

Standard 1: Assessment of Cultural Heritage

Standard	Description	Pass Criteria	Suggestions for Evidence
1.1	Understand the significance and context of the heritage to be assessed, along with any implications for potential conservation measures.	<p>Candidates should be able to identify the information they require in order to effectively understand the significance and context of the heritage.</p> <p>Candidates should gather the necessary information through examination, research and data collection, asking probing and complex questions where necessary. Research could be visual, material, historic, archival or testimonial.</p> <p>Depending on context this may include:</p> <ul style="list-style-type: none"> • Considering how the heritage is used or displayed. • Considering the intangible and/or functional aspect of the object, if applicable. • The design and environmental context of the heritage. • Any personal, cultural, historic, spiritual, symbolic, aesthetic or economic significance • Artist intent. 	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Diagrammatic or visual information such as maps, architectural drawings, X-rays, photographs etc. • Research into history and provenance • Communication with relevant stakeholders and subject-matter experts • Records of previous conservation/restoration treatments • Scientific data such as material testing, environmental data etc. • Discussion with assessors

		<ul style="list-style-type: none"> • Previous conservation-restoration work. • The interests of current and where relevant past owners, custodians and other stakeholders. <p>Candidates should demonstrate that they can understand and critically evaluate information from a range of sources. From this information they should be able to effectively judge the significance and context of the heritage. They should demonstrate a clear understanding of the implications for potential conservation/restoration measures.</p>	
1.2	Assess the physical nature and condition of the heritage.	<p>Candidates should demonstrate they have the skills, knowledge and experience to undertake a clear and detailed assessment of the heritage.</p> <p>This means:</p> <ul style="list-style-type: none"> • Candidates must demonstrate an understanding of the material properties of the objects / collections in their care. • Candidates must demonstrate an understanding of typical degradation patterns of heritage appropriate to their area of work. 	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Condition reports • Records of previous conservation/restoration treatments • Communication with stakeholders and Subject Matter Experts • Scientific data such as material testing, environmental data etc. • Discussion with assessors

		<ul style="list-style-type: none"> • The methods used for assessment must not have an adverse impact on the condition or integrity of the heritage. • Candidates must refer to other competent sources where analysis lies outside of their area of personal competence or requires specialist resources. 	
1.3	Assess the impact of the environment and potential changes on the heritage.	<p>With reference to the agents of deterioration, the candidate can correctly identify the impact of the environment (e.g., light, humidity, temperature, etc) on objects / collections in their care and in context of the environment in which the object is being kept.</p> <ul style="list-style-type: none"> • This assessment needs to be applied as appropriate to the context of candidate's work (for example it may involve asking the owner or custodian of an object about its current and proposed environment and use, considering the impact of environmental conditions on the functional aspects of an object, it could involve carrying out a detailed assessment of a collection or site, or assessing the impact of development 	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Condition reports • Records of previous conservation treatments • Communication with stakeholders and Subject Matter Experts • Records of previous conservation/restoration treatments • Scientific data such as material testing, environmental data such as relative humidity levels etc. • Discussion with assessors

		<p>proposals, changes to the environment, or other potential changes affecting a site or structure.</p> <ul style="list-style-type: none"> • The assessment should include an adequate assessment of risks in the context of its proposed environment and use. • Candidates must refer to other competent sources where analysis lies outside of their area of personal competence or requires specialist resources. 	
1.4	Assess the implications of taking no further action.	<p>Candidates should demonstrate they can apply their material knowledge and understanding of typical degradation patterns (appropriate to their area of work) and effectively judge the implications of taking no further action.</p> <p>They should consider:</p> <ul style="list-style-type: none"> • The risks and/or benefits for the heritage under consideration • Any other information relevant to the situation such as risks/benefits to other objects or structures, the environment or surroundings, and to health and safety. • For dynamic objects, if current levels of service/maintenance are sufficient to minimise wear. 	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Condition reports • Diagrammatic and visual information such as maps, architectural drawings, x-ray, photographs etc. • Academic research into history and provenance • Communication with stakeholders and Subject Matter Experts • Records of previous conservation/restoration treatments • Scientific data such as material testing, environmental data etc. • Discussion with assessors

