

# The Swiss Conservation-Restoration Campus Overview & Resources

The study programme in Conservation-Restoration is coordinated by the partner institutions of the Swiss Conservation-Restoration Campus (Swiss CRC)



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# 1. The Swiss Conservation-Restoration Campus

## 1.1. Introduction

The Swiss Conservation-Restoration Campus (Swiss CRC) comprises the four institutions offering conservation-restoration education at university level in Switzerland. It offers a three year Bachelor's and a two year Master's programme. The titles are recognised by the Swiss Confederation and they are valid internationally. Each institution is a centre of learning and research with an interdisciplinary team of lecturers and professionals specialised in different fields of conservation-restoration. Each institution is responsible for one or more specialisations (see table under point 1.3).

The teaching languages are German, French or Italian according to the site, as well as English.

## 1.2. Swiss CRC Central office

The coordination of the Swiss CRC's common activities and projects is done by the Central office.

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Students are expected to have a good understanding of the teaching language of their own institution and are encouraged to profit from the different languages used in the various programmes.

The aims of the Swiss Conservation-Restoration Campus are:

- to coordinate the study programmes in conservation and restoration
- to collaborate in teaching and applied research
- to build a powerful competences network at federal level

## 1.3. Partner institutions

### Institutions

**Abegg-Stiftung**  
BFH Berner  
Fachhochschule

**Hochschule der Künste Bern  
HKB**  
BFH Berner Fachhochschule

**Haute Ecole Arc  
Conservation-restauration  
HE-Arc CR**  
HES-SO Haute école  
spécialisée de Suisse  
occidentale

**Dipartimento ambiente  
costruzioni e design  
DACD**  
SUPSI Scuola universitaria  
professionale della Svizzera  
italiana

### Contact

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[www.hkb.bfh.ch](http://www.hkb.bfh.ch)

[www.he-arc.ch](http://www.he-arc.ch)

[www.dacd.supsi.ch](http://www.dacd.supsi.ch)

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### Specialisations

→ Textiles

→ Architecture and  
furnishings  
→ Paintings and sculptures  
→ Books, graphic and  
photographic objects  
→ Contemporary art and  
media

→ Archaeological and  
ethnological objects  
→ Scientific, technical and  
horological objects

→ Wall paintings, stone,  
stucco and architectural  
surfaces

### Main teaching language

German

German

French

→ Italian  
→ English

#### 1.3.1 Abegg-Stiftung, BFH Berner Fachhochschule

The Abegg-Stiftung in Riggisberg was founded in 1961 and established regular vocational training in textile conservation-restoration in 1962. The Abegg-Stiftung is a research institute and museum with a large textile collection. It is an international centre of excellence specialising in the research of historic textiles and in textile conservation and restoration.

The degree-course in Textile Conservation-Restoration at the Abegg-Stiftung has continuously developed, in line with both, general developments in the field of conservation-restoration and changes in the Swiss higher education system.

When the Berner Fachhochschule (BFH) was established in 1997, the degree-course of the Abegg-Stiftung was attached to it by contract. After implementing the declaration of Bologna in 2005, the Abegg-Stiftung offers a three-year Bachelor's programme in conservation followed by a two-year Master's programme in Conservation-Restoration, in collaboration with the partner institutions of the Swiss Conservation-Restoration Campus (Swiss CRC). The Abegg-Stiftung collaborates with universities and cultural institutions nationally and internationally.

### **1.3.2 Hochschule der Künste Bern (HKB), BFH Berner Fachhochschule**

The Bern Academy of the Arts (HKB) was founded in 2003 as the first all-encompassing university of the arts in Switzerland. It delivers teaching, research, further education and services in Music, Opera, Theatre, Literary Writing, Art, Design and Conservation-Restoration. The Y Institute (Institute for Transdisciplinarity) organises and moderates exchange between the disciplines. About 1000 students enrolled on Bachelor or Master programmes, 170 in further education programmes and 500 teaching and research staff study and work at the academy. The HKB cooperates with numerous universities within Switzerland and abroad, and is represented in national and international organisations and associations. The courses of study on offer

comprise eleven Bachelor's and sixteen Master's Degrees and additional postgraduate programmes (Certificate, Diploma and Master's of Advanced Studies). Research at the HKB is characterised by the link between academic and artistic approaches. The HKB carries out research within four transdisciplinary areas of Communication Design, Interpretation Research, Intermediality, and Materiality in Art and Culture. The HKB is one of eight departments of the Bern University of Applied Sciences (BFH). It has an interdisciplinary PhD programme (Doctoral Programme Studies in the Arts SINTA, part of the graduate schools of the Arts and Humanities GSAH), which is conducted in co-operation with the University of Berne.

