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# Introduction to the Need to be Aware of the Built Heritage



COTAC Insight 2



## **COTAC Insight 2: Introduction to the Need to be Aware of the Built Heritage**

### **Council on Training in Architectural Conservation (COTAC)**

COTAC originated in 1959 in response to the need for training resources for practitioners in the repair and conservation of historic churches. Since its inception the Charity has consistently worked to lift standards across the UK's conservation, repair, and maintenance (CRM) sector. This has involved working in partnership with national agencies, professional and standard setting bodies, educational establishments, and vocational training interests.

## **COTAC Insight Series**

The COTAC Insight Series of on-line learning publications has been prepared in support of COTAC's stated Educational Aims and Objectives and its Understanding Conservation School Structure. This sets out the strategic web-site development of [www.cotac.global](http://www.cotac.global) where various publications of the Insight Series are posted under the Learning Menu tab.

Whilst every care has been taken in the preparation of the information in the Insight Series, COTAC and its author researchers specifically exclude any liability for errors, omissions or otherwise arising from its content. Whilst the majority of images are primarily sourced from the authors' private archive, any historic and archival resources are incorporated in a manner as fair use educational material under the terms of the Creative Commons Attribution-Non Commercial-ShareAlike (CC-BY-NC-SA) license.

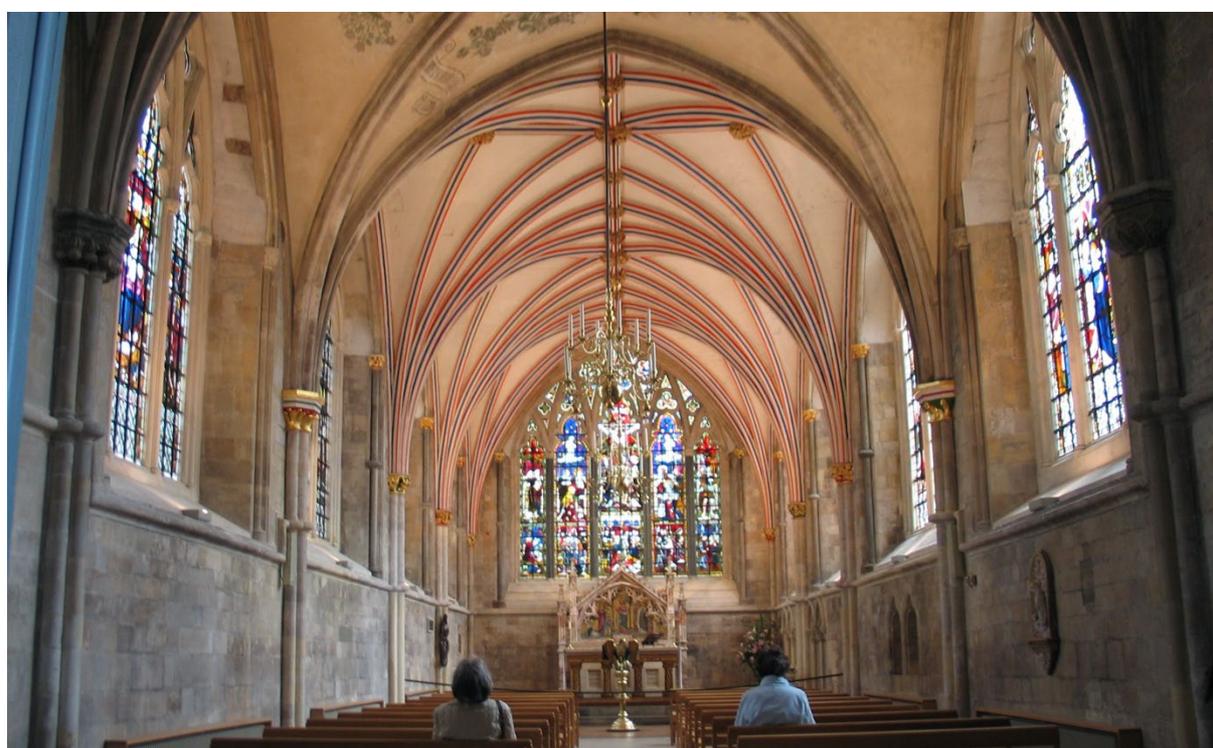
In compiling the Insight Series material considerable input has been received from Barry J Bridgwood to whom thanks are expressed for his continuing commitment and dedication, providing much of the support text whilst also undertaking significant editorial duties. Collectively, the Insight material is offered in support of the COTAC sister Understanding Conservation 5 Units within the overall framework of COTAC's Understanding Conservation School Structure.

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Cover Image: Beresford, Glasgow © Ingval Maxwell

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Chichester © Ingal Maxwell

## The COTAC Understanding Conservation School Structure

The strategic website developments that COTAC is following is based on its *Corporate Plan 2019-2024*. The intention being to promulgate COTAC's learning outcomes to a wide range of potential audiences including lay, school, student, general education, training, vocational and professional users.

