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The Conference on Training in Architectural Conservation




CONFERENCE ON TRAINING IN ARCHITECTURAL CONSERVATION

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COTAC conference 2013
Practical Application of Digital Technologies
26 November London
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COTAC news updates
Click here for our news updates: the following are the most recent.

INHC London conference
London Branch INHC conference
2 October at the Royal...
Traditional buildings at Edinburgh Fringe
A series of talks on traditional Edinburgh buildings
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What COTAC does

COTAC works closely with the National Heritage Training Group, English Heritage, Historic Scotland, Cadw, the Northern Ireland Department of Environment, the professional institutions and the amenity societies. COTAC provides the administration for the Edinburgh Group, which is the UK forum of professional accreditation schemes

You can find details of COTAC's work and conferences on these pages, as well as details of other courses appropriate for homeowners, contractors, conservators and professionals.

COTAC was formed in 1959 to improve the standard of education of everyone involved in building conservation, including craftsmen, professionals and home owners.

Annex A

COTAC: Integrated Strategic Operational Framework

Strategic Influence

- 2009 APG Memorandum of Understanding
- ICOMOS UK Education and Training Group
- 4 Home Countries Conservation Accreditation Equivalence

Professional Standards Development

- Pan-professional Edinburgh Group
- Involving RIBA, BCS, BAS, RGA, JAAC, CARE, CIAT, RIA, IHBC
- RIBA Conservation Accreditation Steering Group
- AABC Conservation Accreditation Management Board
- AABC Conservation Accreditation Assessment
- Maintaining the understandingconservation.org website

Industry Standards Development

- Construction Skills
- Construction Industry Council
- Awarding Bodies

Craft Training Delivery Support

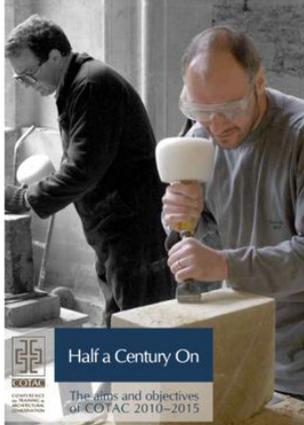
- NHTG Executive Committee
- NHTG Education and Training Working Group
- NHTG Regional Networks
- Mentoring Craft Support

Related Delivery Connections

- European Association of Building Crafts and Design
- Construction Liverses Group
- Learn Direct and Build

Qualifications Development

- Accents NVQ Level 2 Heritage Qualification
- CIC NOS Level 3 Conservation
- CIC NOS Level 4 Conservation
- NVQ Level 4 Senior craft (Supporting Master-craft)
- Foundation Degree



Half a Century On
The aims and objectives of COTAC 2010-2015

COTAC
Conference on Training in Architectural Conservation

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

Enclosed are draft outline profiles of the main professions who may be asked to collaborate in a project for conservation of a Monument, Ensemble or Site, in the UK. The document, initiated by COTAC and based on the first draft by Sir Bernard Feilden, was discussed in a COTAC meeting in England, on 18 November, 1992. The profiles for Conservation Officer, Landscape Architect, Materials Scientist and Surveyors have been drafted by John Preston, Peter Goodchild, Nigel Seely and John Gleeson respectively, and helpful comments and revisions have been made by Paul Beckman, Deborah Carthy, Richard Davies, Gerald Dix, Francis Golding, Gersil Kay, David Lindford, Warwick Rodwell and T.G. Williams. The document was then presented to the International Training Committee (ICOMOS ITC-CIF), in its plenary meeting in Colombo, 2 August, 1993.

ICOMOS Education and Training Guidelines: 1993

Clause	Education and training should produce conservators who are able to:
a	Read a monument, ensemble or site and identify its emotional, cultural and use significance
b	Understand the history and technology of monuments, ensembles and 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 content 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 analyse the behaviour of monuments, ensembles or 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 and sites illustrated by graphic means such as sketches and photographs
h	Know, understand and apply UNESCO conventions and recommendations, 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, sculptures, and objects of artistic and cultural 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 the 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.



