



Trustees of The British Museum

National Conservation Education and Skills Strategy 2012–2016

April 2012

The following organisations endorse this strategy.



THE INSTITUTE OF CONSERVATION

Introduction

The UK's enormously rich and varied cultural heritage provides significant social and economic benefits. For this to continue, our cultural heritage needs to be cared for effectively. This will require a wide spectrum of society having an interest in working to preserve the material world, and having the knowledge, skills and understanding to do so. To meet this challenge, in the foreseeable economic climate, a strategic approach to the provision of conservation education, training and research is essential.

This strategy deals with the conservation of cultural heritage. The term conservation is used here to refer to the full range of activities associated with the restoration and preservation of our material heritage: analysis, assessment, treatment, documentation, protection, etc. The term cultural heritage is used here to refer to movable material heritage – including elements of buildings, such as wall paintings and stained glass windows but not the buildings themselves – as well as the intangible values associated with the material heritage.

Cultural heritage conservation is part of a rich and diverse “heritage industry” including cultural heritage conservation and restoration practitioners, scientists, architects, surveyors, managers, educators, traditional and heritage craftspeople, skilled trades (particularly associated with built heritage), owners, curators, librarians, archivists, technicians and volunteers. To deliver this strategy, it is essential to foster a collective responsibility, building connections between the built and moveable heritage sectors, the crafts and the conservation profession.

Conservation education and training are essential and complementary. They include the acquisition of knowledge and skills, and the development of understanding, judgement and awareness – from entry levels to advanced postgraduate research:

- Knowledge that is both discipline-specific and common to all conservation disciplines, extending across art, humanities and sciences;
- Skills, including traditional/craft, practical, research, and generic (including communication, management, business, and leadership);
- Understanding, judgment and awareness (including awareness of professional ethics and of the values ascribed to material heritage).

Effective conservation practitioners need all of these for what is fundamentally an interpretive role in relation to cultural heritage. Conservation is characterised and enriched by a combination of the specialist and inter-disciplinary, crossing boundaries of humanities, science, art and craft. This expertise includes the ability to work collaboratively with a range of professionals, including curators, scientists, conservation scientists, art historians, historians, traditional craftspeople, heritage managers, owners and others.

Why Icon?

In 2009, the announcement of the closure of the Textile Conservation Centre¹ triggered a series of meetings to discuss the future of conservation education in the UK. At a meeting of conservation educators and employers, Icon, the Institute of Conservation, was charged with the strategic lead in strengthening conservation education and skills in the UK. In 2009, The Clothworkers Foundation funded the Chief Executive's post to lead on a national strategy for conservation education and skills. Following a series of consultations through 2010–11, Icon has facilitated the drafting of a national strategy as well as its own action plan, outlining how it will contribute to this strategy. In 2011, Esmée Fairbairn Foundation funded a Skills Strategy Manager post for one year to take the strategy forward. Icon is the lead membership body for the conservation of cultural heritage. It is the only organisation that has the overview across all of the disciplines dealing with the conservation of moveable cultural heritage. It also provides a focal point for all others who share a commitment to improving the conservation of our cultural heritage.

Who is the audience for this strategy?

The strategy addresses a wide group of stakeholders, including educators, employers, funders, professional bodies, heritage and cultural organisations, and government agencies.

What is the purpose of the strategy?

This strategy is a national strategy, setting the direction for conservation education over the next five years. The strategy aims to recognise the particular contexts of the devolved nations within the UK, and is contextualised within European and wider international developments. Icon has facilitated the development and articulation of the strategy and therefore owns it. However, responsibility for delivery of the strategy is not Icon's alone; it lies with the UK cultural heritage community at large. This community is already contributing to many of the objectives in the strategy. The purpose of the strategy is to weave the various threads together, to persuade others to contribute, and to ensure the use of resources is optimised.

The strategy's purpose is to foster a successful learning and research environment in the UK that delivers the knowledge, skills and understanding that will be needed in the future. Conservation education in the UK already has an excellent reputation. There are well established working relationships between educators and employers, while qualifications and the professional standards enable many routes of entry to the profession. The strategy aims to build on these strengths by galvanising stakeholders, bringing people together, and including all those who contribute to the conservation of cultural heritage.

How the strategy will work

Icon's Board of Trustees' Professional Standards and Development Committee will steer the implementation of the strategy. A representative National Conservation Education & Skills Stakeholder Group will advise Icon on the delivery of the Strategy. The wider stakeholder community will be invited to comment as the Strategy progresses and develops during its implementation. A Skills Strategy Manager has been appointed to co-ordinate the input of the various stakeholder groups to avoid duplication of effort and to lead to synergy of results. Other stakeholders will be encouraged to prepare their own Action Plans. This strategy requires a parallel strategy of advocacy and public engagement. This is key to ensuring that the value of conserving our cultural heritage and the understanding, knowledge and skills needed to do so are recognised, so that resources are made available and targeted effectively. A fundraising strategy is vital to support the education strategy and to help stakeholders access the funding they need.