### **1.3.3 Haute Ecole Arc Conservation-restauration (HE-Arc CR), HES-SO Haute école spécialisée de Suisse occidentale**

Established in 1997, the HES-SO is a public-law institution under the jurisdiction of the cantons of western Switzerland (Fribourg, Geneva, Jura, Neuchâtel, Valais, Vaud and the French-speaking part of the canton of Berne).

The conservation-restoration programme, created in 1997, was originally located in La Chaux-de-Fonds (Canton of Neuchâtel) before moving to Neuchâtel in 2011.

Since 2003, the Haute Ecole Arc Conservation-restoration (HE-Arc CR) is one of the four departments of the Haute Ecole Arc (HE-Arc) along with the Engineering, Management and Health departments. The Haute Ecole

Arc regroups the UAS (Universities of Applied Sciences) level training programmes of the cantons of Neuchâtel, Jura and the French speaking part of the canton of Berne. The Jura region is well known for both its watchmakers and microtechniques industries, as well as its archaeological heritage and ethnographic museums offering opportunities to develop knowledge and know-how in these fields of conservation.

The research team of the HE-Arc CR collaborates with the other departments and research institutes of the HE-Arc and other universities and heritage institutions in Switzerland and Europe.

### **1.3.4 Dipartimento ambiente costruzioni e design (DACD), SUPSI Scuola universitaria professionale della Svizzera italiana**

The Department for Environment Construction and Design (DACD) is part of the University of Applied Sciences and Arts of Southern Switzerland (SUPSI), together with the Department of Education and Learning, the Department of Business Economics, Health and Social Care, and the Department of Innovative Technologies.

Three schools are associated:

- the Fernfachhochschule Schweiz in Brig,
- the Conservatorio della Svizzera italiana in Lugano and the Accademia Teatro Dimitri in Verscio.

SUPSI operates in the fields of first and second level university education, continuing education and applied research as well as providing consulting services to private partners and public institutions. DACD offers Bachelor degree courses in Architecture, Interior Design, Civil Engineering, Conservation and Visual Communication and Master degree courses in Conservation Restoration and in Interaction Design. The continuing education programme

consists of more than sixty courses in the fields of design, construction, energy and the environment. The applied research projects enhance the transversal nature of the different areas of expertise, providing stakeholders with

support and innovation services. An active presence in a large number of national and international research cooperation networks, and constantly developing synergies with Swiss and foreign universities, allows the Department to act as a reference scientific pole in its areas of competence. Collaboration between degree

courses and research institutes is fostered by the development of joint projects. Collaboration with other SUPSI Departments is also encouraged, improving both the students' and lecturers' ability to work in an interdisciplinary environment.



## 2. Competences and professional profiles

### 2.1 Bachelor of Arts in Conservation

#### 2.1.1 Competences

Graduates have the following competences, in particular in the specialisation stated on the diploma:

- Document museums' collections, identify and monitor potential threats to cultural heritage and plan preventive conservation measures and actions to avoid or minimize future damage, deterioration and loss, and consequently any invasive intervention to a cultural object.
- Describe and document in a written, graphical and photographic form a cultural object, presenting its cultural, historical and artistic context, its changes over time (conservation history), its materials and techniques, its alteration and degradation phenomena, and the current risks for its conservation.
- Critically assess a conservation-restoration intervention in relation to the culture and the time in which it was done.
- Collaborate in the scientific investigations that are necessary to the understanding of a cultural object and of its condition.
- Carry out, under the supervision of a conservator-restorer, remedial and conservation-restoration interventions with regard to their respective specialisation.
- Use a technical vocabulary in a national language and/or in English for writing preliminary studies, intervention reports and for oral communication and presentations.
- Quote the legal framework on cultural heritage and apply the ethical codes in the field of conservation-restoration.

