work by set date (example: individual and collective works of historic research)
- Demonstration of understanding through set assignments

- Attendance and participation

#### **6. Indicative reading:**

- Conservator-restorers' codes of ethics from different countries and international documents
- Other documents:
  - Chart from Athens, Outubro de 1931/ November de 1933
  - Chart from Venice, May de 1964
  - Chart from Florence, May 1981
  - Chart from Washington, 1986
  - Chart from Restoration from 6 de April de 1972; Govern Italy
  - Chart from Burra, Austrália 1980
  - Chart from Machu Picchu, December 1977
  - Chart from Petrópolis, 1987
  - Declaration from México, 1985
  - Declaration from Amsterdam, de October de 1975
- IPHAN "legislação Lei 3924" Conferência Geral da Organização das Nações Unidas para a Educação, a Ciência e a Cultura. 15ª Sessão, 19 de Novembro de 1968.
- The Conservator-Restorer, a definition of the profession, ICOM/CC, Copenagen 1984
- *Code of ethics and guidance for practice for those involved in the conservation of cultural property in Canada*, The International Institute for Conservation-Canadian Group and the Canadian Association of Professional Conservators, Second Edition 1989
- *Déontologie professionnelle du conservateur-restaurateur, règles d'éthique générale et principes déontologiques des interventions de conservation-restauration*, Coordination des Associations de conservateurs-restaurateurs français, texte provisoire du 5 mai 1991

#### **7. Accredited prior learning:**

No exemption from this core module



### 2.2.8 History of European Art and Furniture (90h)

This module intends to offer the level of education needed for the student to recognize the evolution of the historical artistic and cultural patrimony, since ancient times until the XX century/nowadays, relating this knowledge with the involving scene of the spaces and societies that gave a contribution to that evolution, focusing on the speciality of the decorative arts.

It's intended that the students improve their knowledge and competencies in the area of the evolution of Furniture and Wood working (decorative elements and sacred art), in a way that they'll be able to identify the aesthetic, stylistic and technique characteristics as well as the specific terminology of the various artistic styles and the corresponding decorative vocabulary.

We intend to make a contextualised approach, in time and space, having in mind the significant values of the art piece as an artistic, aesthetic and historic artifact.

This approach may necessitate analysis of national and regional variations.

#### **1. Description of module aims:**

- To explore and study the evolution of European Art and furniture design throughout a pre-determined period.
- To examine distinct European furniture designers, artists, makers and manufacturers within their socio-economic environments.
- To analyse the various factors affecting the gradual evolution of European furniture , Art design, materials, production and technology.
- To build on basic research skills.
- To build on and develop academic skills.
- To exercise and develop communication skills.

#### **2. Learning outcomes**

Through successful completion of this module students will show they can:

- Demonstrate the development of their analytical skills through a series of set exercises.
- Demonstrate the correlation between European furniture forms, arts and culture.
- Analyse and examine distinct European furniture design periods.
- Demonstrate the development of their academic skills of research and essay writing.
- Demonstrate the development of their oral presentation skills.
- Demonstrate the development of their visual analysis skills.

### **3. Contents:**

- Academic study techniques:
  - Introduction, visual analysis, research – bibliographies, footnotes citation.
  - Essay writing, time management, writing structures.
  - Analysis and theory.
- From the ancient cultures to the 18<sup>TH</sup> Century Classical Revival.

### **4. Training Methodologies:**

- Students' own development of set projects (for example Visual Analysis).
- Lectures: the history of European art from the ancient cultures to the 18<sup>TH</sup> Century Classical Revival
- Seminars.
- Group Discussions.
- Visits.
- Research sessions.
- Tutorials.
- Small group work.
- Assignments.
- Personal research.

### **5. Assessment Criteria:**

- Completion and presentation of work by set date.
- Demonstration of understanding through set assignments.
- Attendance and participation

### **6. Indicative reading:**

- Baker H.S. Furniture of the Ancient World, Origins & Evolutions 3100-475BC, London, 1996
- Bowett A Snakewood in 17<sup>th</sup> Century Furniture Making Antique Collecting, May 1997, P 26  
- 29
- Chippendale T The Gentleman & Cabinetmakers Directory, Dover Publications, 1996
- Chinnery V. Oak Furniture: The British Tradition, Antique Collectors Club, 1986
- Cotton B. D. The English Regional Chair, Antique Collectors Club, 1991
- Edwards C Casing the Joint Antique Collecting, Feb 1995, P20 -23
- Edwards C. Eighteenth Century Furniture, Manchester University Press, Manchester & New York, 1996
- Gilbert C Furniture at Temple Newsam House & Lotherton Hall, [3 vols.] NAFC, 1978
- Gilbert C, Beard G Dictionary of English Furniture Makers 1660-1840, Furniture History Society, Maney 1986
- Gilbert C, Murdoch T John Channon & Brass Inlaid Furniture 1730-60, Yale University Press, 1993
- Glazier R A Manuel of Ornamentation 1899, reprinted 1995 The Wordsworth Editions Ltd, Hertfordshire
- Killen G. Egyptian Woodworking Tools & Furniture Shire Publications, Princes Risborough, 1994
- Linley D Extraordinary Furniture Reed International ,1996
- Payne C Sotherby's Concise Encyclopedia of Furniture Chancellor Press, London, 1998
- Richler GMA A History of Greek, Etruscan & Roman Furniture, Oxford University Press, 1926
- Snodin M Styles J Design & The Decorative Arts Britain 1500-1900, V&A Publications, 2001
- Sassone A.B. Furniture from Rococo to Art Deco, Taschen, Cologne, 2000