1.5	Report on the findings of the assessment.	<p>Candidates should demonstrate they have the skills, knowledge and experience to report assessment findings clearly, accurately and effectively.</p> <ul style="list-style-type: none"> • The coverage, presentation and detail of the report or record need to be appropriate to the context of the assessment and the intended readership. • Depending on context, the report or record may be for your own use, for the information of others, or for formal presentation or publication 	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Condition reports • Treatment recommendations • Conservation records • Diagrammatic and visual information such as maps, architectural drawings, x-ray, photographs etc. • Scientific data such as material testing, environmental data etc. • Discussion with assessors
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Standard 2: Conservation/ Restoration Options and Strategies

Standard	Description	Pass Criteria	Suggestions for Evidence
2.1	Identify and evaluate conservation options.	<p>Candidates should apply information gathered during the assessment phase, and their specialist professional knowledge, to correctly identify and evaluate a range of possible options and strategies for the heritage. Candidates should evaluate the merits and risks of each approach, in order to make value judgements about its suitability.</p> <p>You should be able to demonstrate effective critical thinking when formulating and evaluating the different options and strategies.</p> <p>Depending on context, this could include:</p> <ul style="list-style-type: none">• Managing the use, display, transportation, storage or method of assessment of the heritage differently.• Interventive conservation/restoration treatments and measures• Preventive or protective measures.• Evaluating its dynamic aspect/purpose	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none">• Treatment recommendations• Communication with relevant stakeholders such as clients and colleagues• Testimonials from relevant stakeholders such as clients or colleagues• Minutes from relevant meetings• Conservation /restoration records• Discussion with Assessors.

		<p>Evaluation could include:</p> <ul style="list-style-type: none"> • Considering the degree of reversibility or retreatability, resilience to changes in environmental conditions, implications for current and future use, impact on the functional aspects of the object and implications for subsequent conservation /restoration measures. • Showing a sophisticated understanding of any ethical issues that arise. • Using your professional knowledge to develop innovative strategies that address complex conservation /restoration issues. 	
2.2	Develop advice, recommendations or policies relating to the different options available.	<p>Candidates should demonstrate they consistently develop clear and appropriate advice, recommendations or policies relating to the different options.</p> <ul style="list-style-type: none"> • This will include considering the resource implications of the various options, their environmental impact, any implications for project management or development and (if 	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Treatment recommendations • Communication with relevant stakeholders such as clients and colleagues • Testimonials from relevant stakeholders such as clients or colleagues • Minutes from relevant meetings • Conservation/restoration records

		<p>relevant) identifying sources of resourcing or funding.</p> <ul style="list-style-type: none"> Candidates should be able to advise on any legislation, official guidance or organisational policy that affects their area of conservation/restoration. Candidate's advice or decisions will need to communicate and promote good conservation/restoration practice. 	<ul style="list-style-type: none"> Discussion with Assessors.
2.3	Develop or negotiate a considered course of action for implementation.	<p>Candidates should be able to negotiate with organisations and individuals relevant to their area of practice to develop an appropriate course of action, advocating for the best possible outcome for heritage with the resources available.</p> <p>Actions should be open to renegotiation in the light of any new findings that emerge once conservation/restoration measures are under way.</p> <p>The agreed action should be recorded in a format and level of detail appropriate to the context.</p>	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> Treatment recommendations Communication with relevant stakeholders such as clients and colleagues Contracts with clients and other relevant stakeholders, such as contractors. Testimonials from relevant stakeholders such as clients or colleagues Minutes from relevant meetings Conservation/restoration records Project plans / timelines etc Discussion with Assessors.

Standard 3: Conservation / Restoration Measures

Standard	Description	Pass Criteria	Suggestions for Evidence
3.1	Communicate appropriate practice in the care, protection and treatment of cultural heritage.	<p>Candidates should consistently demonstrate that the guidance they provide, and the actions they take, are in the best interests of the heritage in their care. Guidance and actions should be in line with best practice guidance within their field of conservation/restoration.</p> <ul style="list-style-type: none"> • Communication could, for instance, be in the form of advice, policies, strategies, recommendations, or educational inputs. • Care, protection and treatment may relate to ongoing or exceptional situations, anticipating or responding to disasters or emergencies, or responding to external proposals and changes. • Candidates should be able to communicate knowledgably the conservation implications of any policy or plan for the heritage in their area of work. • Candidates should be able to advise on requirements for the ongoing protection and/or service and 	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Formal regulations and industry guidance – e.g., Icon Code of Conduct, Icon Ethical Guidance and any applicable national, local or organisational standards, guidelines and policies. • Treatment recommendations • Minutes of relevant meetings • Workplace policies • Emergency protocol documentation • Conservation/ restoration records • Lecture notes or training / educational materials. • Articles, papers and book chapters etc authored by the candidate. • Discussion with assessors