#### 2.1.2 Professional profile

The Bachelor's degree in Conservation allows graduates to:

- continue the studies with a Master of Arts in Conservation-restoration;
- work in private or public institutions in the field

of conservation and to collaborate in remedial conservation-restoration projects; continue the studies in a related field of activity (e.g. museology and managing of cultural heritage).

### 2.2 Master of Arts in Conservation-Restoration

#### 2.2.1 Competences

Graduates have the following competences, in particular in the specialisation stated on the diploma:

- Define the concept for the long-term preservation of a cultural object with an interdisciplinary approach, considering its cultural significance, its condition, environmental factors the requirements of stakeholders and the theoretical and ethical principles of conservation.
- Plan indirect and direct actions, defining the criteria for choosing materials and methods of intervention and for the assessment of their performances.
- Carry out the planned treatments with a critical and systematic approach.
- Identify future actions for post-treatment, monitoring and maintenance.
- Improve and develop processes of conservation-restoration treatments and research in this field, including preventive measures and conservation-restoration actions.
- Document, communicate and archive the technical and scientific results obtained during preliminary studies, preventive and direct interventions, monitoring and maintenance, and research in conservation-restoration.
- Organise the work considering health and safety, legislation, insurance, project planning, finance and equipment facilities.
- Work with different professionals involved in the management, research and conservation of cultural heritage.

### 2.2.2 Professional profile

The Master's degree in Conservation-Restoration allows graduates to:

→ work in public or private institutions as a fully qualified professional in the field of conservation-restoration;

→ work as an independent professional and to manage projects in the field of conservation-restoration according to international standards;

→ continue studies on a doctoral level.

### 2.3 Positioning on national and international level

The programmes in conservation-restoration are designed according to Swiss and European guidelines. The title is recognized at international level, it complies with the European standards for education in conservation and conservation-restoration which agree that only a Master's degree in conservation-restoration, achieved by a period of full-time study of no less than 5 years at a university or at a recognised equivalent level, qualifies an individual for the independent practice of the profession. The universities of applied sciences partner of the Swiss CRC are all members of ENCoRE.

The professional competence profiles developed at both Bachelor and Master levels respect the following guidelines:

→ European Network for Conservation-Restoration Education (ENCoRE): Clarification of Conservation/Restoration Education at University Level or Recognised Equivalent, ENCoRE 3rd General Assembly (Munich, 19-22 June 2001).

→ European Confederation of Conservator-Restorers' Organisations (E.C.C.O.) Professional Guidelines (III): Basic Requirements for

Education in Conservation-Restoration, Promoted by the European Confederation of Conservator-Restorers' Organisations and adopted by its General Assembly (Brussels, 1 March 2002). Updated at the General Assembly (2 April 2004).

→ E.C.C.O. – ENCoRE joint Paper on Education and Access to the Conservation-Restoration Profession, approved by the General Assembly of E.C.C.O. (Brussels, 7 March 2003) and by the General Assembly of ENCoRE (Torun, 9 May 2003).

→ E.C.C.O. Brochure Competences for Access to the Conservation-Restoration Profession (2011)

[https://www.ecco-eu.org/wp-content/uploads/2021/01/ECCO\\_Competences\\_EN.pdf](https://www.ecco-eu.org/wp-content/uploads/2021/01/ECCO_Competences_EN.pdf)

→ Profession outline of the Swiss Association of Conservation-Restoration SKR

[https://restaurierung.swiss/images/Downloads/Grundlagen/2023-05-25\\_Berufsbilder\\_SKR.pdf](https://restaurierung.swiss/images/Downloads/Grundlagen/2023-05-25_Berufsbilder_SKR.pdf)

## 3. Specialisations

### 3.1. Archaeological and Ethnographical objects (HE-Arc CR)

The conservation and restoration of Archaeological and Ethnographical objects refers both to artefacts and remains discovered during archaeological excavations in various environments or to objects coming from all cultures either European or extra-European. Besides being able to deal with the most current issues encountered on this kind of heritage, students have the opportunity to deepen their knowledge further during their master thesis.

Through internships and workshops in heritage institutions, students are prepared to collaborate within research teams, public offices or museums specialised in Archaeology or Ethnology.