This document was drafted by Icon in consultation with internal and external stakeholders listed in the appendix: conservation educators and training providers, employers and contractors of conservation services, funders of conservation, other relevant organisations in the cultural heritage and craft sectors, and government agencies. I would like to thank all of you for your valued contributions.



A handwritten signature in black ink, appearing to be 'Alison Richmond', written over a horizontal line.

Alison Richmond, Chief Executive, Icon

January 2012

Vision

There will be an appropriately educated, skilled and diverse workforce to ensure that the UK's rich cultural heritage is preserved and made accessible so that it continues to provide the full range of benefits to society.

Purpose

To foster a successful learning and research environment in the UK that delivers the knowledge, skills and understanding needed to underpin our vision.

Strategic Aims

One

Promote development and delivery of conservation education, training and skills as a joint responsibility of all stakeholders.

Two

Map a framework of sustainable career paths that is accessible, coherent, responsive, resilient, and quality assured.

Three

Raise awareness of conservation as a subject of learning, research and enrichment, as well as a career opportunity.



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Aim One **Promote development and delivery of conservation education, training and skills as a joint responsibility of all stakeholders.**



Holy Well Glass

Objectives

1 Key stakeholders are engaged and working within partnerships and networks in the UK and Europe so that opportunities are maximised and sustainable.

1.1 Undertakeⁱⁱ stakeholder analysis and engage key stakeholders, NCESS Stakeholder Group, with refining and delivering the action plan(s).

1.2 Invite key stakeholders to endorse strategy and develop their own action plans.

1.3 Set up mechanism for spotting trends, translating them into action through regular review of the strategy by NCESS Stakeholder Group.

1.4 Establish and develop links with organisations and networks, including other professional bodies that have education strategies to ensure strategies continue to line up.

1.5 Appoint a Project Manager to manage implementation of the action plan, define project and allocate resources.

2 Co-operation and mutual support is established between stakeholder employers, education providers and funders to build a more coherent and resilient sector, and to ensure that the use of resources is optimised. Encourage joint initiatives and sharing of resources across academic and work-based training.

2.1 Support co-operation between funders to address strategic needs of sector, building on e.g. initiative of The Radcliffe Trust and Heritage Lottery Fund.

2.2 Encourage adoption of Icon's Skills in Practice work-based learning model as a standard for work-based learning and link to FE/HE.

2.3 Encourage new work-based learning and academic courses to reference National Occupational Standards in Cultural Heritage conservation.

2.4 Encourage development of CPD initiatives between employers and HEIs e.g. skills swaps, masterclasses, short courses.

2.5 Encourage employer-HEI involvement in research programming.

2.6 Encourage setting up of "speed date" event to share potential collaboration and areas of research.

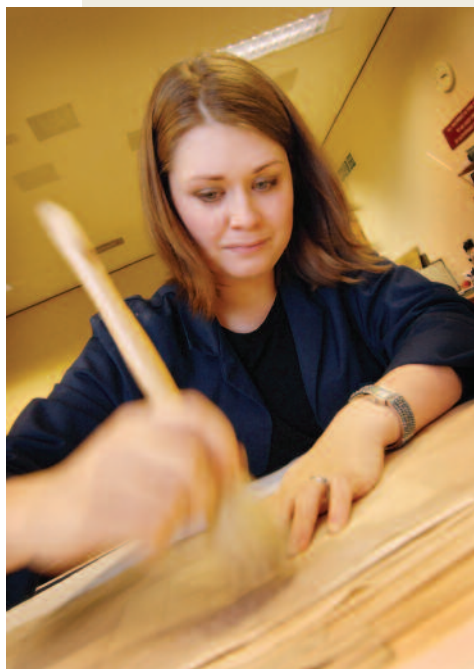
3 Effective relationships with agencies and Sector Skills Councils are established so that conservation education takes its place in policies, agendas and strategic documents, so that opportunities are maximised and agencies can contribute to delivery of the strategy.

3.1 Develop and maintain relations with agencies and share information.

3.2 Identify agencies in all nations and set up communication.

3.3 Develop a campaign of communication about NCESS with agencies and skills councils in all nations.

Aim Two **Map a framework of sustainable career paths that is accessible, coherent, responsive, resilient and quality assured.**



Lancashire Record office

Objectives

1 There is an ongoing research programme to underpin the strategy, which includes: analysis of provision, existing workforce size and growth/reduction potential for the market size, establishing current and future skills needs, proportion of practical to academic skills needed, rates of retirement, redundancy, career change, and succession, funding sources for training, and mapping access routes to identify barriers. The project will draw together what has already been done, including gathering information from heritage organisations beyond conservation, as well as commissioning new research.