		maintenance of heritage that has left their care.	
3.2	Implement conservation measures.	<p>Candidates should apply a high level of specialist knowledge and/or practical skill to implement complex conservation/restoration measures safely, appropriately and successfully.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Being able to advise on the physical and chemical characteristics of materials and causes of decay. • If the object is in use, being able to advise on the risk and extent of wear. • Being able to advise on the measures and techniques to be used, and the use of relevant resources, skills and equipment. • Measures may be physical, chemical, environmental or statutory, or relate to managing or influencing the interaction of others with the heritage. Or relate to identifying/controlling the rate or wear / risk for working objects. • Candidates should be able to advise on new and developing techniques and their practical implications. • The methods and techniques used should take into account relevant 	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Conservation/restoration records • Presentation of a physical object to assessors • High quality, visual evidence such as photographs, live video, recorded video. • Testimonials from relevant stakeholders • Statistical evidence – e.g., environmental data from preventive measures • Training materials developed by candidates. • Communication with relevant stakeholders such as clients, colleagues or subject-matter experts. • Discussion with assessors

		<p>contextual and ethical factors as well as current research and guidance in the field concerned.</p> <ul style="list-style-type: none"> • Candidates will need to understand the perspectives and roles of others who have an impact on the protection and care of the heritage, where necessary working with them to ensure that measures are effective. 	
3.3	Ensure that measures and advice follow recognised conservation standards.	<p>Candidates should demonstrate that the measures they implement, and advice they give, consistently follows recognised conservation/restoration standards.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Meeting relevant Icon standards or codes of practice, along with taking account of any applicable national, local, organisational or discipline-specific standards, guidelines and policies. • Candidates will need to ensure that measures are implemented ethically and to the relevant standard regardless of whether they are carrying them out, delegating or commissioning, or managing more broadly. 	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Compliance with formal regulations and industry guidance – e.g., Icon Code of Conduct, Icon Ethical Guidance and any applicable national, local, organisational or discipline specific standards, guidelines and policies. • Conservation/restoration records • Presentation of a physical object to assessors • High quality, visual evidence such as photographs, live video, recorded video. • Testimonials from relevant stakeholders • Statistical evidence – e.g., environmental data from preventive measures • Discussion with assessors
3.4	Monitor and evaluate the effect of conservation measures.	Candidates should demonstrate they can apply their material knowledge and their	Evidence could include, but is not limited to:

		<p>understanding of typical degradation patterns (appropriate to their area of work) to effectively monitor and evaluate the effect of conservation / restoration measures.</p> <p>This requires:</p> <ul style="list-style-type: none"> • Candidates can evaluate the effectiveness and impact of measures applied, using methods appropriate to the context of their work. This could be carried out for instance through continuous or periodic monitoring, by arrangement, or on an ad-hoc basis. • It includes adjusting or renegotiating measures should findings indicate that this is necessary. 	<ul style="list-style-type: none"> • Conservation / restoration records • Presentation of a physical object to assessors • High quality visual evidence such as photographs, live video, recorded video. • Communications with relevant stakeholders such as clients or colleagues • Testimonials from relevant stakeholders • Statistical evidence – e.g., environmental data from preventive measures • Discussion with assessors
3.5	Document conservation measures.	<p>Candidates should demonstrate they have the skills, knowledge and experience to document conservation / restoration measures clearly and effectively.</p> <ul style="list-style-type: none"> • Documentation has a format, level of detail and clarity appropriate to its intended use. • It should be designed with the aim of enabling it to be maintained and accessed on an ongoing basis. 	<p>Evidence could include, but is not limited to,</p> <ul style="list-style-type: none"> • Conservation / restoration records • Treatment reports and recommendations • High quality visual evidence such as photographs, live video, recorded video. • Communications with relevant stakeholders such as clients or colleagues • Academic writing such as papers, journal articles, book chapters etc. • Discussion with assessors