Viguenj	<u>Classical Furniture</u> , Francisco Asensio Cerver, Barcelona, 1999
Wills G.	<u>Craftsmen &amp; Cabinetmakers of Classical English Furniture</u> John Bartholomew & Son Ltd, Edinburgh, 1974
Wood L.	<u>Catalogue of Commodes</u> , London, HMSO, 1994
Yates S	<u>An Encyclopedia Of Tables</u> , Grange Books, London 1999

**7. Accredited prior learning:**

Recent relevant certificate, written academic evidence

### 2.2.9 Conservation and Restoration Training (200h)

The student takes part in the execution of conservation/restoration treatments considering materials and techniques of artistic production in wooden artifacts. Concepts and types of intervention, criteria of different aspects must be considered when selecting the methodologies. It will involve the study of deterioration mechanisms in wooden artifacts. In addition aspects of deontology codes applied to Conservation and Restoration will be analysed, along with environmental, storage, packaging and transportation conditions. Awareness of budget management through the evaluation of individual case studies.

The student will discover the equipment, tools and technologies suitable to conservation treatment. Basic rules of health and safety will be followed. The diagnostic phase which involves the formulation of treatments and proposals, culminating in condition and treatment reports before any intervention.

#### **1. Description of module aims:**

- To develop the basic investigative and analytical skills required for object background research.
- To develop an ethical approach to furniture restoration conservation.
- To practice and develop controlled hand skills needed for the execution of the treatments.
- To put conservation/restoration theory into practice.
- To develop good working structure, tidiness and safe practices.
- To increase knowledge, understanding and aesthetic appreciation of the materials concerned.
- To develop aesthetic appreciation in an historical context.
- To develop theory into practice, especially health and safety, care of equipment and general good working practice.
- To introduce the skills necessary to develop the ability to plan and manage work efficiently and effectively

#### **2. Learning outcomes**

Through successful completion of this module students will show they can:

Demonstrate the ability to:

- Execute precise and controlled hand skills and an understanding of each key stage.
- Work with supervision on a number of conservation/restoration objects
- Produce detailed documentation recording and evaluating the work produced.

- Develop good working practices, and work in a safe manner.
- Understand the different approaches between conservation and restoration practice acknowledging areas where the two cross over

### **3. Contents:**

The conservation and restoration of furniture covers an extremely wide and varied number of procedures and techniques. Every project provides a unique learning experience, utilising conservation and restoration procedures and techniques. The module will make full use of a variety of objects to cover the content.

Documentation of furniture prior to, during and after conservation and restoration.

Evaluation of the condition of furniture prior to the commencement of work.

Stabilisation/consolidation, cleaning.

Structural repairs to furniture for example: - broken and loose joints, pad feet build up.

The safe handling of objects.

Techniques of conservation and restoration: diagnostic, examination, cleaning, consolidation reassemble and documentation.

Handling, environment, packaging and transport

### **4. Training Methodologies:**

- Short lectures.
- Demonstrations.
- Supervised practical experiments.
- Personal research.
- Group discussions.

### **5. Assessment Criteria:**

- Completion and presentation of set work by an agreed time and date.
- Ability to produce an appropriate standard of practical and written work.
- Ability to carry out procedures cleanly and efficiently and follow good workshop practice.
- Demonstrate an understanding of the methods and materials used.
- Attendance and participation

- Recording & evaluating documentation (Logbook/Portfolio)

## **6. Indicative reading:**

### Restoring furniture

Michael Bennett, Discovering and Restoring Antique Furniture, Cassell, 1995

Tristan Salazar, The Complete Book of Furniture Restoration, Batsford 1982

George Buchanan, The Illustrated handbook of Furniture Restoration, Batsford, 1985

Desmond Gaston, Care and Repair of Furniture, Collins, London, 1977

Charles Hayward, Antique Furniture Repairs, Evans Brothers Ltd, 1976

Lorraine Johnson, How to Restore and Repair Practically Everything, Nelson, 1978

### Antique furniture

Fastnedge, Ralph, English Furniture Styles from 1500-1850, Penguin Books [Pelican], London, 1970).

### Woods

The International Book of Wood, Mitchell Beazley Ltd, London, 1979

Bryan Latham, Timber: A Historical Survey, Harrap, London, 1957

### Upholstery

Golden Age of English Furniture Upholstery 1660 1845,

Stable Court Exhibition Galleries, Temple Newsam, Leeds, 1973

## **7. Accredited prior learning:**

No exemption from core module

### 2.2.10 Materials Technology (70h)

It's intended that this module will familiarise the student with the raw materials, their different qualities, characteristics, features and limitations.

In addition, the student will acquire sufficient knowledge to choose between different products and bonding methods, as well the ability to analyse different materials that are an integral part of the object.

#### **1. Description of module aims:**

- To gain a fundamental knowledge of the sources/growth/ manufacture of the various materials.
- To become aware of the structure and properties of the various materials.
- To be able to recognise common variants of the materials being studied.
- To gain a basic understanding of the connecting methods, methods of manipulating the materials.
- To gain a basic understanding of the historical development of the various materials being studied.
- To build on basic research skills

#### **2. Learning outcomes**

Through successful completion of this module students will show they can:

- Demonstrate understanding of the working qualities, characteristics and inherent problems associated with the various materials.
- Demonstrate knowledge of the practical application of the various materials.
- Demonstrate an understanding of the correlation between furniture forms, materials & technology
- Demonstrate the development of their analytical & research skills through documentation.