- 1.1 With partners, set up research project to collate and analyse information that has already been gathered.
- 1.2 Ensure the research and assessments data are disseminated to stakeholders, government, funders, educators and trainers.
- 1.3 With partners, set up research project that surveys employers' needs for next five years.
- 1.4 With partners, set up research project to map current education, training and research provision.

2 There is a mechanism for responding to shifting landscapes, ensuring conservation education meets the changing needs of employers, those who use collections and those responsible for collections care, including the private sector.

- 2.1 Monitor the sector and ensure feedback loops into strategy.

3 There are more and flexible learning and research opportunities and varied routes of entry and progression to a recognised standard so that all social, ethnic, and economic groups can consider conservation as a field of study and work. There is a more coherent education and career structure, taking people from different entry levels right up to the high levels of the profession. Opportunities range from pre-course internships to postgraduate research, and including work-based pathways, CPD, life-long learning, and volunteering to deliver the knowledge, skills and understanding that are needed.

- 3.1 Encourage more opportunities for modular learning in HEIs, FEs and workplaces, so that learners can build their own learning "passports" and part-time or remote learning opportunities increase.
- 3.2 Support vocational and craft-based programmes.
- 3.3 Develop and promote new modules and qualifications for conservation-related crafts.
- 3.4 Consider benefits of setting up a register of conservation-related crafts.
- 3.5 Encourage structured learning for volunteers at recognised standard.
- 3.6 Develop and promote new modules and qualifications for conservation volunteers.
- 3.7 Promote and publish a clear staged education and career pathway from entry to higher levels, where internship is recognised.

Aim two objectives continued



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- 3.8 Create literature and web pages to support structured learning and career development.
- 3.9 Work with partners to ensure wide dissemination of career guidance.
- 4** There are more opportunities of a recognised standard that combine the academic education, research and practical training that are essential to the effective conservation practitioner.
 - 4.1 Identify ways of increasing support for graduates to take up post-programme work/studio-based internships.
 - 4.2 Encourage development of programmes for national and international internships.
 - 4.3 Support making course content more widely accessible through use of technology, e.g. webinars.
- 5** There is greater support for existing provision and qualifications – taught courses, structured e-learning, research, and work-based learning – to increase access, build resilience, and unlock funding streams for both students and employers.
 - 5.1 Identify ways of supporting broad-ranging research (including technical, material and environmental study).
 - 5.2 Support the setting up of projects that cross boundaries of disciplines.
 - 5.3 Identify ways of supporting HEI courses and research.
 - 5.4 Assess possibility of developing QAA Benchmark statements in conservation for courses.
 - 5.5 Explore formalised support and promotion for courses by means of a “kite mark”.
 - 5.6 Support PhD and post-doctoral networks of researchers.
 - 5.7 Seek approval for Icon qualifications from the relevant national qualifications agencies.
 - 5.8 Undertake cost-benefit analysis of prospective role of Icon as an Awarding Organisation. Either establish Icon as AO or link with another, or cross-recognition for qualifications.
 - 5.9 Put Icon qualification on national frameworks so that employers or candidates can access funding.
 - 5.10 Launch and promote new phases of Conservation Technician Qualification.
 - 5.11 Position and seek recognition for Icon’s work-based learning framework for content, management and assessment of work-based training.
 - 5.12 Continue to work with funders and heritage organisations to encourage use of Icon’s Skills in Practice model for work-based learning.
 - 5.13 Work with heritage organisations to support the use of Conservation Technician Qualification in their training schemes (model: The National Trust Skills Passport).