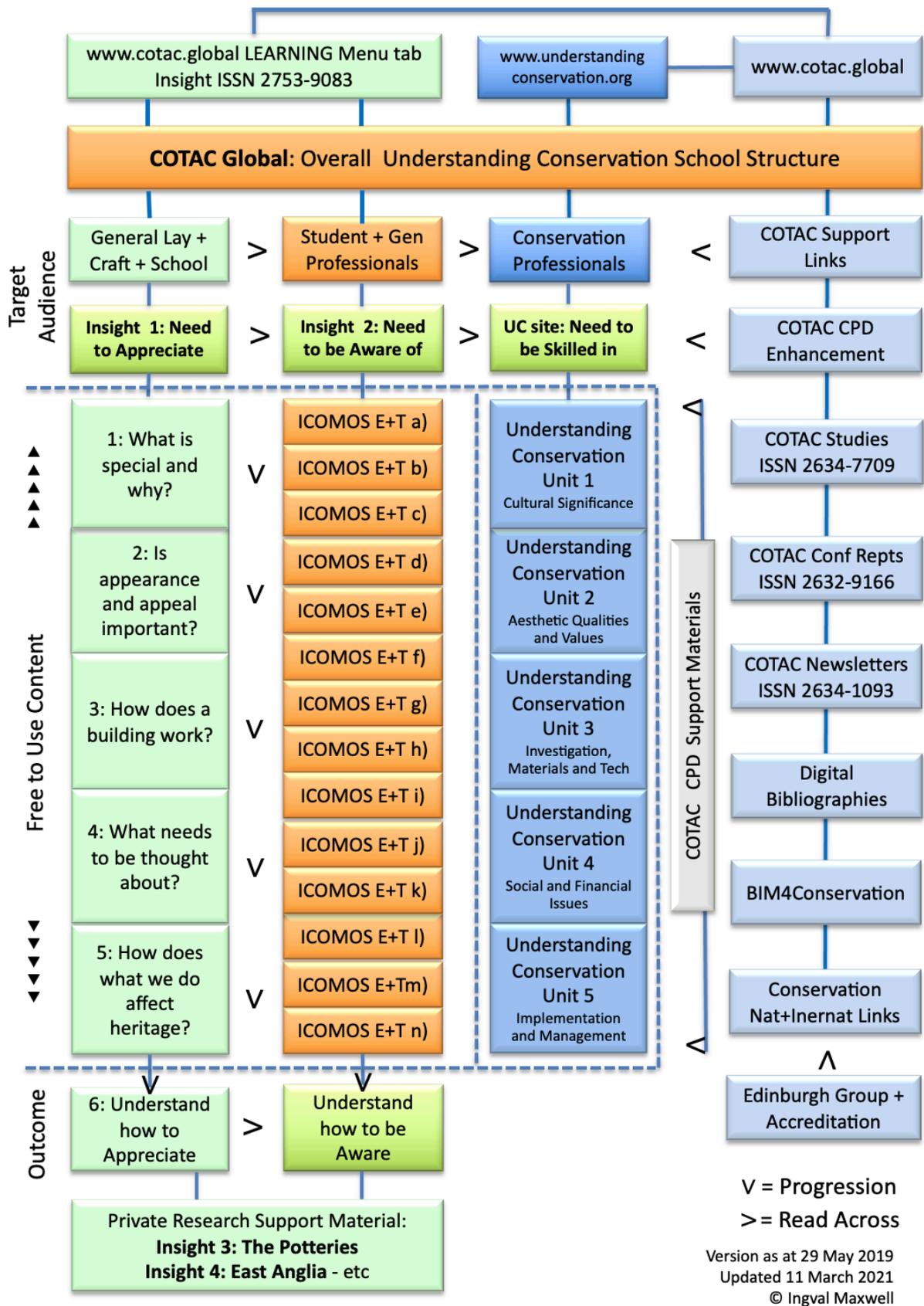


A simple Pointing Machine in operation © Ingalv Maxwell

The adopted approach offers website Learning materials through the COTAC Home Site [www.cotac.global](http://www.cotac.global) in developing and providing support within an overarching *COTAC Understanding Conservation School* initiative.

To ensure consistency in approach, all components have been based upon, or linked to, the *1993 ICOMOS Education and Training Guidelines* whilst also being informed by *BS 7913:2013 Guide to the conservation of historic buildings* and the development of the ICOMOS CIF '*Building Principles for Capacity Building through Education and Training in Safeguarding and Integrated Conservation of Cultural Heritage*' intentions in 2013. These key documents provide a universal, national and international relevance for all COTAC's educational activities: the operational structure and framework of which is outlined in the structure diagram, as below, dated to 11 March 2021:

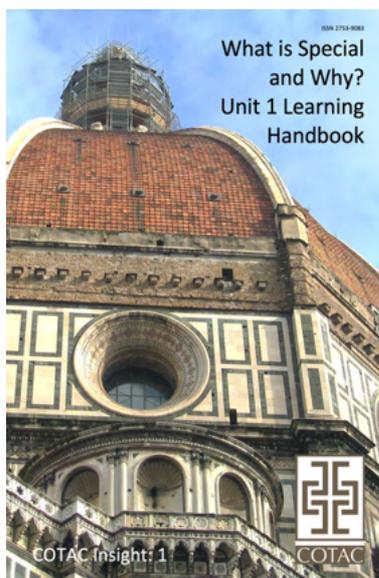
In summary, the intention is to promulgate architectural conservation learning through freely available on-line educational materials that will enable interested users to, initially, '*Appreciate*' the built heritage; then to increase their '*Awareness*' of it, progressing and become more familiar with the topic by becoming '*Skilled*' in their understanding.



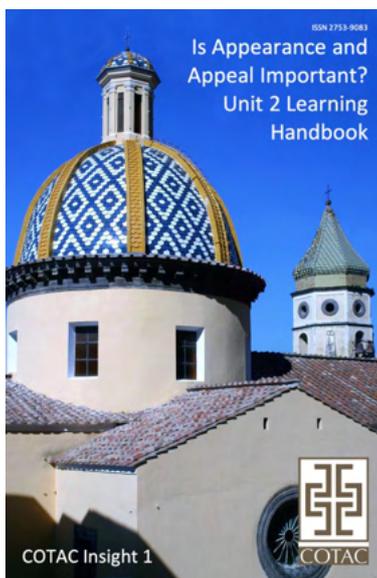
In accordance with the structure diagram, where Insight 2 sits in support of Insight 1 within the framework, is as follows:

## Insight 1: The ‘Need to Appreciate the Built Heritage’

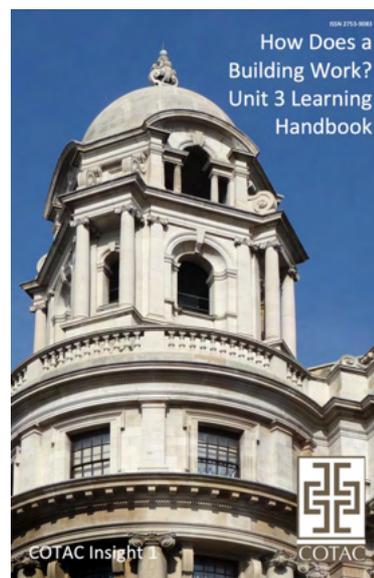
As a significant step towards realising COTAC’s Learning intentions *Insight 1’s Need to Appreciate the Built Heritage* suite of documents were posted on-line in February 2021. The target audience aiming to cover a wide range of cohorts. This to include schools, students, the public, and entry level crafts, trades and professionals who wish to gain a fundamental appreciation of practical heritage conservation, its associated challenges, working practices and the philosophy which underpins it. Each of the *Insight 1* six Unit *Learning Handbooks* and the five separate *Image Sets* of 24 full page illustrations are offered in downloadable pdf format. The first five Units adopt a similar approach and intentions to that found on the Understanding conservation (UC) 5 Units sister website - to which links are provided.