3.6	Recommend appropriate sources of further analysis, treatment or preventive care where these lie outside your remit or area of expertise.	<p>Candidates should demonstrate a holistic approach to care of heritage, considering further or ongoing care needs. Candidates should recognise the limits of their knowledge and make recommendations to appropriate sources of support where necessary.</p> <ul style="list-style-type: none"> • This could relate to ongoing maintenance, remedial treatment, scientific analysis, specialist monitoring, or specialist preventive, preservation or legislative expertise. 	<p>Evidence could include, but is not limited to,</p> <ul style="list-style-type: none"> • Treatment reports and recommendations • Conservation / restoration records • Communications with relevant stakeholders such as clients or colleagues • Discussion with assessors
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Standard 4: Organisation and Management

Standard	Description	Pass Criteria	Suggestions for Evidence
4.1	Organise and manage work to ensure it is completed appropriately	<p>Candidates should utilize a range of formal and/or informal strategies to organize and manage all aspects of their work, as well as any work they lead or delegate to others. Depending on role and working context this could include:</p> <ul style="list-style-type: none"> • Informal planning of your workload • Effective organisation of your working space. • Project scheduling • The work-plan for a department or a new project. • Timetabling and lesson-planning for a course • Resource management – e.g., managing budgets, supply of equipment etc. • Processes for managing consultancy or contract work (from either the client or contractor/consultant perspective) • Scheduling service / maintenance checks if heritage is in use. 	<p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> • Day books / personal planners • Project timelines • Team organization charts • Systems for workload allocation • Reporting mechanisms • Systems for budget management • Administrative templates – e.g., invoices, condition reports etc • Tools for communication – e.g., Teams / Slack / Zoom etc. • Performance management documentation • Health and Safety documentation such as risk assessments. • Organisational policies and/or Standard Operating Procedure guidelines • Guided tour of the workspace • Discussion with assessors

4.2	<p>Ensure that your work practices and any you promote comply with applicable legal and contractual requirements.</p>	<p>Candidates should have a clear working knowledge of the legal frameworks and contractual requirements that regulate their area of work.</p> <p>Candidates should proactively use these frameworks to inform their day-to-day working practice. Where necessary, candidates should seek appropriate guidance from subject-matter experts to ensure compliance with these frameworks.</p> <p>Depending on working context, this may include relevant environmental protection, employment regulations and checking work is covered by adequate insurance or indemnity.</p> <p>Where candidates are responsible for the work of others, they ensure reportees have the knowledge and understanding necessary to comply with frameworks and regulations.</p>	<p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> • Contracts with clients • Proof of insurance / indemnity • Proof of compliance with British Standards • Proof of compliance with health and safety and / or environmental regulations • Proof of compliance with employment regulations • Evidence of providing and/or attending training • Evidence of engagement with subject-matter experts • Discussion with assessors
4.3	<p>Ensure that your work practices and the area for which you are responsible comply with relevant Health & Safety regulations and guidelines, minimising risk to yourself and others.</p>	<p>Candidates should have a clear understanding of the Health and Safety regulations and guidelines that apply to their area of work.</p> <p>This includes the ability to carry out and act on risk assessments.</p> <p>They seek appropriate guidance from SME where necessary to ensure compliance with these regulations.</p>	<p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> • COSHH paperwork • Photographs of safe storage • Evidence of protective equipment used. • Risk Assessments • Workplace Health and Safety Policy • Any specialist policies required for your area of work – e.g., management of asbestos.

		<p>They proactively use these regulations to inform safe working practices and minimize risk to others.</p> <p>Where candidates are responsible for the work of others, they ensure reportees have the knowledge and understanding necessary to comply with framework and regulations.</p>	<ul style="list-style-type: none"> • Evidence of attending or providing relevant health and safety training • Inspection certificates • Discussion with assessors
4.4	Adhere to good business or internal practice in dealing with clients, colleagues and other stakeholders.	<p>Candidates should demonstrate professional behaviours when working with a range of internal (if applicable) and external stakeholders.</p> <p>For instance:</p> <ul style="list-style-type: none"> • Maintaining effective working relationships • Transparent, open communication • Professional integrity and the ability to respectfully and politely manage value conflicts with stakeholders. • Following good practice in managing and supporting reportees, if applicable. • Behaviours that support equality and inclusion in the workplace. 	<p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> • Communication with relevant stakeholders such as clients and colleagues • Minutes of meetings • Copies of documentation sent to stakeholders – e.g., recommendations, costings, timelines, condition reports etc. • Testimonials from stakeholders • Evidence of HR / People Management strategies • Discussion with assessors
4.5	Ensure that adequate and accessible records are maintained.	Candidates should demonstrate a clear understanding of the record systems used in their place of work. They should adhere to these systems to maintain clear, accurate and consistent records.	<p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> • Financial records • Client contracts