#### **3. Contents:**

- Materials technology (both organic and inorganic)
- Wooden structures
- Adhesives
- Consolidation products
- Cleaning products
- Finishing products



#### **4. Training Methodologies:**

- Short lectures.
- Demonstrations.
- Supervised practical experiments.
- Personal research.
- Group discussions.

#### **5. Assessment Criteria:**

- Completion and presentation of work by set date.
- Demonstration of understanding through set assignments.
- Attendance and participation

#### **6. Indicative reading:**

Gale, WKV, Iron & Steel, Longmans, 1969 ISBN 0 - 58212649 – 5

Hayward, Charles, The Complete Book of Woodwork, London, Evans Brothers Limited, 1955

Howard, Thomas Gilbert, Metalwork Technology, John Murray, 1972

ISBN 0 - 7195265 - 4 - X

Jackson, Albert and Day, David The Complete Collins Woodworker's Manual, London, HarperCollins Publishers, 1989

Joyce, Ernest The Technique of Furniture Making, London, B T Batsford Ltd, 1970

Mulligan, Roy, Brief Introduction to Plastics Technology 1994/5

Peters, Alan Cabinetmaking: the Professional Approach London, Stobart & Son Ltd, 1984, reprinted 1989

Wearing, Robert The Essential Woodworker, London, B T Batsford Ltd, 1988, reprinted 1996

#### **7. Accredited prior learning:**

Recent relevant certificates, portfolio of evidence, written evidence from employer, completion of practical test.

### 2.2.11 Laboratorial Techniques (60h)

The objective of this module is to provide the students with technical and scientific knowledge needed for the comprehension of the mechanisms of material deterioration.

It is intended that students become aware of the examination methods and procedures needed for analysis.

#### **1. Description of module aims:**

- To develop a clear understanding of chemical concepts
- To develop skills involved in the application of chemicals
- To raise awareness of safe practice
- To develop research skills, investigative powers, problem solving and insight concerning objects of art

#### **2. Learning outcomes**

Through successful completion of this modules, students will show they can demonstrate:

- Recognize and demonstrate an understanding specific chemical facts, principals, methods and terminology
- Explain and interpret specific phenomena and effects in terms of chemical principles
- Use familiar chemical data diagrammatic, graphical numerical, symbolic and verbal form
- Demonstrate knowledge and understanding of aspects of chemistry in furniture coinservation/restoraion

#### **3. Contents:**

- Safety/COSHH regulation
- States of matter
- Kinetic theory and state of change
- Atomic structure
- Periodic table
- Elements, mixtures and compounds
- Separation techniques
- Primary bonding
- Ionic formulae
- Covalent formulae
- Chemical equations
- Quantitative chemistry
- Molar quantities

- Reactions in air and water
- Hard and soft water; methods of removing hardness
- Soap and detergent
- Secondary bonding
- Liquids and solutions
- Acids and bases
- Rate of reaction
- Dirt and cleansing techniques

#### **4. Training Methodologies:**

- lectures
- demonstration
- practical experiments
- group discussions and work
- personal research

#### **5. Assessment Criteria:**

- Completion and presentation of work by set date.
- Demonstration of understanding through set assignments.
- Attendance and participation

#### **6. Indicative reading:**

- The Conservation Unit; Vol1 (An introduction to materials, ISBN 0-415-07167-4); Vol2 (Cleaning ISBN 0-415-07165-8) Vol3 (Adhesives and Coatings ISBN 0-415-07163-1)
- Mills J.S., The organic chemistry of museum objects, ISBN 0-408-118810-5
- UKIC, The conservator

#### **7. Accredited prior learning:**

Recent relevant certificate, written academic evidence

## 2.2.12 Gathering and Representation Techniques

It is intended that the students become familiar with a range of electronic and traditional visual methods of representation.

To demonstrate their utilisation of electronic and traditional methods to support the conservation and restoration documentation. This will result in a Portfolio of gathering and representative techniques.

### 1. Description of module aims:

- To introduce a range of materials, tools, and processes useful in the documentation and recording process of furniture
- To develop powers of perception and critical awareness
- To initiate a sense of curiosity and visual awareness
- To promote skills of visual analysis
- To introduce a variety of drawing systems
- To instill an insight into the nature of drawing as a prime medium of communication
- To introduce color analysis theory

### 2. Learning outcomes

Through successful completion of this modules, students will show they can demonstrate:

- Analysis of the visual world through the utilisation of both traditional and electronic methods
- a range of skills that will allow the effective communication of observations, proposals and solutions
- understanding that visual communication is fundamental to all areas of conservation/restoration
- necessary manipulative skills, techniques and command of a wide range of materials to enable the exploitation of possibilities presented by paper and electronic sources
- the recording of visual information – the portfolio.

### 3. Contents:

- Different paper and electronic presentation methods and their possibilities at different stages of conservation and restoration
- Utilization of digital technology
- Lay-out or scale models, sketches, photography, representational and technical drawing techniques.