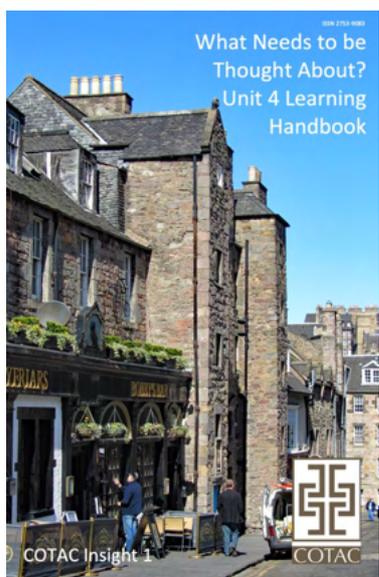
Unit 1 Learning Handbook pp26



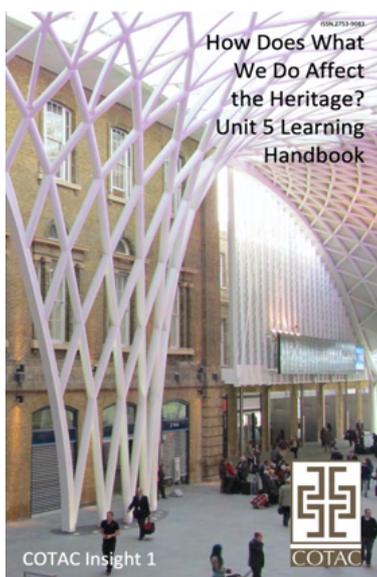
Unit 2 Learning Handbook pp21



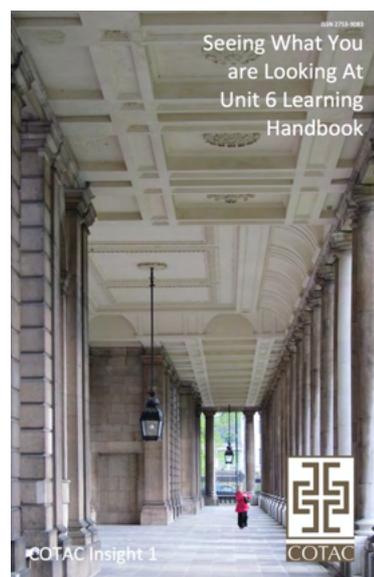
Unit 3 Learning Handbook pp17



Unit 4 Learning Handbook pp30



Unit 5 Learning Handbook pp26



Unit 6 Learning Handbook pp26

From a *User’s* perspective, the focus of all six *Insight 1* Units and their five *Image Sets* is to assist in gaining a comprehensive understanding of what the built heritage is about. The five *Image sets*, totalling 251 images, adopt the same titles as the *Learning Handbooks*, being an

extension of their contents. Both sets of five documents lead into Unit 6 “*Seeing what you are looking at*”.



24 Images



24 Images



24 Images



24 Images



24 Images

The Unit 6 Handbook offers additional considerations matched to briefly expanded captions for each image, the intention being to increase overall awareness through improved understanding. With Insight 1 informing readers about appreciating how the heritage might be better protected, at the same time offering introductory learning material for those who wish to proceed into Insight 2’s approach of enhancing *The Need to be Aware of the Built Heritage*.



Being fully aware of the built heritage can be a challenge. © Ingval Maxwell

## Insight 2: The ‘Need to be Aware of the Built Heritage’

Central to COTAC’s Learning intentions are the *ICOMOS Education and Training Guidelines a) – n)*. In consequence, *Insight 2* plays a key role in linking across all COTAC’s on-line publications and intentions. It does this by offering 14 annotated Guideline-specific Image Sets. Aimed at enhancing an interpretive and visual awareness through each topic.

The Insight 2 material directly supports the content of the first 5 Units of Insight 1 (and as will be explained further in the *Introduction* to the related 5 Units of the Understanding Conservation ‘*Need to be Skilled in*’ sister website) It does this through identifying read-across links with the ICOMOS Education and Training Guidelines, tabulated as follows:

Insight 1: <i>Need to Appreciate</i> Units 1-5 (Insight 6 provides a link to Insight 2)	Insight 2: <i>Need to be Aware of...</i> 14 Image Sets: list of ICOMOS Education and Training Guidelines Para 5 a) – n) links	<i>Understanding Conservation (UC)</i> 5 Units <i>Need to be skilled in...</i>
Insight 1 Unit 1: What is special and why?	5a, 5b, 5c, 5d, 5g, 5h, 5i, 5j & 5m	UC Unit 1: Cultural significance
Insight 1 Unit 2: Is appearance and appeal important?	5c, 5e, 5h, 5l & 5m	UC Unit 2: Aesthetic qualities and values
Insight 1 Unit 3: How does a building work?	5b, 5d, 5e, 5f, 5h, 5i, 5j & 5m	UC Unit 3: Investigation, materials and technologies
Insight 1 Unit 4: What need to be thought about?	5a, 5c, 5d, 5f, 5h, 5i, 5j, 5m & 5n	UC Unit 4: Social and financial issues
Insight 1 Unit 5: How does what we do affect heritage?	5e, 5h, 5i, 5j, 5k, 5m & 5n	UC Unit 5: Implementation and management

### The 1993 ICOMOS Education and Training Guidelines

The full text of the *ICOMOS Guidelines on Education and Training in the Conservation of Monuments, Ensembles and Sites (1993)*, more commonly referred to as the ICOMOS Education and Training Guidelines, is available on-line at:

<https://www.icomos.org/en/charters-and-texts/179-articles-en-francais/ressources/charters-and-standards/187-guidelines-for-education-and-training-in-the-conservation-of-monuments-ensembles-and-sites>

Importantly, in Paragraph 1, the Aim of the Guidelines state:

*The aim of this document is to promote the establishment of standards and guidelines for education and training in the conservation of monuments, groups of buildings ("ensembles") and sites defined as cultural heritage by the World Heritage Convention of 1972. They include historic buildings, historic areas and towns, archaeological sites,*

*and the contents therein, as well as historic and cultural landscapes. Their conservation is now, and will continue to be a matter of urgency.*