For that purpose, the programme comprises workshops and theoretical courses devoted to the degradation and conservation of objects made of various materials such as ceramic, glass, metals, wood, leather and other organic materials. Stone objects and mosaics are also part of the curriculum as much as fragile objects made of feather or ivory. The programme includes other topics such as colour and retouching, infography, archaeology (including numismatic), scientific analysis in conservation (microscopy: crystallography and metallography) and chemical and electrochemical techniques for stabilisation and cleaning.

### **3.2. Architecture and Furnishings (HKB)**

The conservation and restoration of our built heritage makes up the main focus of this specialisation. Courses deal with buildings' structures, technologies and materials, including their furnishing, decoration, inventories and uses throughout time. A very broad approach to a large variety of materials, technologies, objects and conservation-restoration treatments allows individual students to lay a personal stress within their learning practice. Major importance is given to the development of appropriate preventive

### **3.3. Books, Graphic and Photographic objects (HKB)**

Libraries, private and public archives, photographic collections and similar entities contain important witnesses of our collective memories and history. Conservator-restorers in the field must be able to profoundly understand materials such as paper, leather and organic binders as well as the corresponding objects' technologies, uses and

### **3.4. Contemporary art and media (HKB)**

The 20th and 21st centuries have brought a large diversity of new materials and technologies to the art sector. Among many others, electronic devices, time-based media, kinetic installation, synthetic polymers or ephemeral materials require appropriate examination, documentation and preservation approaches, based on comprehensive knowledge about their materials, technical background, degradation - and alteration processes, their meanings as well as their uses, con- and

### **3.5. Paintings and Sculptures (HKB)**

From the contemporary fine art museum object to an old, venerable ecclesiastical artwork still in active use: conservation-restoration specialists for paintings and sculptures must know and understand a lot of different materials, techniques, degradation processes, art genres and meanings. Dedicated workshop practice projects allow students to develop custom-designed conservation and restoration interventions and preventive measures on the basis of a thorough examination of individual artworks' materiality, condition and

### **3.6. Scientific, Technical and Horological objects (HE-Arc CR)**

This specialisation allows students to deal with a large scope of objects related to scientific, technical and even industrial heritage. From tiny horological mechanisms to aircraft or industrial machines, not forgetting animal or

or interventive conservation-restoration treatments and maintenance concepts as well as to collaborative approaches and professional teamwork. A 50:50 mix of theory courses with practical exercises and building site practice referring to the corresponding theoretical inputs prepares students to work for heritage protection services, for specialised conservation-restoration companies within the field or as freelance specialists.

meanings. The specialisation maintains close relationships to relevant partner institutions within the field in order to introduce students to their professional career. Courses cover the relevant materials, technologies, objects and conservation-restoration practices as well as specific examination and documentation methods.

subtexts. In their workshop practice, students of this specialisation gain profound insight into the technical and humanistic conditions of contemporary art, use adapted documentation techniques and systematically develop and carefully execute optimised conservation-restoration measures. Courses cover the specific materials, techniques, examinations and documentation strategies for Contemporary art and media.

meanings. Most advanced conservation-restoration treatments are developed and executed to preserve the object's meaning and values. Theory courses include introductions to polychromy, painting supports, consolidation techniques, as well as to specialised examination methods. Graduates of this specialisation work as independent professionals as well as in Museums or other institutions caring for art objects.

plant specimens of natural science, these objects are very different in size or weight, complexity or sensitivity, to various degradation factors. The programme aims to give students both knowledge of a wide variety of heritage objects

and to let them practice a methodology to understand conservation issues and to bring about comprehensive treatments taking into account material properties and the significance of heritage objects.

Special attention is devoted to the issue of maintaining or regaining working order. This implies both examining the pros and cons of this objective from a technical and ethical point of view.

Each semester, workshops are dedicated to different heritage objects. Students may choose to specialise further during their master thesis.