Aim two objectives continued



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- 5.14 Encourage educators and training providers to link to Icon professional standards / National Occupational Standards.
- 6** There is increased capacity in the public and the private sectors to deliver learning in a working environment (work-based learning) to a recognised standard to ensure transfer of skills and succession planning.
 - 6.1 Investigate ways of supporting employers to share skills in the workplace for CPD purposes, e.g. Emeritus positions, skills bank, skills swap, staff exchanges, or working together.
 - 6.2 Explore new models for work-based learning that provide funding for employers to train.
- 7** There are more opportunities of a recognised standard to learn and to continue to develop throughout working life.
 - 7.1 Support the development of training and mentoring opportunities at a recognised standard for conservators' Continuing Professional Development requirements at all stages of career.
 - 7.2 Extend PACR Accreditation mentoring scheme to graduates.
 - 7.3 Work with related professional bodies, e.g. MA, ARA, CILIP, IfA to resurrect mentoring toolkit.
 - 7.4 Support the development of learning opportunities in generic skills: business, management, leadership, public engagement.
 - 7.5 Promote use of Icon's Skills in Practice templates, e.g. Activity Monitor and Learning Plan, to map CPD and progress towards professional accreditation.
 - 7.6 Design toolkit to offer graduates.
 - 7.7 Encourage trainers to map their short courses on Icon's professional standards.
 - 7.8 Encourage mid-career learning opportunities.
 - 7.9 Consider role of Icon's Chantry Library and of Icon's Library & Information Manager post in supporting NCESS.
 - 7.10 Ensure the use of resources is optimised and resources are shared wherever possible.
- 8** There is more awareness of and access to leadership learning opportunities of a recognised standard at different levels, encouraging conservation professionals to take leadership roles in the sector and play an active part in strategic decisions about cultural heritage.
 - 8.1 Promote leadership training widely, including to students, interns and volunteers, encouraging participation in existing courses, e.g. Museums Association, Clore Leadership Programme.
- 9** The needs of employers are supported by more strategic succession planning.
 - 9.1 Support succession planning and development of successors.
 - 9.2 Draft strategic internship plan as part of workforce research project.
 - 9.3 Support the retention of knowledge in the sector.
 - 9.4 Support the setting up of funded "Emeritus" positions to transfer knowledge.

Aim Three **Raise awareness of conservation as a subject of learning, research, and enrichment, as well as a career opportunity.**



Graciela Ainsworth Conservation

Objectives

1 Career guidance is accessible on line, with links to schools and universities and other locations of learning, to ensure that everyone can have the opportunity to consider conservation as a subject of study or work.

- 1.1 Promote and publish a clear staged education and career pathway to PACR where internship is recognised.
- 1.2 Make information available more widely online.

2 There are more conservation learning opportunities in school curricula and heritage activities so that young people are exposed to conservation as a subject of study and enrichment.

- 2.1 Work with others to include conservation information and content in public engagement activities in heritage and museums.
- 2.2 Link with others doing this work, e.g. museum studies courses, heritage NVQs, NADFAS, UK Centre for Innovation and Research in Science Education, National Learning Centre.

3 "Conservation Education UK" is promoted strategically and globally.

- 3.1 Support research that demonstrates value of conservation education.
- 3.2 Marketing campaign to promote value of conservation education in partnership with agencies in all nations.

Context



York Glaziers Trust

1 The social and economic benefits of cultural heritage and its conservation have been demonstrated through impact research, e.g. by English Heritage and Heritage Lottery Fund. Cultural heritage generates social capital in the form of health and wellbeing, linking people, communities and places; every £1 invested in the historic environment has been shown to generate an additional £1.70 over ten years for the local economy.ⁱⁱⁱ Every £1 million of Heritage Lottery Fund funding leads to an increase in tourism revenues for regional economies of £4.2million over 10 years.^{iv} A greater proportion of income generated by cultural heritage should be directed to developing education opportunities in the conservation sector.

2 The UK has a vast resource of collections, archives, libraries, historic properties, and archaeological remains that should be used more widely in knowledge transfer and in skills development.

3 Conservation is part of a rich and diverse “heritage industry”. Historically, there is a divide between the built heritage and the moveable heritage, between the conservation profession and related crafts. It is desirable to close these gaps to be more effective.

4 Like many others in the heritage sector, the conservation workforce is not demographically representative of the population of the UK and action is needed to attract people from non-traditional backgrounds into the workforce.^v Equally clear is the need for more conservation professionals to reach senior leadership positions where they can proactively engage in defining the needs of society in relation to cultural heritage.

5 Huge changes in the cultural heritage sector are a direct result of current public-sector cuts. Redundancies and early retirement are impeding transmission/retention of skills. Succession planning is a major issue for some organisations, with up to 75% of longest serving staff retiring in the next 5 years.^{vi} Other pressures, e.g. digitisation of collections, are already affecting the way that analogue collections are used, conserved and preserved, along with the skills that are needed. With public spending cuts, employment opportunities are diminishing and there is a need for a versatile workforce that can adapt to change, while at the same time maintaining traditional skills. Successful adaptation will require carefully targeted mid-career and continuing professional development opportunities.