**4. Training Methodologies:**

- “hands-on” experience with tutor guidance
- tutorials
- seminars
- critiques
- specific exercises set as and when necessary
- encouragement to maintain a personal sketchbook

**5. Assessment Criteria:**

- Completion and presentation of work by set date.
- Demonstration of understanding through set assignments.
- Attendance and participation

**6. Indicative reading:**

- Available books in each country;
- Utilisation of paper and electronic sources

**7. Accredited prior learning:**

Recent relevant certificate, written academic evidence

2.2.13 Practical Training (300h)

**DESCRIPTION OF MODULE AIMS**

- To develop autonomy and independence demonstrated through final project
- To develop investigative capacities and analytical skills required for object research
- To develop an insight of both commercial and institutional aspects of conservation/restoration
- To develop an ethical approach to furniture conservation/restoration practice
- To continue to become familiar with and exercise innovative practice procedures and problem solving techniques
- To become familiar with and develop treatment rational
- To develop the ability to evaluate and select appropriate treatments.

**2. Learning outcomes**

Through successful completion of this module, students will show they can demonstrate:

- the limits of intervention in conservation/restoration, taking into account both aesthetic and material aspects
- Execute object analysis and inspection as an analytical and multidisciplinary process
- Apply the methods and techniques learned during the training period
- Development of theory into practice, especially health and safety, care of equipment and general good working practice
- Detailed document recording and evaluation of the work carried out

**3. Contents:**

**A – Historical, laboratorial and representative identification of the piece;**

Historic evolution of the concepts Conservation, Restoration and Preservation;

Preventive and remedial Conservation and restoration;

Restoration taking into account the history and aesthetics of the piece;

Specific legislation for Conservation and Restoration of wood and furniture (some considerations on professional ethics);

**B – Reference to the intervention levels in Conservation and Restoration**

Expeditious inspection – materials deformation, physics and chemistry;

Laboratory inspection – destructive and non destructive methods;

Inspection and Construction Techniques – joinery inspection and to other joints

### **C – Conservation and restoration techniques**

The diagnosis

Cleaning

Consolidation

Reassemble

Documentation/Report

### **D - PROJECT**

The project will consist of one or more activities based in the most representative tasks of the profession object of learning, and it should evaluate, insofar as possible, the capacities and more significant knowledge acquired in the other Training Modules.

The project will be elaborated with autonomy, in agreement with suggestions of the students and/or trainers that integrate the Training equip.

#### **Description of module aims:**

- To stimulate the students for the elaboration of a project with autonomy, applying in an integrative form all the knowledge assimilated in all the training modules.
- To foment investigation habits and to develop appropriate methodologies for the performance of the professional activities.

**ACTIVITY:** Proposal of an activity / theme in the extent of the profession and its justification.

- SPECIFIC OBJECTIVES:

- ✓ To apply acquired knowledge gained during the module
- ✓ Research of pertinent subjects for the development of the treatment proposal;
- ✓ To execute procedures and processes appropriately
- ✓ Show evidence of the conclusions obtained ;
- ✓ To know how to transfer the acquired knowledge for professional activity.
- ✓

- STUDY CONTENTS

- ✓ The contents will draw together knowledge gained from all academic and practical modules covered in the course

**Note:** recommended time schedule for content delivery is 200h for A, B and C, and 100h for D

## **4. Training Methodologies:**

- “hands-on” experience with tutor guidance
- tutorials
- seminars
- critiques
- specific exercises set as and when necessary
- encouragement to maintain a personal sketchbook

**5. Assessment Criteria:**

- Completion and presentation of work by set date.
- Demonstration of understanding through set assignments.
- Attendance and participation

**6. Indicative reading:**

- Baver, L.A.F., *Madeiras de Construção, Livros Técnicos e Científicos*, São Paulo, 1980
- Carvalho, A., *Defeitos da Madeira*, DGSFA, Lisboa, 1957
- —,— *Defeitos da Madeira. Formação e importância tecnológica*. INII, Lisboa, 1970
- —,— *Técnicas de Secagem de madeira ao ar*. INII, Lisboa, 1970
- Clemente, J. S., *Secagem Mecânica de Madeiras*. INII, Lisboa, 1967
- Costa, L., *Práticas da Madeira*, Plátano Editora, Lisboa, s./d.
- Pons, C., *El mueble y su restauración*, Ediciones del Serbal, Barcelona, 1996.
- Trevisan, M. e Ragazzo, E., *Guida all restauro del mobili antichi*, Giovani de Vacchi Editore, Milano, 1991

**7. Accredited prior learning:**

No exemption for core modules



## 2.2.14 Specialist Work Training

### 2.2.14.1 ENTERPRISE PLACEMENT

#### 1. Description of module aims:

It is intended that the student have a period of time, preferably towards the end of the course, working in professional environment.

The aims of this module are to:

- provide the student with valuable experience in relating professionally with other specialist practitioners
- develop and demonstrate the depth of knowledge and procedures within a commercial environment
- impart and develop company specific characteristics.
- be aware of the demands of the specific job market
- increase independent learning opportunities
- develop and encourage articulation and self-confidence.

#### 2. Learning outcomes

Through successful completion of this module students will show they can:

- Operate effectively & safely within a commercial environment
- Communicate with confidence & clarity in both verbal & written form
- Promote themselves & their products in a commercial environment
- Demonstrate self-discipline & effective time management in relation to specific deadlines
- Demonstrate independent learning, ethical decision making & a professional attitude to conservation/restoration issues
- Demonstrate the economical, social & cultural differences between the educational institution & commercial environment
- Record, evaluate & analyse their experience in a commercial environment

#### 3. Contents:

This will give the student the opportunity to demonstrate in a work environment the knowledge and skills gained from all areas covered in the course.