### **3.7. Textiles (Abegg-Stiftung)**

The Abegg-Stiftung offers a specialised programme in textile conservation–restoration. It is an international centre of excellence specialised in the research of historic textiles and in textile conservation and restoration as well as a museum with a large textile collection. Two separate display locations; the museum and the Villa Abegg plus an annual special exhibition as well as its own textile collection require permanent care and a variety of activities in the fields of preventive conservation and conservation–restoration. In addition, the Abegg-Stiftung undertakes conservation work for external institutions or supports their efforts in textile conservation as a consultant or by assisting them. All these facets offer the students a wide variety of activities in preventive conservation and textile conservation and restoration, and an in-

### **3.8. Wall paintings, stone, stucco and architectural surfaces (DACD)**

The SUPSI programme trains students to become professional conservators-restorers in the field of wall painting, plaster, stucco and monumental stone. Drawing on the experience of international conservators, architects, art historians, chemists and geologists who teach at the school, and benefitting from advanced technical and analytical facilities in the campus, the course aims at providing students with the tools to recognise an object's cultural value, develop a well-founded conservation intervention following a methodological decision-making process, which involves understanding the object and its conservation issues, developing and testing preventive and remedial treatments, evaluating and implementing them and developing a programme for its subsequent monitoring and maintenance.

Situated in the southern part of Switzerland, near the Italian border, the SUPSI offers its students the privileged opportunity –through its contacts with cantonal, national and international

Hereafter are indicated the contents of the main master modules: conservation of scientific objects and naturalia, objects used in public transport and horological / electrical objects, introduction to tribology in conservation–restoration, polymers and modern alloys used in heritage objects, history of sciences and techniques, horology history and styles, functional description of mechanisms, infography, scientific analysis in conservation (microscopy: crystallography and metallography) and chemical and electrochemical techniques for stabilisation and cleaning.

sight into different fields of the profession.

The students' activities in the textile conservation workshop are usually linked to applied research projects in conservation or textile technology and the history of textile arts. The staff of the textile conservation workshop supervise the students during the practical modules, and – depending on the projects – they are also coached by the curators of the institute.

For specific projects, the Abegg-Stiftung collaborates with external laboratories and other institutions as well as external experts. Theory modules by internal and external lecturers on selected topics in textile conservation, textile technology and the history of textile arts provide a comprehensive view of the specialisation.

heritage institutions– to develop their research and practical skills on prestigious conservation projects, supervised by leading conservation professionals. During their studies students also practice communication skills in order to work in an efficient manner with professionals from other disciplines and institutions and with the stakeholders involved in conservation–restoration projects.

## 4. Studies

### 4.1 General overview of the study structure

The Bachelor's programme in conservation lasts three years and corresponds to 180 ECTS<sup>1</sup> credits. During the first two years, students follow a common curriculum defined by the four collaborating institutions. In the third year students attend courses on their chosen field of conservation at the institution responsible for that specialisation.

The Master's programme in conservation-

restoration lasts two years and corresponds to 120 ECTS credits. Both programmes can be carried out full or part time.

### Basic structure of the Bachelor's (BA) and Master's (MA) programmes:

Semester		ECTS credits	Content / focus	Programme
01	BA1	30	<b>Introduction to conservation</b> Highly co-ordinated multilingual programme with common, well-defined learning outcomes	<b>Bachelor's programme</b> 180 ECTS credits
02	BA2	30		
03	BA3	30		
04	BA4	30		
05	BA5	30	<b>Specialisation in conservation-restoration</b> → 8 individual programmes at the 4 Swiss CRC institutions → 4 common modules of the Swiss CRC	<b>Master's programme</b> 120 ECTS credits
06	BA6	30		
07	MA1	30		
08	MA2	30		
09	MA3	30		
10	MA4	30		

### 4.2 Bachelor's programme

#### 4.2.1 Admission requirements

Candidates seeking admission must hold a Federal Vocational Baccalaureate, a Swiss General Baccalaureate "Matura", a recognised Professional Baccalaureate, or have completed another equivalent general education at secondary school (level II) qualifying for university study. Admission is subject to passing an aptitude test (for details see each school's website).

Candidates without a vocational education must complete a work placement or an internship to prepare for admission, advisably in the vocational fields of conservation and restoration. Candidates with a vocational education do not need to complete a work placement to start their studies, but as with any career choice it is still useful to have some experience in the professional field first. This can be achieved through short or long-term internships.

<sup>1</sup> ECTS credit = 25-30 hours of workload for the students (including lessons, exercises and self-study)

#### 4.2.2 Programme structure

The first two years are an introduction to conservation and preventive conservation. They are based on a simultaneous training of practical skills and knowledge.