<p>ICOMOS International Council on Monuments and Sites</p> <p><b>GUIDELINES ON EDUCATION AND TRAINING IN THE CONSERVATION OF MONUMENTS, ENSEMBLES AND SITES (1993)</b></p> <p>The General Assembly of the International Council on Monuments and Sites, ICOMOS, meeting in Colombo, Sri Lanka, at its tenth session from July 30 to August 7, 1993;</p> <p>Considering the breadth of the heritage encompassed within the concept of monuments, ensembles and sites;</p> <p>Considering the great variety of actions and treatments required for the conservation of these heritage resources, and the necessity of a common discipline for their guidance;</p> <p>Recognizing that many different professions need to collaborate within the common discipline of conservation in the process and require proper education and training in order to guarantee good communication and coordinated action in conservation;</p> <p>Noting the Venice Charter and related ICOMOS doctrine, and the need to provide a reference for the institutions and bodies involved in developing training programs, and to assist in defining and building up appropriate standards and criteria suitable to meet the specific cultural and technical requirements in each community or region;</p> <p>Adopts the following guidelines, and Recommendations that they be diffused for the information of appropriate institutions, organizations and authorities.</p> <p><b>AIM OF THE GUIDELINES</b></p> <p>1. The aim of this document is to promote the establishment of standards and guidelines for education and training in the conservation of monuments, groups of buildings ("ensembles") and sites defined as cultural heritage by the World Heritage Convention of 1972. They include historic buildings, historic areas and towns, archaeological sites, and the contents therein, as well as historic and cultural landscapes. Their conservation is now, and will continue to be a matter of urgency.</p> <p><b>CONSERVATION</b></p> <p>2. Conservation of cultural heritage is now recognized as resting within the general field of environmental and cultural development. Sustainable management strategies for change which respect cultural heritage require the integration of conservation attitudes with contemporary economic and social goals including tourism.</p> <p>3. The object of conservation is to prolong the life of cultural heritage and, if possible, to clarify the artistic and historical messages therein without the loss of authenticity and meaning. Conservation is a cultural, artistic, technical and craft activity based on humanistic and scientific studies and systematic research. Conservation must respect the cultural context.</p> <p><b>EDUCATIONAL AND TRAINING PROGRAMS AND COURSES</b></p> <p>4. There is a need to develop a historic approach to our heritage on the basis of cultural pluralism and diversity, respected by professionals, craftsmen and administrators. Conservation requires the ability to observe, analyze and synthesize. The conservationist should have a flexible yet pragmatic approach based on cultural consciousness which should penetrate all practical work, proper education and training, sound judgment and a sense of</p>	<p>proportion with an understanding of the community's needs. Many professional and craft skills are involved in this interdisciplinary activity.</p> <p>5. Conservation works should only be entrusted to persons competent in these specialist activities. Education and training for conservation should produce from a range of professionals, conservationists who are able to:</p> <p>a) read a monument, ensemble or site and identify its emotional, cultural and use significance;</p> <p>b) understand the history and technology of monuments, ensembles or sites in order to define their identity, plan for their conservation, and interpret the results of this research;</p> <p>c) understand the setting of a monument, ensemble or site, their contents and surroundings, in relation to other buildings, gardens or landscapes;</p> <p>d) find and absorb all available sources of information relevant to the monument, ensemble or site being studied;</p> <p>e) understand and analyze the behavior of monuments, ensembles and sites as complex systems;</p> <p>f) diagnose intrinsic and extrinsic causes of decay as a basis for appropriate action;</p> <p>g) inspect and make reports intelligible to non-specialist readers of monuments, ensembles or sites, illustrated by graphic means such as sketches and photographs;</p> <p>h) know, understand and apply UNESCO conventions and recommendations, and ICOMOS and other recognized Charters, regulations and guidelines;</p> <p>i) make balanced judgments based on shared ethical principles, and accept responsibility for the long-term welfare of cultural heritage;</p> <p>j) recognize when advice must be sought and define the areas of need of study by different specialists, e.g. wall paintings, sculpture and objects of artistic and historical value, and/or studies of materials and systems;</p> <p>k) give expert advice on maintenance strategies, management policies and the policy framework for environmental protection and preservation of monuments and their contents, and sites;</p> <p>l) document works executed and make same accessible;</p> <p>m) work in multi-disciplinary groups using sound methods;</p> <p>n) be able to work with inhabitants, administrators and planners to resolve conflicts and to develop conservation strategies appropriate to local needs, abilities and resources;</p> <p><b>AIMS OF COURSES</b></p> <p>6. There is a need to impart knowledge of conservation attitudes and approaches to all those who may have a direct or indirect impact on cultural property.</p> <p>7. The practice of conservation is interdisciplinary: it therefore follows that courses should also be multidisciplinary. Professionals, including academics and specialized craftsmen, who have already received their normal qualification will need further training in order to become conservationists; equally those who seek to act competently in historic environment.</p> <p>8. Conservationists should ensure that all artisans and staff working on a monument, ensemble or site respect its significance.</p> <p>9. Training in disaster preparedness and in methods of mitigating damage to cultural property, by strengthening and improving fire prevention and other security measures, should be included in courses.</p>	<p>10. Traditional crafts are a valuable cultural resource. Craftspersons, already with high level manual skills, should be further trained for conservation work with instruction in the history of their craft, historic details and practices, and the theory of conservation with the need for documentation. Many historic skills will have to be recorded and revived.</p> <p><b>ORGANIZATION OF EDUCATION AND TRAINING</b></p> <p>11. Many satisfactory methods of achieving the required education and training are possible. Variations will depend on traditions and legislation, as well as on administrative and economic context of each cultural region. The active exchange of ideas and opinions on new approaches to education and training between national institutes and at international levels should be encouraged. Collaborative network of individuals and institutions is essential to the success of this exchange.</p> <p>12. Education and sensitization for conservation should begin in schools and continue in universities and beyond. These institutions have an important role in raising visual and cultural awareness - improving ability to read and understand the elements of our cultural heritage - and giving the cultural preparation needed by candidates for specialist education and training. Practical hands-on training in craft work should be encouraged.</p> <p>13. Courses for continuing professional development can enlarge on the initial education and training of professionals. Long-term, part-time courses are a valuable method for advanced teaching, and useful in major population centers. Short courses can enlarge attitudes, but cannot teach skills or impart profound understanding of conservation. They can help introduce concepts and techniques of conservation in the management of the built and natural environment and the objects within it.</p> <p>14. Participants in specialist courses should be of a high caliber normally having had appropriate education and training and practical working experience. Specialist courses should be multi-disciplinary with core subjects for all participants, and optional subjects to extend capacities and/or to fill the gaps in previous education and training. To complete the education and training of a conservationist an internship is recommended to give practical experience.</p> <p>15. Every country or regional group should be encouraged to develop at least one comprehensively organized institute giving education and training and specialist courses. It may take decades to establish a fully competent conservation service. Special short-term measures may therefore be required, including the grafting of new initiatives onto existing programs in order to lead to fully developed new programs. National, regional and international exchange of teachers, experts and students should be encouraged. Regular evaluation of conservation training programs by peers is a necessity.</p> <p><b>RESOURCES</b></p> <p>16. Resources needed for specialist courses may include e.g.:</p> <p>a) an adequate number of participants of required level ideally in the range of 15 to 25;</p> <p>b) a full-time co-ordinator with sufficient administrative support;</p> <p>c) instructors with sound theoretical knowledge and practical experience in conservation and teaching ability;</p> <p>d) fully equipped facilities including lecture space with audio-visual equipment, video, etc., studios, laboratories, workshops, seminar rooms, and staff offices;</p> <p>e) library and documentation center providing reference collections, facilities for coordinated research, and access to computerized information networks;</p> <p>f) a range of monuments, ensembles and sites within a reasonable radius.</p> <p>17. Conservation depends upon documentation adequate for understanding of monuments, ensembles or sites and their respective settings. Each country should have an institute for research and archive for recording its cultural heritage and all conservation works related thereto. The course should work within the archive responsibilities identified at the national level.</p> <p>18. Funding for teaching fees and subsistence may need special arrangements for mid-career participants as they may already have personal responsibilities.</p>
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In setting a challenging benchmark, Paragraph 3 notes:

*The object of conservation is to prolong the life of cultural heritage and, if possible, to clarify the artistic and historical messages therein without the loss of authenticity and meaning. Conservation is a cultural, artistic, technical and craft activity based on humanistic and scientific studies and systematic research. Conservation must respect the cultural context.*



Ordnance Survey original Benchmark ca 1855 © Ingvál Maxwell

Recognising the challenges from these and associated paragraphs COTAC has fully embraced the Guideline intentions in its Charitable learning activities. It had pursued this with a particular reference in accordance with the intentions of Paragraph 5 a) to n):

*Conservation works should only be entrusted to persons competent in these specialist activities. Education and training for conservation should produce from a range of professionals, conservationists who are able to:*

#### **ICOMOS 1993 Education and Training Guidelines: Paragraph 5 a) – n)**

- a) **Read a monument**, ensemble or site and identify its emotional, cultural and use significance
- b) **Understand the history** and technology of monuments, ensembles or sites in order to define their identity, plan for their conservation, and interpret the results of this research
- c) **Understand the setting** of a monument, ensemble or site, their contents and surroundings, in relation to other buildings, gardens or landscapes
- d) **Find and absorb all available sources of information** relevant to the monument, ensemble or site being studied
- e) **Understand and analyze the behavior** of monuments, ensembles and sites as complex systems
- f) **Diagnose intrinsic and extrinsic causes of decay** as a basis for appropriate action
- g) **Inspect and make reports intelligible to non-specialist** readers of monuments, ensembles or sites, illustrated by graphic means such as sketches and photographs
- h) **Know, understand and apply UNESCO conventions and recommendations**, and ICOMOS and other recognized Charters, regulations and guidelines
- i) **Make balanced judgments based on shared ethical principles**, and accept responsibility for the long-term welfare of cultural heritage
- j) **Recognize when advice must be sought** and define the areas of need of study by different specialists, e.g. wall paintings, sculpture and objects of artistic and historical value, and/or studies of materials and systems
- k) **Give expert advice on maintenance strategies, management policies and the policy** framework for environmental protection and preservation of monuments and their contents, and sites
- l) **Document works executed** and make same accessible
- m) **Work in multi-disciplinary groups** using sound methods
- n) **Be able to work with inhabitants**, administrators and planners to resolve conflicts and to develop conservation strategies appropriate to local needs, abilities and resources

In its activities and outcomes COTAC has accepted, and is aiming to fulfil, the wider ICOMOS Guideline (paragraph) intentions that:

- Sustainable management strategies for change require integration of interests (2)
- There is a need to develop a holistic approach to the heritage (4)
- There is a need to impart knowledge of conservation attitudes and approaches (6)
- The practice of conservation is interdisciplinary (7)
- Disaster preparedness to mitigate damage to cultural property is required (9)
- Crafts people should be further trained for conservation work (10)

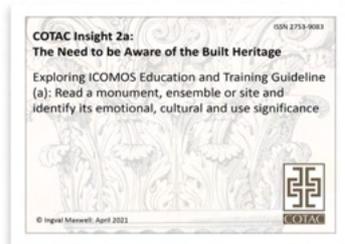
- Conservation education should begin in schools and beyond (12)
- Continuing professional development is required for professionals (13)
- Educational materials should be multidisciplinary (14)
- Grafting conservation awareness into existing programmes to eventually create fully developed new programmes is required (15)



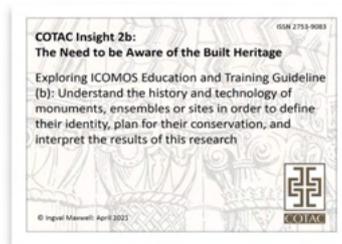
The consequences of a defective external drainpipe, London © Ingal Maxwell

## COTAC Insight 2: 14 PDF Image Sets 2a) – 2n): Thumbnail Opening Pages

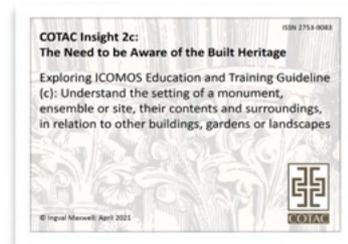
Since 1993, the 14 ICOMOS Guideline have maintained their relevance in offering a succinct framework to adopt when caring for the built heritage. Of the 251 briefly annotated images which shape COTAC's 'Insight 2 a- n' Learning material, these have been specifically grouped to illustrate their relevance in accordance with individual Guidelines, as follows:



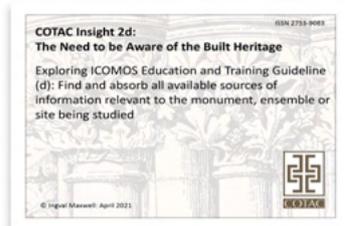
15 images



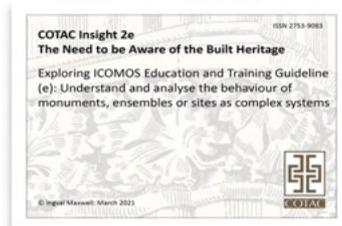
17 images



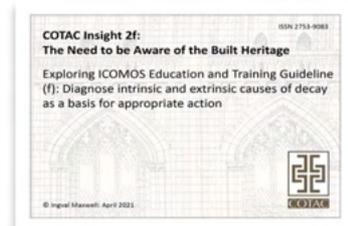
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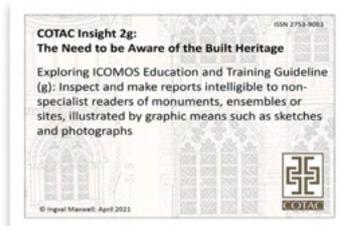
21 images