**A – Historical, laboratorial and representative identification of the piece;**

Historic evolution of the concepts Conservation, Restoration and Preservation;

Preventive and remedial Conservation and restoration;

Restoration taking into account the history and aesthetics of the piece;

Specific legislation for Conservation and Restoration of wood and furniture (some considerations on professional ethics);

**B – Reference to the intervention levels in Conservation and Restoration**

Expeditious inspection – materials deformation, physics and chemistry;

Laboratory inspection – destructive and non destructive methods;

Inspection and Construction Techniques – joinery inspection and to other joints

**C – Conservation and restoration techniques**

The diagnosis

Cleaning

Consolidation

Reassemble

Documentation/Report

**4. Training Methodologies:**

- During the industrial experience a tutor from the administrating institution should monitor the student.

**5. Assessment Criteria:**

- Make a report of the personal growth in a commercial environment which will include a reflective, evaluative, constructive critique of the experience within commercial environment.
- Completion and presentation of work by set date.
- Demonstration of understanding through set assignments.
- Attendance and participation

**6. Indicative reading:**

- Available books in each country;
- Utilisation of paper and electronic sources

**7. Accredited prior learning:**

In different countries this module may be substituted by the Specialist Work Modules, which are detailed below.

## **2.2.14.2 SPECIALIST WORK MODULES**

The student can choose three out of the following six possibilities, in order to complete the 500 hours of Specialist Work training:

Gilding

Carving

Upholstery

Marquetry/Bouille

Finishing Techniques

Enterprise placement

The above mentioned modules are developed as follows:

### **GILDING**

#### **1. Description of module aims**

This module aims to:

- introduce the basic craft skills of traditional oil and water gilding.
- become familiar with the materials, equipment and techniques.
- practice and develop controlled hand skills.
- develop an insight into gilded objects and act as a basis for future conservation/restoration treatments.
- develop theory into practice, especially health and safety, care of equipment and general good working practice.
- develop an ethical approach to furniture conservation/restoration.
- put conservation/restoration theory into practice.
- encourage self discipline and self confidence through motivation, demonstration of ability and knowledge.
- develop aesthetic appreciation in an historical context.
- develop research skills, investigative powers, problem solving and develop independent judgement.

#### **2. Learning outcomes**

Through successful completion of this module students will show they can:

- Produce a series of small panels designed to explore a number of processes and techniques.

- Demonstrate an understanding of the different types of historical applied gilding decoration techniques common in period furniture and artifacts
- Develop precise and controlled hand skills and show an understanding of each key stage.
- Produce a detailed diary/logbook recording and evaluating the work produced.
- Recognise and differentiate between various layers and finishes.
- Work with supervision on a number of conservation/restoration objects
- Understand the different approaches between conservation and restoration practice acknowledging areas where the two cross over
- Demonstrate an awareness of knowledge and aesthetic appreciation of materials used
- Identify and implement all elements of safety in the workshop.
- Calculate the cost and quantify the materials needed for a work piece.

### **3. Contents:**

**The conservation and restoration of furniture covers an extremely wide and varied number of procedures and techniques. Every project provides a unique learning experience, utilising conservation and restoration procedures and techniques. The module will make full use of a variety of objects to cover the content.**

**Documentation of furniture prior to, during and after conservation and restoration.**

**Evaluation of the condition of furniture prior to the commencement of work.**

**Stabilisation/consolidation, cleaning.**

**Structural repairs to furniture**

**The safe handling of objects.**

**Techniques of conservation and restoration: diagnostic, examination, cleaning, consolidation reassemble and documentation.**

**Handling, environment, packaging and transport**

- Introduction & overview, module brief, projects, assessment detail. Workshop practice, Health & Safety. rabbit skin glue & gesso – properties, making & using.
- Smoothing & finishing gesso. Raised gesso [pastiglia] technique. Research design ideas.
- Smoothing & shaping pastigli. Applying incised design. Composition casts.
- Bole – properties, making & using. Oil gilding – uses of gold sizes, recognising ‘tack’ times.
- Water gilding, burnishing, punchwork.
- Finishing projects. Time allowing: egg tempera & sgiaffito, toning & distressing.

#### 4. Training Methodologies:

Students will be encouraged to develop their knowledge, skills and sensitive awareness mainly through:

- Short lectures and demonstrations.
- Open group discussion.
- Supervised practical experiments.
- Recording of experiments.
- Personal research.

#### 5. Assessment Criteria:

- Completion and presentation of set work by given time and date.
- Demonstrate an understanding of methods and materials used.
- Attendance and participation

#### 6. Indicative reading:

Mactaggart A & P      Practical Gilding      ISBN 0-9507782-5-7  
Curson P      Framing and Gilding      Woodworking master 1992  
Thompson D. V. The Craftsman's Handbook Dover Cennino Cennini  
ISBN 048620054X  
Meyer R      The Artists Handbook of Materials and Techniques  
Faber ISBN 0-571-11693-0  
Payne C.      History of Furniture      ISBN 1-85029-649-9  
Bigelow D [ed] Gilded wood Conservation & History  
Sound View Press,      ISBN 09332087-21-3  
Powell C      Some French & English Gilding Techniques  
SSCR Journal Vol.' 9 No 4, Nov' 98

#### 7. Accredited prior learning:

Recent relevant certificate, written academic evidence

## CARVING

### 1. Description of module aims:

This module aims to:

- introduce the basic craft skills of traditional carving techniques.
- allow the students to become familiar with the materials, equipment and techniques.
- practice and develop controlled hand skills.
- develop an insight into wood carved artifacts to act as a basis for future conservation/restoration treatments.
- develop theory into practice, especially health and safety, care of equipment and general good working practice.
- develop an ethical approach to furniture conservation/restoration.
- put conservation/restoration theory into practice.
- encourage self discipline and self confidence through motivation, demonstration of ability and knowledge.
- develop aesthetic appreciation in an historical context.
- develop research skills, investigative powers, problem solving and develop independent judgement.