6 There is a strong tradition of university undergraduate and postgraduate education, and conservation education in the UK has a reputation for excellence.^{vii} The strengths of conservation education in the UK are the diversity of routes of entry along with the number and range of centres of excellence, bringing different perspectives and enriching the subject. Conservation courses in universities are by nature small and resource heavy, requiring a considerable amount of one-to-one teaching due to

Context continued



Simon Moore

the process nature of the learning. The vulnerability of the HE conservation sector has been mooted by the closure of a number of programmes in the last few years, although it is not known whether this is systemic. Other courses that have survived are now having to adapt to budget cuts.^{viii} It appears that current provision requires more support in order to survive. For UK graduates to be competitive in a European and global economy, difficult decisions are going to have to be made about where dwindling resources are to be targeted.

7 There is a strong tradition of UK employers providing work-based learning and of co-operation between Higher Education Institutes and employers. These arrangements enable the attainment of specialist practical skills and academic or theoretical learning; both are considered essential to becoming an effective practitioner.^{ix} Recent years have seen the development of skills-based qualifications that involve work-based learning and academic study. On the other hand, many work-based learning opportunities are not formally linked to higher education and the provision is mainly *ad hoc*. There is a need for a more strategic approach to work-based learning, before, during and after formal conservation education.

8 Learning opportunities are distributed unevenly across the spectrum of conservation disciplines (e.g. paintings, textiles, ethnographic materials), and for some disciplines, such as photographic materials, musical instruments, modern materials and clocks, are virtually non-existent.^x

9 The UK has a well-established, multi-disciplinary conservation research community, including and supported by heritage scientists. Excellent research underpins both the development of conservation as an academic subject and the practice of conservation. However, this small community is dispersed in institutions across the country. The cross-disciplinary nature of conservation research means that it falls within different departments and can be disadvantaged in research excellence assessments and funding bids because of this.^{xi} On the other hand, recently partner funding was made available for collaborative research resulting in the highly successful Science and Heritage Programme.^{xii}

10 This strategy is preceded by a number of important pieces of research. In 2008, Creative and Cultural Skills' Cultural Heritage Blueprint: A workforce development plan for cultural heritage in the UK set out its key actions for the future.^{xiii xiv} The National Heritage Science Strategy and the AHRC/ EPSRC Heritage Science Programme offers excellent examples of what can be achieved with leadership, stakeholder consultation, and partnership funding.^{xv} There are parallels in the built heritage for this strategy. In 2005, the National Heritage Training Group (NHTG) began a programme of research to understand the skills issues and training needs of the UK's built heritage sector

Context continued



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workforce. A series of reports have followed, providing data on demand, supply and training provision in the sector. The Skills Action Plans generated by the research are now driving NHTG strategy.^{xvi} Our strategy will build on these and will focus more closely on the moveable heritage conservation workforce.

11 In the moveable heritage conservation sector there is a critical lack of up-to-date, reliable data on which to base projections. A skills demand study in 2005 identified a general lack of practical, hands-on abilities across the board and welcomed any training programme that would increase the level of practical skills.^{xvii} In 2009, a study of conservation provision in higher education highlighted the need for more support for courses.^{xviii}

12 The sustainability of skills in the sector has been the subject of a number of recent important meetings: Heritage Lottery Fund and The Radcliffe Trust: Heritage and Crafts – working together to develop skills and sustain the sector, and The Heritage Crafts Skills Forum.^{xix xx} Skills have also been the subject of research in education, The Wolf Report: A Review of Vocational Education, and The Roberts' Report SET for Success: the supply of people with science, technology, engineering and mathematic skills.^{xxi xxii} These important reports inform this strategy.

13 The UK already has a well-established (since 2000), widely recognised national professional qualification for conservator-restorers (Professional Accreditation of Conservator-Restorers, PACR) based on a set of professional standards of competence which has the distinct advantage of a range of entry routes to the profession. However, there are as yet no clear routes of career progression in conservation and there is lack of awareness amongst school leavers and careers advisors that conservation is a subject of study and a career option.

14 The Conservation Technician Qualification (CTQ) has been successfully piloted in partnership with major employers. It is a work-based learning scheme, based on the professional standards, for people working in supporting roles in conservation. The qualification is ripe for adaptation for people working in the heritage crafts on conservation projects, and for conservation volunteers.

15 PACR and CTQ standards have been mapped against the appropriate National Occupational Standards for Cultural Heritage and form the basis of assessed qualifications. Some large institutions have developed their own qualifications (e.g. V&A), and more are doing so (e.g. Tate and Historic Royal Palaces). There now exists a range of National Vocational Qualifications in conservation and skills-based Diplomas, Creative and Cultural Skills Sector Skills Council is developing Higher Apprenticeships in Cultural Heritage. There is a need for consumer guidance to make sense of this array of opportunities.