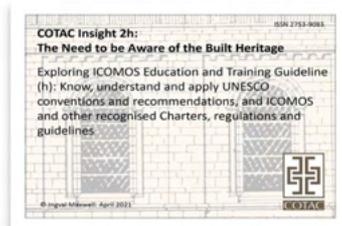
17 images



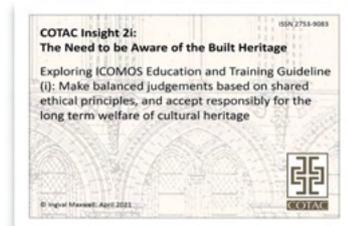
18 images



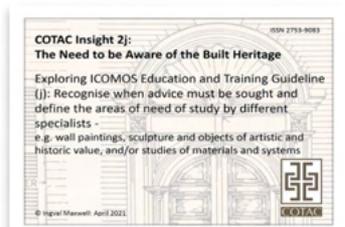
15 images



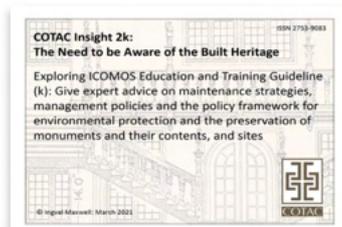
24 images



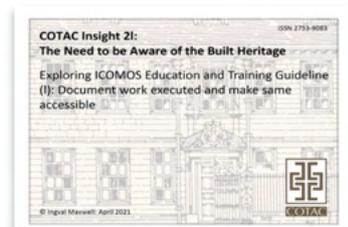
18 images



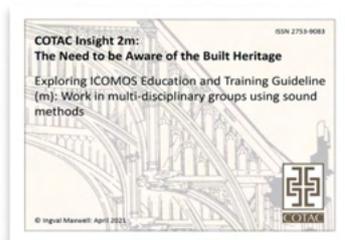
18 images



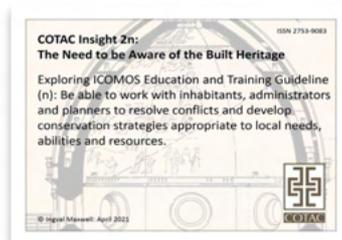
19 images



17 images



21 images



16 images

Please note: In being so identified the Insight 2 Image Sets as 2 a) - n) exactly mirror the *ICOMOS Education and Training Guidelines* Paragraph 5 a) – n).

Each Insight 2 a) – n) PDF Image Set has been prepared to be viewed in single page format.

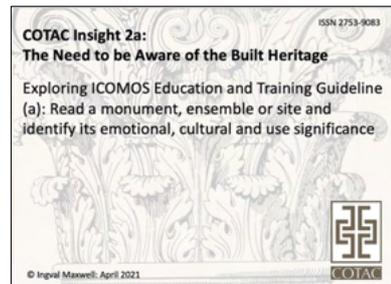
## Insight 2: Exploring the 14 ICOMOS Education and Training Guidelines a) - n)

With a focus on assisting *The Need to be Aware of the Built Heritage*, Insight 2 builds upon the six Units of Insight by adopting the *ICOMOS Education and Training Guidelines* in furtherance of COTAC's Educational Aims and Objectives. The target audience also covers a wide range of cohorts including students, crafts, trades, and young professionals who wish to develop their *Awareness* of practical built heritage conservation issues, their associated challenges, working practices and underlying philosophy. Each of the 14 Explorations are offered as separate Image Sets in downloadable pdf format that act as linking material with *Insight 1 Need to Appreciate* Units supporting the five Units of the related *Understanding Conservation Need to be Skilled in* approach. Each Insight 2 a) – n) Image Set has been prepared to be viewed in single page PDF format. Please note: In being so identified the Insight 2 Image Sets as 2 a) - n) exactly mirror the *ICOMOS Education and Training Guidelines* Paragraph 5 a) – n).

The Image Sets should be read in conjunction with all publications in the *Insight* series. The following *Need to be Skilled in* Understanding Conservation 5 Units have also been prepared to help when compiling a portfolio of personal evidence to present to professional institutes. This should it be a practitioner's intention to seek accreditation in architectural conservation in accordance with their individual institutes' stated criteria. This approach relates to an ability to illustrate competence in effective decision-making whilst undertaking practical conservation work founded upon experience, and the ability to apply relevant philosophical arguments in support of pragmatic decisions. The overall approach is not intended to provide answers but offers a stimulus and route to greater comprehension. It is intended to challenge an understanding of the skills and knowledge necessary to act effectively in making appropriate decisions as a conservation practitioner when pursuing and resolving clients' objectives. The 14 Images Sets are:

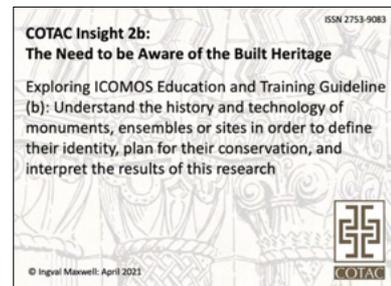
### Exploring ICOMOS Education and Training Guideline a) 15 Image Set

To 'read' a building there is a requirement to appreciate, be aware and understand how it was located, its relationship to surroundings, how it was constructed and used, its history, design, architectural style, and age, what different materials it was made from and what skills were involved in creating it, along with perceived social value to the public and community.



### Exploring ICOMOS Education and Training Guideline b) 17 Image Set

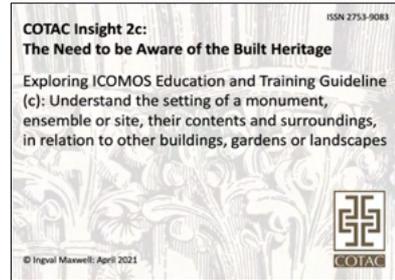
Numerous sources exist which explore a variety of architectural, periods, styles, and specialisms. They cover the full spectrum of prehistoric and historic developments. Much additional written and illustrative material is becoming freely available via the internet. Combined with archival maps and photographic evidence much can be gained to aid understanding.