Function	Professions	Industry	Standard setting
Conservation	Edinburgh Group + AABC, RIBA, RICS, CARE, etc ICOMOS Training & Education Committee National Heritage Training Group Related Sector Skills Councils QCA, Livery Companies, CIC & Awarding Bodies NVQ developments Levels 2-5 14-19 Diploma development Foundation degree development	COTAC participation and involvement influencing integration of knowledge skills and materials	COTAC Conservation Repair and Maintenance Cluster Activity Profile
Restoration			
Rehabilitation			
Repair			
Maintenance			

Note: BS 7913 definitions

COTAC Conservation Support Activities 2008 - 2013	
2008	ABC Level 2 Award in Building Heritage 
2008	ABC Level 3 Award in Preservation of Heritage Buildings and Sites
2009	Acsepts Level 2 Award in Heritage Construction 
2010	CIC Town Planning, Conservation and Building Control Technical Support NOS 
2011	CIC Town Planning, Conservation and Building Control Management NOS
2013	SQA HNC - HND in Architectural Conservation 

The Various Active Building Conservation Schemes

- Royal Institution of Chartered Surveyors (RICS) 1992
- Royal Incorporation of Architects in Scotland (RIAS) 1995
- Architects Accredited in Building Conservation (AABC) 1998
- Royal Institute of Architects in Ireland (RIAI) 2001
- Conservation Accreditation Register for Engineers (CARE) 2003
- Chartered Institute of Architectural Technologist (CIAT) 2008
- Royal Institute of British Architects (RIBA) 2010
- + UKIC (now ICON) Accreditation for Conservators 1998



Criteria against which Accreditation Schemes would be considered by the 4 Home Countries

Accreditation of individuals rather than companies or practices.
The skills of a practice are only the combined skills of its individual members, and as individuals move, the skills of the practice will vary.

Eligibility of all suitably qualified and experienced professionals to gain accreditation.
Schemes should be open to all members of the relevant professional discipline

Assessment of a verifiable record of work carried out.
Accreditation needs to be a measure of experience and competence, so assessment cannot be based simply on a statement of philosophy or principles.

Assessment by suitably experienced, impartial assessors against agreed criteria.
Peer assessment, together with reassessment on a regular basis (say every 5 years) to ensure that accreditation indicates current competence.

The use of the ICOMOS Guidelines for Education and Training in the Conservation of Monuments, Ensembles and Sites
These are agreed as the basis of assessment of candidates' experience.
An ethical and linked disciplinary framework to ensure that standards are observed and maintained

There needs to be a way in which proper account is taken of examples of competence falling below the standards required by accreditation



Welcome to UnderstandingConservation.org
Practitioner support for building conservation accreditation.

The aim of this site is to offer assistance and guidance to practitioners who are presenting their experience to various professional institutes to gain accreditation of building conservation skills. It is not a course nor does it provide an easy route to accreditation, what it does seek to achieve is to influence your way of thinking and provide you with a self-assessment regime that will assist you in compiling an appropriate body of evidence to demonstrate your accrued knowledge across a range of projects.

It is structured around five skill sets equivalent to the five units contained within this support material.

- Cultural significance
- Aesthetic significance
- Investigation, Materials and Technology
- Social and Financial Issues
- Implementation and Management of Conservation Works

These skill sets are based on and condensed from abilities a to n adopted in the ICOMOS Education and Training Guidelines: skills considered essential in order to operate as a conservation practitioner. The ICOMOS Guidelines are internationally recognised and form the basis of most conservation training courses. The way in which these units cover the ICOMOS Guidelines can be viewed here: [ICOMOS guidelines](#)

We hope the site will help you reflect on your experience in building conservation in a way that will be useful in preparing your application for accreditation.

Click [HERE](#) for a background to the site.

Table of contents Units 1 - 5	
Click on a unit to expand contents	
Unit 1 - Cultural Significance	
Unit 2 - Aesthetic qualities and values	
Unit 3 - Investigation, materials and technology	
Unit 4 - Social and financial issues	
Unit 5 - Implementation and management of conservation works	
Glossary	
Bibliography	

	a	b	c	d	e	f	g	h	i	j	k	l	m	n	score
Administrator or Owner	x	x	x												8
Archaeologist	x	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	x	x	x	x	10
Builder or Contractor	x	x	x	x	x	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	x	x	x	x	x	x	8
Environmental Engineers	x	x	x	x	x	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														8
Materials Scientist	x	x	x	x	x	x	x	x	x	x	x	x	x	x	10
Building Economist (Quantity surveyor)			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	x	x	x	x	x	9
Curator	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14

Ruskin, John - "When we build, let us think that we build forever. Let it not be for present delight nor for our use alone. Let it be such work as our descendants will look upon with praise and thanksgiving in their hearts."

Ruskin, John - "...it is again no question of expediency or feeling whether we shall preserve the buildings of past times or not. We have no right whatever to touch them. They are not ours. They belong partly to those who built them, and partly to all the generations of mankind who are to follow us."

New York Times Editorial (on the destruction of Penn Station)- "We will probably be judged not by the monuments we build but by those we have destroyed."