In the third year, students will focus on a specialised field of conservation at the institution responsible for it, possibly leading to a change of school. They will progressively increase the amount of practical

experience and the structure of the study is similar to that of the Master programme. Theory courses support the students' work and will prepare them for their training at the Master's level. At the end of the Bachelor's programme, students will write a Bachelor's thesis coached by one of their teachers or pass a Bachelor's assessment.

#### 4.3 Master's programme

##### 4.3.1 Admission requirements

Candidates seeking admission must hold a Bachelor's degree or an UAS (Universities of Applied Sciences) diploma or an equivalent academic degree in Conservation. They must have a specific qualification for their chosen

specialisation and pass the aptitude test as specified in the common Master's regulations (see [www.swiss-crc.ch](http://www.swiss-crc.ch)).

##### 4.3.2 Programme structure

The Master's programme consists of workshop practice and theory modules. The Master's thesis is a written documentation of an independent

piece of scholarly research or a complex professional project.

Workshop practice modules	Modules on methods and techniques	Master's thesis
Collaboration on current conservation and conservation-restoration projects, either internships or externships	Block courses on: → Methodology, ethics and specific techniques in conservation-restoration → Scientific analysis → Technology and materials of artefacts → Materials and methods used in conservation-restoration → Professional practice in managing conservation restoration projects	Independent work of applied research in conservation-restoration either problem oriented or object oriented



## 5. Common activities

The four partner institutions of the Swiss CRC share several activities, mainly at Master level. From the very beginning of the Bachelor, the students of the first and second year have the

opportunity to visit the different schools and learn about programs offered and resources available in each institution (Students' exchange days).

### 5.1 Moodle platform

Information about the courses and activities of the partner schools and the Swiss CRC are available for all Swiss CRC students and collaborators on the common Moodle learning platform.

<https://moodle.bfh.ch/course/index.php?categoryid=110>

### 5.2 Common Master modules

The Swiss CRC organises four common courses, one per semester, which are mandatory for all students in the Master specialisation programmes. The topics of the courses are of interest for all students and aim at improving their future professional activities and enhance their approach to life-long learning.

The topics of the 4 courses are:

- Research Skills for Conservation-Restoration
- Managing Conservation-Restoration Projects
- Understanding Conservation: Change and Development in Theory and Practice
- Sustainability in the Conservation-Restoration Practice

They allow students of the partner schools to study together, develop team working skills and improve their competence in using English as a working language.

More information is to be found in the brochure on the common courses and on Moodle:

<https://moodle.bfh.ch/course/index.php?categoryid=1656>

### 5.3 Follow courses at other schools

Students can follow courses at the partner schools according to their module plans. The participation in courses at other schools is free of charge. The reimbursement of travel and accommodation costs must be clarified with the head of studies before registering. The ECTS credits will be

confirmed on the registration form and will be recognised as equivalent by the school of the student.

The procedures and the registration form can be found on Moodle:

<https://moodle.bfh.ch/course/view.php?id=4258>

### 5.4 Master's theses and Graduation Ceremony

The four Swiss CRC partner schools organise a common Master Graduation Ceremony, usually at the end of October. The date is published on the Swiss CRC website.

To present the variety of the different specialisations, approaches and projects, a common brochure with the abstracts of the theses is published yearly on the Swiss CRC website.

<https://www.swiss-crc.ch/studies/#ma-theses>

### 5.5 Master Award

The Master Award aims to give students who have completed a high quality project with their Master's thesis the opportunity to present it to a public of professionals.

The Master's board of each school designates one student's thesis and the jury, consisting of the Directing Board of the Swiss CRC and the President of the Swiss Association of Conservation and Restoration, will designate the winner according to the following criteria:

- Usefulness for future students
- Usefulness for professionals
- Originality
- Use of Swiss CRC resources

<https://www.swiss-crc.ch/common-projects/#-ma-award>

## 6. Resources

Each institution has a variety of resources, such as laboratories and libraries according to their specific activities in teaching and research.

They carry out specialised analyses with a variety of methods and a wide range of instruments. These resources are open to all students and collaborators of the campus.

### 6.1 Teachers & researchers

Information about the courses and activities of the partner schools and the Swiss CRC are available for all Swiss CRC students and collaborators on the common Moodle learning platform.