### 2. Learning outcomes

**Through successful completion of this module students will show they can:**

- **Produce a series of small carved panels designed to explore a number of processes and techniques.**
- **Demonstrate an understanding of the different types of historical applied decorative carving work common in period furniture and art.**
- **Develop precise and controlled hand skills and show an understanding of each key stage.**
- **Produce a detailed diary/logbook recording and evaluating the work produced.**
- **Recognise and differentiate between different techniques of carving**
- **Work with supervision on a number of conservation/restoration objects**
- **Understand the different approaches between conservation and restoration practice acknowledging areas where the two cross over**
- **Demonstrate an awareness of knowledge and aesthetic appreciation of materials used.**
- Identify and implement all elements of safety in the workshop.
- Calculate the cost and quantify the materials needed for a work piece.

### **3. Contents:**

**The conservation and restoration of furniture covers an extremely wide and varied number of procedures and techniques. Every project provides a unique learning experience, utilising conservation and restoration procedures and techniques. The module will make full use of a variety of objects to cover the content.**

**Documentation of furniture prior to, during and after conservation and restoration.**

**Evaluation of the condition of furniture prior to the commencement of work.**

**Stabilisation/consolidation, cleaning.**

**Structural repairs to furniture**

**The safe handling of objects.**

**Techniques of conservation and restoration: diagnostic, examination, cleaning, consolidation reassemble and documentation.**

**Handling, environment, packaging and transport**

- Identification of the carving abilities of different species.
- Identification of the different styles from historical periods.
- Identification of different types of tool and their correct application.
- Traditional and modern sharpening and maintenance techniques.
- Interpret designs and produce accurate templates.
- Plan, sketch and draw and photograph work in progress.
- Identify natural defects and rectify mistakes.
- Execute relief and deep relief carving.
- Identify and implement all elements of safety in the workshop.

### **4. Training Methodologies:**

Students will be encouraged to develop their knowledge, skills and sensitive awareness mainly through:

- Group and individual demonstrations.
- Open group discussion.
- Supervised practical projects.
- Recording of projects.
- Personal research.

### **5. Assessment Criteria:**



- Completion and presentation of set work by given time and date.
- Demonstrate an understanding of methods and materials used.
- Attendance and participation

**6. Indicative reading:**

Hasluck. Paul N	<u>Manual of Traditional Woodcarving</u>
Chippendale. Thomas	<u>The Gentleman and Cabinet Makers</u> <u>Director</u>
M <sup>c</sup> Quoid. Percy	<u>History of English Furniture.</u>
Hayward. Charles	<u>Woodworkers Pocket Book</u>

**7. Accredited prior learning:**

- Recent relevant certificates, portfolio of evidence.

## **UPHOLSTERY**

### **1. Description of module aims:**

**This module aims to:**

- **introduce the basic craft skills of traditional/period upholstery techniques.**
- **become familiar with the materials, equipment and techniques.**
- **practice and develop controlled hand skills.**
- **develop an insight into upholstery techniques which will act as a basis for future conservation/restoration treatments.**
- **develop theory into practice, especially health and safety, care of equipment and general good working practice.**
- **develop an ethical approach to furniture conservation/restoration.**
- **put conservation/restoration theory into practice.**
- **encourage self discipline and self confidence through motivation, demonstration of ability and knowledge.**
- **develop aesthetic appreciation in an historical context.**
- **develop research skills, investigative powers, problem solving and develop independent judgement.**

### **2. Learning outcomes**

**Through successful completion of this module students will show they can:**

- **Produce a series of small panels designed to explore a number of processes and techniques.**
- **Demonstrate an understanding of the different types of historical applied upholstery techniques common in period furniture and artifacts**
- **Develop precise and controlled hand skills and show an understanding of each key stage.**
- **Produce a detailed diary/logbook recording and evaluating the work produced.**
- **Recognise and differentiate between various layers and upholstery materials.**
- **Work with supervision on a number of conservation/restoration objects**
- **Understand the different approaches between conservation and restoration practice acknowledging areas where the two cross over**
- **Demonstrate an awareness of knowledge and aesthetic appreciation of materials used**
- **Identify and implement all elements of safety in the workshop.**
- **Calculate the cost and quantify the materials needed for a work piece.**

### **3. Contents:**

**The conservation and restoration of furniture covers an extremely wide and varied number of procedures and techniques. Every project provides a unique learning experience, utilising conservation and restoration procedures and techniques. The module will make full use of a variety of objects to cover the content.**

**Documentation of furniture prior to, during and after conservation and restoration.**

**Evaluation of the condition of furniture prior to the commencement of work.**

**Stabilisation/consolidation, cleaning.**

**Structural repairs to furniture**

**The safe handling of objects.**

**Techniques of conservation and restoration: diagnostic, examination, cleaning, consolidation reassemble and documentation.**

**Handling, environment, packaging and transport**

- Introduction and overview, module brief, project assessment details.
- Prepare frame, web, sew and lash springs, create first stuffing's [hand stuffing and stitch work], create second stuffings [horsehair and felts]. Calico fit top cover and trim.
- Identification of period styles, materials and techniques.