### Exploring ICOMOS Education and Training Guideline c)

#### 15 Image Set

Whilst the value of some individual structures or sites may not warrant formal attention, their existence as part of a group of buildings, or in a wider location, can greatly increase their standing through the integration of harmonious features of value and significance. But if significant elements are disfigured or lost the unity of the setting could be compromised.



### Exploring ICOMOS Education and Training Guideline d)

#### 21 Image Set

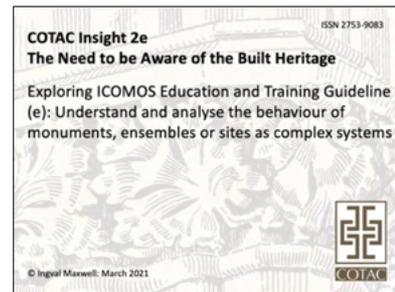
Whilst amalgamating the outcomes of addressing Guidelines a), b) and c), Guideline d) aims to suggest a deeper archival search would be equally beneficial. This could include a wide variety of sources.



### Exploring ICOMOS Education and Training Guideline e)

#### 17 Image Set

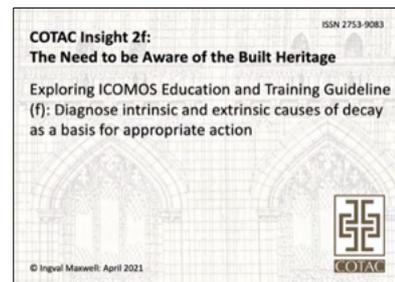
Dealing with the complexity of understanding and assessing structures usually starts with the need to gain safe physical access to inspect and analyse requirements. Remote 'drone' acquired surveys can offer a safe alternative.



### Exploring ICOMOS Education and Training Guideline f)

#### 18 Image Set

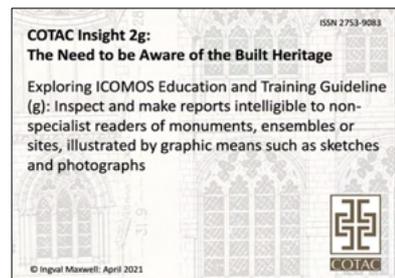
No matter how it is delivered, water is the fundamental engine of all decay processes, saturating or building up upon the materials that constitute the construction of the built heritage. In their wet state, complex interactions between different building materials can result.



### Exploring ICOMOS Education and Training Guideline g)

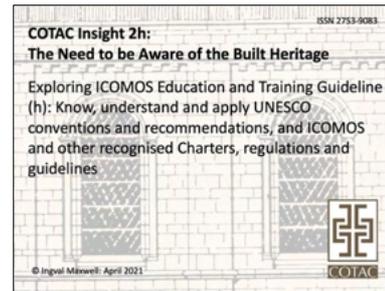
#### 15 Image Set

A holistic approach to reporting on the needs of a heritage building should include, amongst other matters, an assessment of the risks involved. This to cover welfare, safety, access, and external and internal protection for structure and elements.



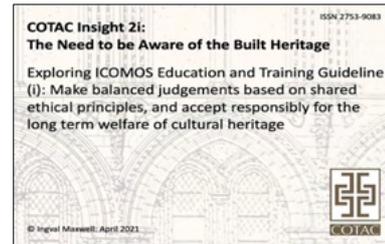
**Exploring ICOMOS Education and Training Guideline h)  
24 Image Set**

The conservation of the historic environment is achieved through legislation, policy and practical guidance on good practice, including Charters and Conventions, National legislation and guidance, Planning Policy and Technical advice and information: available from a variety of sources, at national, local and European level.



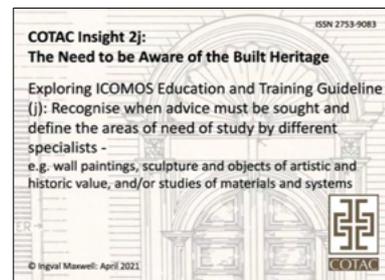
**Exploring ICOMOS Education and Training Guideline i)  
18 Image Set**

The past has numerous examples of integrated design thinking and constructional quality, creating the challenge of ensuring that appropriate decisions are taken to ensure its survival when modern day needs are accommodated in a sustainable manner without unintentionally jeopardising future use possibilities.



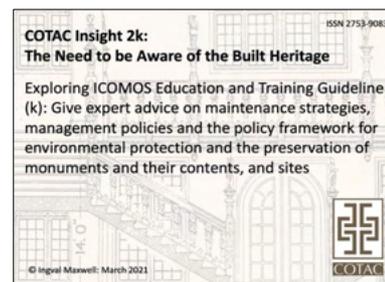
**Exploring ICOMOS Education and Training Guideline j)  
18 Image Set**

Dealing with correct built heritage terminology is important when seeking advice from others. Icon clarifies the distinction between Conservation and Restoration – other organisations address the use of terms in a similar way. On dealing with existing building stock the construction industry needs to having access to the correct knowledge, skills and materials is essential.



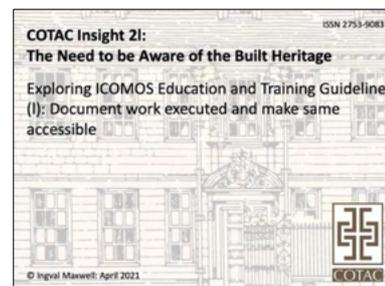
**Exploring ICOMOS Education and Training Guideline k)  
19 Image Set**

Integration of practical considerations should underpin any approach when offering advice on management of maintenance strategies and policy direction. Dealing with built heritage requires integration of many key factors within a multi-level framework set against a variety of threats and opportunities; all requiring good communication and cooperation.



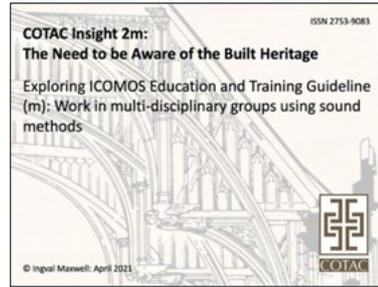
**Exploring ICOMOS Education and Training Guideline l)  
17 Image Set**

Dated archival drawings, supported by photographs and specifications indicating where and when remedial work was carried out, can add greatly to a fuller understanding in any future operational activity involving similar work. However, the issue remains as to where such records might be lodged and secured for future long-term reference.



