This document contains slides presented at the conference Academic Demarcations: Disciplines and Interdisciplinarity, 13-14 September 2012 at the University of Oslo, and may only be quoted after informing the author:

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"Neither fish nor fowl" Mapping an interdisciplinary professional subject.

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“one should make sure at the very outset that there is a truly philosophic basis so that ‘conservators’ shall not only be good practitioners, but scholars as well, knowing not only what they do, but why they do it, and prepared to discuss fundamental questions effectively with their opposite numbers in aesthetics, art history and so forth”

(George Stout 1945)
Topics covered in this presentation:

• the nature of Conservation-Restoration as a university based discipline
• the reasons why it cannot be easily placed within traditional subject demarcation
• the mapping of knowledge, skills and competence that is required to enter this profession
• Examination of the map using the Joint Academic Classification of Subjects system
A short definition of Conservation-Restoration

The physical care, stabilization, maintenance and preservation of objects that are in some way significant to a community.
Conservation

focuses on preventing an object from deteriorating and discovering what it is made of
Restoration

Returns existing fabric back to a perceived earlier state.
The conservator –Restorer must:

- Possess a wide understanding of both ancient and modern materials
- Approach their work scientifically and systematically
- Analyse the strengths and limitations of a wide range of both investigative and treatment options
- work closely with other heritage professionals
The European Network of Conservation-Restoration Education (ENCORE) defines cultural heritage conservation as:

an empirical science devoted to the preventive and remedial treatment of our common inheritance.
The Danish parliament white paper nr 525 states that:

“the purpose of education is to develop the artistic and manual skills and the scientific insight and technical know-how of the students within the field of conservation and restoration”.

A.I.S.B.L.
ISBN 978-92-990010-6-6
E.C.C.O Framework – EQF level 7

Type of knowledge
a. Factual
b. Conceptual
c. Procedural
d. Meta-cognitive

Level of knowledge
1. Remembering
2. Understanding
3. Applying
4. Evaluating
5. Creating

Level of Skill
Knowledge only
Intermediate
Proficient
Creating
The Joint Academic Coding of Subjects system

each broad subject area a letter, which can have three levels of subdivision

For example: F represents the Physical Sciences, F300 Physics, F330 Environmental Physics and F331 Atmospheric Physics.
<table>
<thead>
<tr>
<th>Spinal node</th>
<th>JACS Subject code</th>
<th>JACS Subject name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination and Diagnosis</td>
<td>V</td>
<td>Historical and Philosophical studies</td>
</tr>
<tr>
<td></td>
<td>J</td>
<td>Mineral Technology</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>Creative Arts and design</td>
</tr>
<tr>
<td></td>
<td>F (F800)</td>
<td>Physical science (Physical and Terrestrial Geographical and Environmental Science)</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>Mathematics and Computer Science</td>
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<tr>
<td></td>
<td>N</td>
<td>Business and Administrative Studies</td>
</tr>
<tr>
<td>Assessment of Needs</td>
<td>Evaluative</td>
<td></td>
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<tr>
<td>Assessment of Conservation-Restoration actions</td>
<td>Evaluative</td>
<td></td>
</tr>
<tr>
<td>Planning and Organisation of Actions</td>
<td>N</td>
<td>Business and Administrative Studies</td>
</tr>
<tr>
<td>Conservation-Restoration Actions</td>
<td>No relevant JACS code</td>
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<td>Project Management</td>
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<tr>
<td>After Care Advice</td>
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<td>Historical and Philosophical studies</td>
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</tr>
</tbody>
</table>
A layered process

Multidisciplinary activities

Evaluation

Specialized Conservation-restoration activities

Evaluation

Multidisciplinary activities
The Document of Pavia, preservation of cultural heritage: Towards a European profile of the conservator-restorer. Pavia: Associazione Giovanni Secco-Suardo. October 18–22, 1997,
E.C.C.O Framework – Access level 7

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Knowledge only
Intermediate
Proficient
Creating
“We have to notice that the body of knowledge from which we work is not in fact a body at all... When we look across what we hope will stand as an ordered area, we see instead a very broken area like a city’s patchwork, communal garden – irregular small plots, some admirably cultivated, but with no relations discernible among them and with weeds and bare spots between”

Stout, G. 1964