#### **4. Training Methodologies:**

Students will be encouraged to develop their knowledge, skills and sensitive awareness mainly through:

- Group and individual demonstrations.
- Open group discussion.
- Supervised practical projects.
- Recording of projects.
- Personal research.

#### **5. Assessment Criteria:**

- Completion and presentation of set work by given time and date.
- Demonstrate an understanding of methods and materials used.
- Attendance and participation

#### **6. Indicative reading:**

- Cox, Dorothy            Modern Upholstery Bell Hyman, 1970
- James, David        Upholstery: A Complete Course, Lewes, Guild of  
Master Craftsman Publications Ltd, 1990
- James, David        Upholstery Methods and Techniques, Lewes, Guild of  
Master Craftsman Publications Ltd, 1994
- Palmer Frederick J    Practical Upholstering and the Cutting of Loose  
Covers. Herbert Press 1982
- Thomerson, Carole    The Complete Upholstery London, Frances Lincoln,  
1989

**7. Accredited prior learning:**

Recent relevant certificate, written academic evidence

## MARQUETRY/BOULLE

### 1. Description of module aims:

This module aims to:

- **introduce the basic craft skills of traditional/period marquetry/boulle techniques.**
- **become familiar with the materials, equipment and techniques.**
- **practice and develop controlled hand skills.**
- **develop an insight into marquetry and boulle techniques which will act as a basis for future conservation/restoration treatments.**
- **develop theory into practice, especially health and safety, care of equipment and general good working practice.**
- **develop an ethical approach to furniture conservation/restoration.**
- **put conservation/restoration theory into practice.**
- **encourage self discipline and self confidence through motivation, demonstration of ability and knowledge.**
- **develop aesthetic appreciation in an historical context.**
- **develop research skills, investigative powers, problem solving and develop independent judgement.**

### 2. Learning outcomes

Through successful completion of this module students will show they can:

- **Produce a series of small panels designed to explore a number of processes and techniques.**
- **Demonstrate an understanding of the different types of historical applied decorative veneer, boulle work common in period furniture and artifacts**
- **Develop precise and controlled hand skills and show an understanding of each key stage.**
- **Produce a detailed diary/logbook recording and evaluating the work produced.**
- **Recognise and differentiate between different types of period/traditional marquetry and boulle techniques.**
- **Work with supervision on a number of conservation/restoration objects**
- **Understand the different approaches between conservation and restoration practice acknowledging areas where the two cross over**
- **Demonstrate an awareness of knowledge and aesthetic appreciation of materials used**
- **Identify and implement all elements of safety in the workshop.**
- **Calculate the cost and quantify the materials needed for a work piece.**

### 3. Contents:

The conservation and restoration of furniture covers an extremely wide and varied number of procedures and techniques. Every project provides a unique learning experience, utilising conservation and restoration

**procedures and techniques. The module will make full use of a variety of objects to cover the content.**

**Documentation of furniture prior to, during and after conservation and restoration.**

**Evaluation of the condition of furniture prior to the commencement of work.**

**Stabilisation/consolidation, cleaning.**

**Structural repairs to furniture**

**The safe handling of objects.**

**Techniques of conservation and restoration: diagnostic, examination, cleaning, consolidation reassemble and documentation.**

**Handling, environment, packaging and transport**

- Basic traditional knife cutting processes used in marquetry work. Veneer selection to create the most appropriate decorative effect.
- Sand shading, fine tooth cutting, reverse window cutting, fret saw cutting, production of veneer packet, assembly of motif, mounting and finishing.
- Boulle work: Materials selection and properties, production of packet, cutting techniques, assembly, mounting and finishing.
- Restoration techniques and processes.

#### **4. Training Methodologies:**

- Demonstrations.
- Short lectures.
- Supervised practical experimentation.
- Personal research.
- Group critique

#### **5. Assessment Criteria:**

- Completion of and presentation of set work by set date.
- Demonstrate an understanding of methods and materials used.
- Attendance and approach.

#### **6. Indicative reading:**

Jackson, Albert & Day, David The Complete Collins Woodworker's Manual, London, HarperCollins Publishers, 1989

Joyce, Ernest The Technique of Furniture Making, London,

Lincoln A. W	B T Batsford Ltd, 1970 <u>The Complete Manual of Wood Veneering</u> , Stobart Davies Ltd, Hertford, 1984
Bennett M	<u>Discovering and Restoring Antique Furniture</u> , Cassell, London, 1990 1995
Townsend A Middleton D	<u>Marquetry Techniques</u> 1997

**7. Accredited prior learning:**

Recent relevant certificate, written academic evidence

## FINISHING TECHNIQUES

### 1. Description of module aims:

This module aims to:

- **introduce the basic craft skills of traditional/period finishing techniques.**
- **become familiar with the materials, equipment and techniques.**
- **practice and develop controlled hand skills.**
- **develop an insight into traditional finishing techniques which will act as a basis for future conservation/restoration treatments.**
- **develop theory into practice, especially health and safety, care of equipment and general good working practice.**
- **develop an ethical approach to furniture conservation/restoration.**
- **put conservation/restoration theory into practice.**
- **encourage self discipline and self confidence through motivation, demonstration of ability and knowledge.**
- **develop aesthetic appreciation in an historical context.**
- **develop research skills, investigative powers, problem solving and develop independent judgement.**