		<p>Depending on role or context this could include:</p> <ul style="list-style-type: none"> • Conservation / restoration records • Statutory records • Records required by your organisation or needed for running your business, and any process management records needed to work effectively. <p>Recording should use relevant methods and formats including, where relevant, the use of appropriate technology and software.</p> <p>Records must be available and intelligible to the people who need access to them.</p> <p>Records must be maintained for an adequate period for their purpose, taking account of any statutory requirements, conservation guidelines and organisational policies.</p> <p>Appropriate levels of security and confidentiality should be maintained in accordance with the law on data protection and to protect client confidentiality.</p>	<ul style="list-style-type: none"> • Resource management records (e.g., purchasing orders, equipment inventories etc.) • Entries from short-term project records – e.g., day books • Conservation / restoration records – e.g., object history, scientific data, condition reports, treatment recommendations, evidence of conservation measures taken (these can be documentary, photographic, video recordings etc.) • Health and Safety records such as risk assessments, COSHH records etc. • Discussion with assessors
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Standard 5: Continuing Professional Development

Standard	Description	Pass Criteria	Suggestions for Evidence
5.1	Keep yourself informed on changes in the profession as well as broader developments relevant to your work context.	<p>Candidates should take active responsibility for their continuing professional development (CPD).</p> <p>They should show understanding of, and engagement with, emerging developments and research. They should be able to identify areas where further exploration is relevant to developing their practice and expertise.</p> <p>This includes maintaining familiarity and, where appropriate, contact with relevant bodies in the conservation / restoration field and beyond as relevant to their area of practice.</p>	<p>Evidence may include, but is not limited to:</p> <ul style="list-style-type: none">• Evidence of attendance at, and learning from, professional development events such as lectures, conferences, training courses etc.• Evidence of engagement with peers across the profession, through networking events, networking groups, professional forums, individual discussion, work shadowing etc.• Evidence of academic engagement – reading papers, journals, books etc.• Performance management records• Testimonials from relevant stakeholders• Completion of CPD tasks set within the e-portfolio.• Discussion with assessors

5.2	<p>Ensure that your practice, knowledge, skills and techniques are up to date, both at a general level and in relation to individual projects and tasks that you undertake.</p>	<p>Candidates should take active responsibility for their continuing professional development (CPD). They should ensure that all elements of their practice (underpinning knowledge, professional skills and subject-specific skills and techniques) are current and fit for purpose. They must ensure they have the appropriate knowledge and skills to undertake complex conservation / restoration projects proficiently and responsibly, ensuring no harm comes to the heritage in their care.</p> <p>This needs to be appropriate to their work context, e.g.</p> <ul style="list-style-type: none"> • If they carry out treatments they would be expected to understand use new techniques in their field, where they are applicable to their work. • If they are a manager or advisor, they would be expected to understand what techniques are available and where they are appropriate, but not to be able to carry them out. • If they are an educator or trainer, they would be expected to keep up to date in the areas in which they teach or train 	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Evidence of attendance at and learning from, professional development events such as lectures, conferences, training courses etc. • Evidence of engagement with peers across the profession, through networking events, networking groups, professional forums, individual discussion, work shadowing etc. • Evidence of academic engagement – reading papers, journals, books etc. • Completion of CPD tasks set within the e-portfolio. • Performance management records • Testimonials from relevant stakeholders • Evidence of practical benchwork and consolidation of hand-skills. • Discussion with assessors
5.3	<p>Reflect on and learn from your practice</p>	<p>Candidates should critically reflect on their practice. This involves reflecting on learning points from projects and considering how this understanding might inform their practice in the future.</p>	<p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> • Reflective accounts • Completion of CPD tasks set within the e-portfolio.