<https://moodle.bfh.ch/course/index.php?categoryid=110>

### Abegg-Stiftung

<b>Director</b>	<b>Regula Schorta</b> Curator for textiles particularly from Central Asia and China Textile conservator-restorer
<b>Conservator-restorers, study-programme</b>	<b>Bettina Niekamp</b> Head of the textile conservation workshop <b>Caroline Vogt</b> Head of studies <b>Anja Bayer</b> Senior textile conservator-restorer <b>Agnieszka Woś Jucker</b> Senior textile conservator-restorer <b>Nadine Kilchhofer</b> Senior textile conservator-restorer
<b>Curators</b>	<b>Michael Peter</b> Textiles 5th to 13th century, velvets <b>Evelin Wetter</b> Textiles 13th to 16th century, embroideries <b>Anna Jolly</b> Textiles 16th to 18th century

→ [Contacts of Abegg-Stiftung collaborators](#)



## HE-Arc CR

<b>Conservation-restoration department</b> Archaeological and Ethnographical Objects (CRAE) Scientific, Technical and Horological Objects (CROSTH)	<b>Laura Brambilla</b> Director Conservation-restoration department Head of studies
<b>Preventive conservation</b>	<b>Thierry Jacot</b> <b>Bluenn Boulangé</b>
<b>Ceramic and glass</b>	<b>Hortense de Corneillan</b>
<b>Metals</b>	<b>Valentin Boissonnas</b>
<b>Organic Materials</b>	<b>Camille Alembik</b> <b>Anne-Laure Goron</b>
<b>Scientific, technical and horological objects</b>	<b>Tobias Schenkel</b> <b>Guillaume Rapp</b>
<b>Scientific analysis</b>	<b>Christian Degrigny</b>
<b>Research Unit</b>	<b>Chiara Croci</b> Coordinator
<b>Project leaders</b>	<b>Valentin Boissonnas</b> <b>Laura Brambilla</b> <b>Chiara Croci</b> <b>Hortense de Corneillan</b> <b>Christian Degrigny</b> <b>Edith Joseph</b> <b>Arianna Passaretti</b>
<b>Scientific facilities and equipment</b>	<b>Tobias Schenkel</b> Coordinator
<b>Continuing education</b>	<b>Romain Jeanneret</b> Coordinator

[→ Profiles of HE-Arc CR collaborators](#)



## HKB

Conservation-restoration  
department

**Nina Mekacher**  
Head of Conservation-restoration department

**Elke Mentzel**  
Head of studies BA & MA

**Karolina Soppa**  
Head of studies BA & MA

Specialisation  
Paintings and sculpture

**Karolina Soppa**  
Responsible for specialisation

Specialisation  
Architecture and furnishing

**Christel Meyer-Wilmes, Jonas Roters**  
Responsibles for specialisation

Specialisation  
Contemporary art and media

**Martina Haidvogel, Martina Pfenninger Lepage**  
Responsibles for specialisation

Specialisation  
Books, graphic and  
photographic objects

**Elke Mentzel**  
Responsible for specialisation

Art technological laboratory

**Nadim Scherrer**  
Head of Laboratory

[→ Profiles of HKB CR collaborators](#)



## SUPSI

Conservation-restoration department	Giacinta Jean Head of Conservation-restoration
Preventive conservation	Giulio Zaccarelli Sonia Caliaro
Wall Paintings and Stucco	Alberto Felici Jacopo Gilardi Stefania Luppichini
Stone	Francesca Piqué Stefano Volta
History of art, artistic techniques and conservation theory	Anastasia Gilardi Ester Giner Cordero Chiara Lumia
Scientific laboratory Francesca Piqué	Francesca Piqué Marta Caroselli Giovanni Cavallo Patrizia Moretti

[→ Profiles of SUPSI/DACD collaborators](#)



## 6.2 Scientific facilities and equipment

Students or teaching and research staff can request the services of labs in other schools (see available services and contacts below).

The person responsible for the chosen lab will decide if the service can be carried out free of charge or not.