Context continued



Tate

16 The Training Bursary Scheme delivered by Icon with a £1.49M grant from the Heritage Lottery Fund was based on a tried and tested model (Skills in Practice) that has great potential as a sector-wide work-based learning framework. There is scope for greater collaboration between courses and employers providing work-based learning to strengthen what already exists and to build resilience.^{xxiii}

17 The vision of the coalition government of a “Big Society”, which emphasises increasing local engagement and opportunities for volunteering, and life-long learning, is likely to favour the aims of the strategy to expand flexible conservation learning, making it more accessible to these groups. The government’s skills agenda supports practical learning and breaking down barriers to progression from basic skills to higher learning. It demands greater collaboration and responsiveness to employers’ needs. While it has been recognised that there is an urgent need for more funding, the current climate requires doing more with less.^{xxiv} Therefore, a strategic approach across the spectrum of conservation education and skills is likely to be welcomed.

i Since the closure of the Textile Conservation Centre at the University of Southampton, the Textile Conservation MA has reopened at the University of Glasgow within a newly formed Centre for Textile Conservation and Technical Art History.

ii Actions appear in order of priority under each objective. Priorities established through consultation will be further refined according to the following criteria:
Need for research to gather base line information upon which to base measurements of success; Continue ongoing activities that have a precedent of success; Cost/benefit analysis; Risk analysis; Most likely to attract funding.

iii English Heritage, Heritage Counts 2010 <http://hc.english-heritage.org.uk/> accessed 24 October 2010

iv Heritage Lottery Fund, Investing in Success: Heritage and the UK tourism economy, 2010 <http://www.hlf.org.uk/news/Pages/InvestinginSuccess.aspx> accessed 7 November 2010

v The Cultural Heritage Blueprint: A workforce development plan for cultural heritage in the UK, Creative and Cultural Skills, December 2008

vi Evidence given at focus group Re-examining the learning and education requirements for book conservation in the UK, The British Library, 13 & 14 May 2010.

vii David Leigh, Securing Conservation Education in the United Kingdom, commissioned by the Textile Conservation Centre Foundation, March 2009.

viii David Leigh, Securing Conservation Education in the United Kingdom, commissioned by the Textile Conservation Centre Foundation, March 2009.

ix Elizabeth Pye and Dean Sully, “Evolving Challenges, developing skills”, *The Conservator*, Vol.30, Mar.2007, pp19-37.

x Icon website Training Directory http://www.icon.org.uk/index.php?option=com_content&task=view&id=265&Itemid=48 accessed 24 October 2010

xi The Research Excellence Framework 2014 has three subject assessment panels where conservation could be represented, but unfortunately no representatives from conservation were selected.

xii AHRC EPSRC Science and Heritage Programme made funding available to support creative, cross-disciplinary research activities through Interdisciplinary Research Grants. <http://www.ahrc.ac.uk/FundingOpportunities/Pages/InterdisciplinaryResearchGrantsScienceandHeritage.aspx> accessed 9 November 2011.

xiii The Cultural Heritage Blueprint: A workforce development plan for cultural heritage in the UK, Creative and Cultural Skills, December 2008

xiv Cultural Heritage Blueprint Progress Report October 2011

xv <http://nhss.english-heritage.org.uk/> accessed 7 November 2011

xvi <http://www.nhtg.org.uk/> accessed 7 November 2011

xvii Carol Brown, Icon-HLF Training Bursary Programme Skills Demand Desk Study, June 2005.

xviii David Leigh, Securing Conservation Education in the United Kingdom, commissioned by the Textile Conservation Centre Foundation, March 2009.

xix <http://www.theradcliffetrust.org/round-table.php> accessed 7 November 2011

xx <http://www.heritagecrafts.org.uk/skillsforum.html> accessed 7 November 2011

xxi <http://www.education.gov.uk/16to19/qualificationsandlearning/a0074953/review-of-vocational-education-the-wolf-report> accessed 7 November 2011

xxii <http://www.vitae.ac.uk/policy-practice/1685/Roberts-recommendations.html> accessed 7 November 2011

xxiii David Leigh, Securing Conservation Education in the United Kingdom, commissioned by the Textile Conservation Centre Foundation, March 2009.

xxiv David Leigh, Securing Conservation Education in the United Kingdom, commissioned by the Textile Conservation Centre Foundation, March 2009.

Appendix 1:

Stakeholder Consultation

1st Consultation

The Draft National Conservation Education Strategy was presented to the Icon Board of Trustees on 26th November 2009 and approved;

The Draft Action Plan updated following review by Icon's Professional Standards and Development meeting held on 18 May 2010;

Both documents were reviewed at a stakeholder consultation meeting on 9th July 2010, where educators and employers gave feedback.