		<p>Candidates should be able to pinpoint areas of professional strength. They should be able to identify future development needs and create and implement specific plans to address these needs.</p>	<ul style="list-style-type: none"> • Performance management records • Testimonials from relevant stakeholders • Discussion with assessors
5.4	Promote conservation and the care of cultural heritage to expert and general audiences.	<p>Candidates should demonstrate that they identify, and participate in, opportunities to promote the care of heritage to expert and general audiences, influencing the discussion as Subject Matter Expert where appropriate.</p> <p>It could include contributing to the profession or cultural heritage field in various ways such as: providing demonstrations and expositions, contributing to publications and web sites or providing training or instruction to others where necessary.</p>	<p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> • Materials used in the development of education sessions and training events such as: course outlines, lesson plans, PowerPoint presentations or assessment criteria. • Evidence of outreach activity to engage the general public. • Evidence of leading sessions at professional development events – e.g., giving lectures, running conference seminars etc. • Academic writing – such as journal entries, academic papers, book chapters. • Media engagement – magazine articles, social media channels, podcasts etc. • Advocacy work – either within the heritage sector or more broadly (e.g., with policy makers, funding bodies etc.) • Discussion with assessors

Standard 6: Judgement and Ethics

Standard	Description	Pass Criteria	Suggestions for Evidence
6.1	Understand the principles of conservation and demonstrate an in-depth understanding of the specific area(s) of your practice.	<p>Candidates should demonstrate a clear understanding of the principles of conservation and demonstrate the ways in which these principles actively inform their daily practice.</p> <p>Candidates should be able to demonstrate an in-depth understanding of their specific area of practice. This means:</p> <ul style="list-style-type: none"> An appropriate level of material knowledge relative to their role. Candidates responsible for carrying out treatments are expected to have a high level of material knowledge in their chosen specialism. Preventive Conservators or Conservation Managers are expected to have sufficient material knowledge of the collections / sites they oversee to make informed decisions about appropriate preventive interventions and project management strategies. An appropriate level of knowledge regarding the agents of deterioration and their impact on the materials and/or collections in their area of work. 	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> Workplace policies, operating procedures. Evidence from the initial assessment of heritage, recommendations and treatment of heritage for example: condition reports, treatment recommendations, photographs and videos, presentation of a physical object at assessment, conservation / restoration records and project plans Discussion with assessors

		For dynamic objects /collections this includes awareness of the wear/use/risks to objects.	
6.2	Be conversant with national and international principles, philosophies and guidelines relevant to your practice.	<p>Candidates should demonstrate a clear understanding of relevant principles, philosophies and guidelines for instance:</p> <ul style="list-style-type: none"> • Icon Ethical Guidance, • Icon Code of Conduct • If working overseas, any relevant international frameworks. • Any industry frameworks relating to their specific area of conservation / restoration. <p>Candidates should be able to demonstrate the ways in which this guidance actively informs their daily practice.</p>	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Evidence of compliance with the relevant frameworks • workplace policies, • statements on standard operating procedures, • Conservation / restoration records, • treatment recommendations, • relevant communication with stakeholders • Project proposals and recommendations • Discussion with assessors
6.3	Understand the ethical basis of the profession and the responsibilities of the conservation professional to cultural heritage and to wider society.	<p>Candidates should have a clear understanding of relevant industry documentation that guide ethical behaviours, (e.g., Icon Code of Conduct, Icon Ethical guidance, Icon Principles of Conservation as well as any ethical frameworks or principles that relate to their specific area of work. (E.g., specialist guidance on ethical handling of human remains.)</p> <p>Candidates should have a clear understanding of the rationale behind this ethical guidance.</p>	<p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> • Evidence of compliance with the relevant frameworks • Workplace policies and operating procedures • Training certificates • Communication with relevant stakeholders • Project proposals and recommendations • Conservation / restoration records • Academic reading

		Candidates should be able to demonstrate the ways in which this guidance actively informs their daily practice.	<ul style="list-style-type: none"> • Discussion with assessors
6.4	Understand and observe the Icon Code of Conduct.	Candidates should demonstrate a working understanding of the Code of Conduct and demonstrate the ways in which it informs their daily practice.	<p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> • Evidence of compliance with the Icon Code of Conduct • Workplace policies and operating procedures • Relevant communication with stakeholders • Project proposals and recommendations • Conservation/ restoration records • Discussion with assessors
6.5	Use an adequate level of critical thinking, analysis and synthesis in approaching conservation problems and developing appropriate solutions.	<p>Candidates should demonstrate effective critical thinking, analysis and synthesis when developing appropriate, sustainable and effective solutions to complex conservation / restoration problems.</p> <p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> • Drawing on their extensive underpinning conservation /restoration knowledge to identify a range of options and strategies. • Analysing the risks, benefits and wider implications for each option/strategy in order to make value judgements about 	<p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> • Scientific data – e.g., material testing, environmental data etc. • Condition reports • Evidence of further research conducted – e.g., communication with stakeholders and subject matter experts, further reading etc. • Project proposals and recommendations • Discussion with assessors