### HKB

[https://www.hkb.bfh.ch/de/konser-  
vierung-und-restaurierung/dienstleistungen/](https://www.hkb.bfh.ch/de/konser-vierung-und-restaurierung/dienstleistungen/)

Contact:

Nadim Scherrer,  
T +41 31 848 39 10,  
nadim.scherrer@hkb.bfh.ch

### HE-Arc CR

[https://www.he-arc.ch/conservation-restauration/  
prestations-de-services/](https://www.he-arc.ch/conservation-restauration/prestations-de-services/)

Contact :

Tobias Schenkel,  
T +41 32 930 19 34,  
tobias.schenkel@he-arc.ch

### SUPSI

<http://www.supsi.ch/imc>

Contact:

Francesca Piqué,  
T +41 58 666 62 60,  
francesca.pique@supsi.ch

## 6.3 Research projects

Research in conservation-restoration is a major topic for Master's lecturers and students:

Master's courses include the adoption and discussion of current research results and Master's theses have to actively contribute to conservation-restoration research. Most of the lecturers, teaching at the Master level, are simultaneously active in current research projects.

All institutions have their individual research collaboration networks and projects. Annual teacher's and research meetings are organized by the Swiss CRC to promote collaboration and exchange of knowledge.

### Abegg Stiftung

<https://abegg-stiftung.ch/textilkonservierung/>

### HKB

[https://www.hkb.bfh.ch/de/forschung/  
forschungsbereiche/institut-materiali-  
taet-in-kunst-und-kultur/](https://www.hkb.bfh.ch/de/forschung/forschungsbereiche/institut-materiali-taet-in-kunst-und-kultur/)

### HE-Arc CR

[https://www.he-arc.ch/conservation-restauration/  
unite-recherche](https://www.he-arc.ch/conservation-restauration/unite-recherche)

### SUPSI, DACD

<https://www.supsi.ch/imc>

## 6.4 Libraries

### Abegg-Stiftung

Information:

<https://abegg-stiftung.ch/en/library/>

Online catalogue:

<https://abegg-stiftung.ch/en/online-catalogue/>

Contact:

Bibliothek  
Abegg-Stiftung  
Werner Abeggstrasse 67  
CH-3132 Riggisberg

Andrea Meuer, Beate Stucki,  
T +41 31 808 12 23,  
[bibliothek@abegg-stiftung.ch](mailto:bibliothek@abegg-stiftung.ch)

### HKB

Information:

<https://www.hkb.bfh.ch/de/ueber-die-hkb/standorte-infrastruktur/bibliotheken/bibliothek-hkb-mediothek/>

Online catalogue:

[https://swisscovery.slsp.ch/discovery/search?vid=41SLSP\\_NETWORK:VU1\\_UNION](https://swisscovery.slsp.ch/discovery/search?vid=41SLSP_NETWORK:VU1_UNION)

Contact:

Mediothek  
HKB  
Fellerstrasse 11  
CH-3027 Bern

Susan Mengis,  
T +41 31 848 38 31,  
[mediothek@hkb.bfh.ch](mailto:mediothek@hkb.bfh.ch)

### HE-Arc CR

Information:

<https://www.he-arc.ch/bibliotheques>

Online catalogue:

[https://swisscovery.slsp.ch/discovery/search?vid=41SLSP\\_NETWORK:VU1\\_UNION](https://swisscovery.slsp.ch/discovery/search?vid=41SLSP_NETWORK:VU1_UNION)

Contact:

Bibliothèque  
Haute École Arc  
Campus Arc 2  
Espace de l'Europe 11  
CH-2000 Neuchâtel

Anne Cuenat  
T +41 32 930 12 51  
[cor.bibliotheque@he-arc.ch](mailto:cor.bibliotheque@he-arc.ch)

### SUPSI

Information:

<https://www.biblioteche.supsi.ch/biblioteca-dacd>

Online catalogue:

[https://swisscovery.slsp.ch/discovery/search?vid=41SLSP\\_NETWORK:VU1\\_UNION](https://swisscovery.slsp.ch/discovery/search?vid=41SLSP_NETWORK:VU1_UNION)

Contact:

Biblioteca  
Dipartimento ambiente costruzioni e design  
Via Flora-Ruchat Roncati 15  
CH - 6850 Mendrisio

Marco Simbula  
T +41 58 666 63 81  
[biblioteca.dacd@supsi.ch](mailto:biblioteca.dacd@supsi.ch)