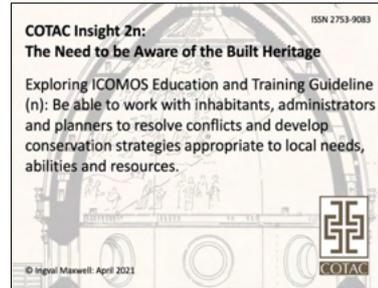
**Exploring ICOMOS Education and Training Guideline m)  
21 Image Set**

The Guidelines indicate a considerable breadth of existing heritage, the great variety of actions and treatments required for their conservation dictates that many professions need to collaborate; the process will involve good communications and coordinated action.



**Exploring ICOMOS Education and Training Guideline n)  
16 Image Set**

All official Heritage Bodies provide on-line access that give details of their assets. These resources provide relevant details and information that can guide working with local communities and other interested parties in making relevant decisions on how the assets should be cared for.



Cesky Krumlov. Maintaining a watchful eye

## Conservation Employment links to ICOMOS Education and Training Guidelines

Expanding upon the assessment carried out by COTAC in a paper presented to ICOMOS in its 1992 entitled 'Multi-Disciplinary Collaboration in Conservation Projects in the UK Based on ICOMOS Guidelines for Education and Training in the Conservation of Monuments, Ensembles and Sites'. In that document, the following Chart illustrated the relevance of the 14 ICOMOS Guidelines a) – n) to each of the 17 identified professional operational groupings:

	a	b	c	d	e	f	g	h	i	j	k	l	m	n	score
Administrator or Owner			x	x				x	x	x		x	x	x	8
Archaeologist	x	x	x	x				x	x	x	x	x	x		10
Architect	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
Art/architectural Historian		x	x	x	x	x	x	x	x			x	x		10
Builder or Contractor		x			x	x	x	x	x		x	x		x	9
Conservation or Historic Buildings Officer	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
Conservator	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
Engineer (Civil or Structural)		x		x	x	x	x		x			x	x		8
Environmental Engineers			x	x	x	x	x	x			x	x	x		10
Landscape Architect or Historic Gardens Conservators	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
Master Craftworker		x				x	x	x	x		x	x	x		8
Materials Scientist		x		x	x	x	x	x			x	x	x		10
Building Economist (Quantity surveyor)				x			x	x	x	x	x	x	x	x	9
Surveyors	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
Town Planner			x	x			x	x	x		x	x	x	x	9
Curator	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14

## Professional Body Conservation Accreditation/Certification Schemes

This previously adopted approach is no less relevant today given the ICOMOS 14 Guidelines underpinning the development and operation of the various professional body conservation accreditations schemes, including those operated by:

- Architects Accredited in Building Conservation (AABC)
- Chartered Institute of Architectural Technologists (CIAT)
- Chartered Institute of Building (CIOB)
- Conservation Accreditation Register for Engineers (CARE)
- Engineers Ireland (EI)
- Institute of Historic Building Conservation (IHBC)
- Royal Incorporation of Architects in Scotland (RIAS)
- Royal Institute of British Architects (RIBA)
- Royal Institution of Chartered Surveyors (RICS)
- *Royal Society of Architects in Wales (RSAW with RIBA)*
- *Royal Society of Ulster Architects (RSUA with RIBA)*
- Society of Chartered Surveyors Ireland (SCSI)
- The Institute of Conservation (Icon)
- The Royal Institute of the Architects of Ireland (RIAI)

This, in addition to guiding the *UK's Post-graduate Architectural Conservation Courses* and included as a *Requirement by the UK Home Countries Heritage Bodies for the lead professional role on their repair grant schemes to have conservation accreditation*, dated December 2016, as below:

## **Requirement by the UK Home Countries Heritage Bodies for the lead professional role on their repair grant schemes to have conservation accreditation**

Department for Communities Northern Ireland, Historic Environment Service (Cadw), Historic England and Historic Environment Scotland support the requirement for an applicant for their repair grants to employ a lead professional advisor with relevant specialist conservation knowledge, ability and experience.

The lead professional advisor is required to deliver a range of services relating to repair grants which are described in the grant application information. These include analysis of condition, investigations, planning and specifying the work, and inspecting and certifying the work while it is in progress and after it is completed.

To be recognised as eligible to be the lead professional advisor on their repair grants an individual needs to satisfy the UK Home Countries Heritage Bodies that:

- i. Their professional training and competences will enable the delivery of the services required of the lead professional in their grant schemes. &
- ii. Their conservation accreditation scheme meets the following criteria:
  - Accreditation of individuals rather than companies or practices
  - Schemes should be open to all suitably qualified and experienced members of the relevant professional disciplines
  - Assessment of a verifiable record of work carried out demonstrating experience and competence
  - Assessment by suitably experienced, impartial assessors against agreed criteria together with reassessment on a regular basis
  - The use of the ICOMOS Guidelines for Education and Training in the Conservation of Monuments, Ensembles and Sites
  - An ethical and linked disciplinary framework to ensure that standards are observed and maintained

Historic England and Historic Environment Scotland both operate this requirement on their repair grants. Cadw will introduce the requirement from January 2018. From April 2017, the Historic Environment Division of the Northern Ireland Department for Communities will have the same requirement for proposals seeking support of £10,000 or more from its Historic Environment Fund.

### **Background**

Conservation accreditation schemes for professionals are developed and operated by professional bodies and independent organisations. Each scheme has its own application and assessment process. Becoming accredited involves submitting evidence of an individual's experience and competence, which is assessed by suitably experienced and impartial assessors. Most schemes use the International Council on Monuments and Sites' (ICOMOS) Guidelines for Education and Training in the Conservation of Monuments, Ensembles and Sites as the basis for their assessment of candidates' experience. However, the schemes vary in their entry and re-accreditation requirements.

December 2016



## COTAC Learning Insight Pending Releases

Additional COTAC releases in the educational *Insight* and its informative *Study* publication Series will be added to over time and which might be considered as enhancement and supplementary to current releases. Whilst the COTAC *Study Series* will be posted under the 'COTAC Studies' Menu tab of [www.cotac.global](http://www.cotac.global), future editions of the *Insight Series*, being specifically prepared as educational resources, will be posted under the 'Learning' menu tab.

Each *Insight* will be drafted to provide relevant information upon which a sequence of related Questions will be set, with suggested Answers. Future *Insight* topics and their associated Units or Parts, will be introduced or supported by *Image Sets* of relevant illustrations, accompanied either by presentation *Support Notes*, or through individually annotated *Image Set* pages.



Kiln interior, Gladstone Potteries, Stoke on Trent. © Ingval Maxwell