Attendees at 9th July stakeholders' meeting

Allen, Liz	Staffordshire University	Lloyd, Helen	The National Trust, Icon Trustee
Atkinson, Catherine	The British Library	Luxford, Naomi	English Heritage
Barratt, Siobhan	The National Trust	Marko, Ksynia	The National Trust
Blyth, Val	V&A Museum	Miller, Zoe	The British Library
Bradshaw, Susan	PACR Manager, Icon	Milner, Carole	Radcliffe Foundation
Christensen, Birthe	National Maritime Museum	Narkiss, Irit	Manchester Museum
Collins, Chris	Natural History Museum	Newton-Short, Sue	London Metropolitan University
Dawson, Julie	Fitzwilliam Museum	Proudlove, Cathy	Icon Trustee
Dinsmore, Jennifer	Halahan Associates	Pye, Elizabeth	Institute of Archaeology
Dorning, David	West Dean College	Richmond, Alison	Interim Chief Executive, Icon
Doyal, Sherry	The British Museum	Sandy, Mark	Camberwell College of Arts, University of the Arts
Featherstone, Rupert	Hamilton Kerr Institute	Sokhan, Marina	City and Guilds of London Art School
French, Ann	The Whitworth Art Gallery	Tear, Paul	Buckinghamshire New University
Gill, Kate	Kate Gill Conservation	Townshend, Piers	Tate
Graves, Eve	Camberwell College of Arts, University of the Arts	Woods, Chris	Private sector employer/consultant, Chair Icon PSD Committee, Icon Trustee
Halahan, Francis	Halahan Associates		
Hartog, Francis	V&A Museum		
Harvey, Christopher	The College of Arms		
Horie, Velson	Collection Care and Conservation Consultant	Emails from those who could not attend	Chair, Icon
Howard, Philip	The Clothworkers' Foundation	Gwilt, Diane	University of Oxford, School of Geography and the Environment
Hughes, Helen	Historic Interiors Research & Conservation	Eklund, Dr. Julie	FdF Workforce Development Consultant
Leigh, David	Independent Consultant	Baldwin, Roy	Royal Armouries
Lennard, Frances	University of Glasgow, Department of Art History	Dalewicz-Kitto, Suzanne	Sheffield Archives
Lindsay, Helen	Helen Lindsay Conservation	Januszonok, Teresa	The British Library
		Wills, Barbara	



Stakeholder Consultation continued

2nd consultation

Consultation took place via email in February and March 2011.

Respondents:

Geoff Wallis, Director, National Heritage Ironwork Group

Maurice Davies, Head of Policy and Communication, Museums Association.

John A. Fidler RIBA FRICS Intl Assoc AIA Staff Consultant and Practice Leader Preservation Technology

Ian Fraser Conservator Leeds Museums and Galleries

Jean Brown, Programme Leader, Preventive Conservation, Northumbria University.

Ms Allyson Rae ACR, BA, Cons Cert Freelance Conservator

Fiona Macalister, an independent conservator and training provider, member of the DCMS Emergency Planning Group and Training Sub-group; a regional coordinator for the Icon HLF Conservation Bursary Scheme and externally funded placements; an assessor and mentor for PACR accreditation and an external assessor for the CTQ, technician's qualification and as a former Renaissance funded Conservation Development Officer.

Dr Stan Lester, Stan Lester Developments,

Dr. Aviva Burnstock, Head of Conservation & Technology, with department, The Courtauld Institute of Art, on behalf of other staff

Yvette A Fletcher BA Hons, MA, ACR, Head of Conservation, Leather Conservation Centre

Eleanor Baumber, ICON/HLF Intern, National Museums Liverpool

Steve Clare ACR, Stained Glass Conservator, Director, Holy Well Glass

Ian Crick-Smith, Senior Research Fellow: Crick Smith University of Lincoln, on behalf of other staff

Birthe Christensen, Head of Conservation, National Maritime Museum, London

Leanne C Tonkin, Conservator, People's History Museum, Manchester

Jennie Godsalve, Engagement Advisor, External Relations, Creative & Cultural Skills

Dr Noël James, Director, Historic Towns Forum

Dr. Joel Taylor, Course Director, Centre for Sustainable Heritage, Bartlett School of Graduate Studies, University College London

Matija Stiric, Course Director, Centre for Sustainable Heritage, Bartlett School of Graduate Studies, University College London

Dr. Iris Kapelazou, PhD, RCA/V&A Conservation, London, UK

Sandra Smith, Head of Conservation, Victoria & Albert Museum, London.

Rob Payton, Head of Conservation and Collection Care, Conservation and Collection Care, Museum of London.

Janey Cronyn MSc ACR FRSA FIIC, Hon Senior Research Associate, Inst of Archaeology, University College, London.