### 2. Learning outcomes

Through successful completion of this module students will show they can:

- **Produce a series of small panels designed to explore a number of processes and techniques.**
- **Demonstrate an understanding of the different types of historical applied finishing techniques common in period furniture and artifacts**
- **Develop precise and controlled hand skills and show an understanding of each key stage.**
- **Produce a detailed diary/logbook recording and evaluating the work produced.**
- **Recognise and differentiate between different types of period/traditional finishing techniques.**
- **Work with supervision on a number of conservation/restoration objects**
- **Understand the different approaches between conservation and restoration practice acknowledging areas where the two cross over**
- **Demonstrate an awareness of knowledge and aesthetic appreciation of materials used**
- **Identify and implement all elements of safety in the workshop.**
- **Calculate the cost and quantify the materials needed for a work piece.**

### 3. Contents:

The conservation and restoration of furniture covers an extremely wide and varied number of procedures and techniques. Every project provides a unique learning experience, utilising conservation and restoration procedures and techniques. The module will make full use of a variety of objects to cover the content.



**Documentation of furniture prior to, during and after conservation and restoration.**

**Evaluation of the condition of furniture prior to the commencement of work.**

**Stabilisation/consolidation, cleaning.**

**The safe handling of objects.**

**Techniques of conservation and restoration: diagnostic, examination, cleaning, consolidation reassemble and documentation.**

**Handling, environment, packaging and transport**

- Introduction and overview, module brief, projects assessment details.
- Materials, masking out stringing, staining methods.
- Grain filling, staining panels.
- Stripping, sanding and preparing panels.
- Polish one panel to a full grain finish. Polish one panel to half-grain finish.
- Colouring exercises using both dyes and pigments. Full colouring and touching up finishes.
- Bleaching exercises, including full bleaching out and marks/stains. Lightening a panel to pre-determined colour.
- Polishing machined exercise to required colour and level of polish with mop and rubber.
- Use of revivers /cleaners, ring removal and patch polishing methods. Review and evaluation of all exercises.

#### **4. Training Methodologies:**

- Lectures.
- Group discussions.
- Personal research.
- Practical demonstrations/assignments.

#### **5. Assessment Criteria:**

- Completion and presentation of set work by given time and date.
- Demonstrate an understanding of methods and materials used.
- Attendance and participation

#### **6. Indicative reading:**

Hayward, Charles,                    Staining and Polishing, London, Evans  
   Brothers Limited, 1946

Cescinsky, H.,                    The Gentle Art of Faking Furniture.

Collier, J.W.                    Wood Finishing.

Leach, Noel Johnson           Wood Finishing Techniques.

Oughton, Frederick,           The Complete Manual of Wood Finishing.  
   London, Stobart & Son Ltd, 1982

Stalker.                    A Thesis on Japanning & Varnishing.

**7. Accredited prior learning:**

Recent relevant certificate, written academic evidence

## **ENTERPRISE PLACEMENT**

### **1. Description of module aims:**

It is intended that the student have a period of time, preferably towards the end of the course, working in professional environment.

The aims of this module are to:

- provide the student with valuable experience in relating professionally with other specialist practitioners
- develop and demonstrate the depth of knowledge and procedures within a commercial environment
- impart and develop company specific characteristics.
- be aware of the demands of the specific job market
- increase independent learning opportunities
- develop and encourage articulation and self-confidence.

### **2. Learning outcomes**

Through successful completion of this module students will show they can:

- Operate effectively & safely within a commercial environment
- Communicate with confidence & clarity in both verbal & written form
- Promote themselves & their products in a commercial environment
- Demonstrate self-discipline & effective time management in relation to specific deadlines
- Demonstrate independent learning, ethical decision making & a professional attitude to conservation/restoration issues
- Demonstrate the economical, social & cultural differences between the educational institution & commercial environment
- Record, evaluate & analyse their experience in a commercial environment

### **3. Contents:**

This will give the student the opportunity to demonstrate in a work environment the knowledge and skills gained from all areas covered in the course.

#### **A – Historical, laboratorial and representative identification of the piece;**

Historic evolution of the concepts Conservation, Restoration and Preservation;

Preventive and remedial Conservation and restoration;

Restoration taking into account the history and aesthetics of the piece;  
Specific legislation for Conservation and Restoration of wood and furniture (some considerations on professional ethics);

**B – Reference to the intervention levels in Conservation and Restoration**

Expeditious inspection – materials deformation, physics and chemistry;  
Laboratory inspection – destructive and non destructive methods;  
Inspection and Construction Techniques – joinery inspection and to other joints

**C – Conservation and restoration techniques**

The diagnosis  
Cleaning  
Consolidation  
Reassemble  
Documentation/Report

**4. Training Methodologies:**

- During the industrial experience a tutor from the administrating institution should monitor the student.

**5. Assessment Criteria:**

- Make a report of the personal growth in a commercial environment which will include a reflective, evaluative, constructive critique of the experience within commercial environment.
- Completion and presentation of work by set date.
- Demonstration of understanding through set assignments.
- Attendance and participation

**6. Indicative reading:**

- Available books in each country;
- Utilisation of paper and electronic sources

**7. Accredited prior learning:**

All efforts should be made in order to undertake this Enterprise Placement