Dr Julie Eklund, researcher, University of Oxford, School of Geography and the Environment

Icon Archaeology Group.

Ellin Belton, House Steward, English Riviera Properties, National Trust (former HLF Icon intern)

The National Trust, co-ordinated by Katy Lithgow from Ylva Dahnsjo, Vicki Marsland, Sarah Stanley, Michele Bartlett, Marilyn Dunn, Helen Moody, Julie Marsden and Helen Lloyd.

John Edwards MA, DipBldgCons, CEnv, FRICS, FCIQB, IHBC RICS Accredited in Building Conservation

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Isabel Wilson, Project Manager: Quality & Standards, Museums Libraries & Archives Council.

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3rd Consultation

A working group, the Vanguard Education Group, helped put together the final document, which was approved by the Icon Professional Standards and Development Committee on October 11, 2011.

Members of the group were:

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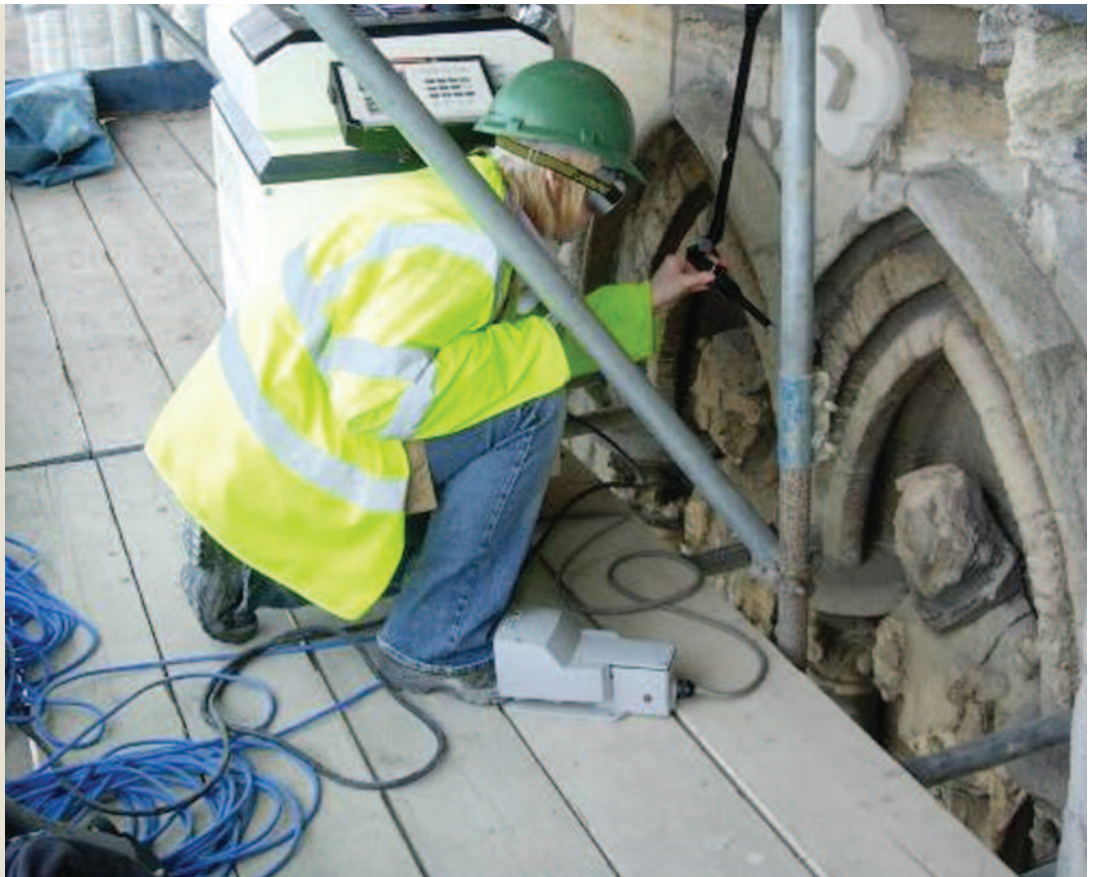
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Icon's mission is to raise public awareness of the cultural, social and economic value of caring for our heritage and to champion high standards of conservation in the UK.

Icon is the lead membership body for the conservation of cultural heritage. Icon is the only organisation that has the overview across all of the disciplines dealing with the conservation of moveable heritage. It also provides a focal point for all others who share a commitment to improving the conservation of our cultural heritage.

Icon is also the lead voice for the conservation of the moveable heritage. Icon builds on a very strong tradition and past record of working in partnership with other sectors, such as the built heritage sector, and traditional skills and crafts, by expressing key messages in a concerted way.

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