		<p>the most appropriate and effective course of action. This should include considering the degree of reversibility or retreatability, resilience to changes in environmental conditions, implications for current and future use, consideration of the functional aspects of the object (including effect on the intangible nature of the object's purpose) and implications for subsequent conservation / restoration measures.</p> <ul style="list-style-type: none"> • Demonstrating a detailed understanding of any ethical issues that arise and developing solutions that are ethically appropriate. 	
6.6	Appreciate and be prepared to consider alternative, valid methods and approaches that are relevant to your practice.	<p>Candidates should demonstrate a clear understanding of alternative, valid methods and approaches that are relevant to their practice.</p> <p>They should be able to analyse the advantages and disadvantages of these alternate options compared to more conventional methods. They should use this information to make effective value judgements about the most appropriate course of action.</p>	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Research into alternate methods (such as academic reading, emails with conservators or other subject-matter experts.) • Evidence of training undertaken • Evidence of material testing • Conservation / restoration records • Discussion with assessors
6.7	Observe legal requirements and obligations, including those relating to health and safety, the	Candidates should have a clear understanding of the legal requirements and obligations that apply to their area of work.	<p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> • Contracts with clients

	environment, employment and contract law, and international agreements.	<p>They should seek appropriate guidance from subject-matter experts where necessary to ensure they meet their obligations.</p> <p>They should proactively use the appropriate guidance, legal frameworks and regulations to inform safe, legal and responsible working practices.</p> <p>Where candidates are responsible for the work of others, they should ensure reportees have the knowledge and understanding necessary to comply with any relevant framework and regulations.</p>	<ul style="list-style-type: none"> • Proof of insurance / indemnity • Proof of compliance with British Standards • Proof of compliance with environmental regulations • Proof of compliance with employment regulations • COSHH paperwork • Photographs of safe storage • Evidence of protective equipment used. • Risk Assessments • Workplace health and safety policy • Any specialist policies required for your area of work – e.g., management of asbestos. • Evidence of attending or providing relevant health and safety training • Inspection certificates • Site tour of workplace with assessors • Discussion with assessors
6.8	Take responsibility for the care of cultural heritage within your influence.	<p>Candidates should show they actively advocate for best outcomes for heritage in their care.</p> <p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> • Having a detailed knowledge and understanding of the risks to the heritage in their care and ensuring appropriate and effective risk 	<p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> • Evidence of safe storage / movement of heritage • Evidence of protective equipment used. • Risk assessments • Workplace health and safety policy

		<p>management strategies are in place to mitigate these.</p> <ul style="list-style-type: none"> • Ensuring reportees have the knowledge and skills necessary to undertake the work assigned to them. • Advocating for the proper care of heritage to relevant internal and external stakeholders – such as clients, managers, contractors, colleagues and the wider community, leading the discussion as subject matter expert where necessary. • Be willing to manage conflicts of values with stakeholders and challenge thinking, where necessary, to ensure actions taken are appropriate. 	<ul style="list-style-type: none"> • Any specialist policies required for your area of work – e.g., Ethical treatment of human remains. • Evidence of attending or providing relevant health and safety training • Inspection certificates • Evidence of engagement in advocacy / media work to promote protection of heritage. • Recommendations for after-care • Evidence of preventive conservation measures taken • Communication with relevant stakeholders such as clients and colleagues • Evidence of successful management of ethical issues. • Discussion with assessors
6.9	Act with responsibility towards the environment, promoting environmental sustainability in conservation practice and minimising adverse environmental impact	<p>Candidates should demonstrate a clear understanding of:</p> <ul style="list-style-type: none"> • Ways in which their area of work may adversely impact the environment. • Options and strategies they may employ to mitigate this impact. <p>This could include:</p> <ul style="list-style-type: none"> • Considering the type / amount of energy used and exploring options for reducing consumption. • Considering the nature of materials used for treatment, storage etc and, where necessary, exploring more 	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Evidence of reading or producing academic research, such as articles, papers, books etc. • Evidence of participation in relevant training, conferences or industry events • Communication with manufacturers and/or suppliers • Evidence of actions taken to mitigate adverse environmental

		<p>sustainable / environmentally friendlier alternatives.</p> <ul style="list-style-type: none"> Considering environmentally responsible methods for disposing of waste and/or options for reducing waste. <p>Candidates should use this knowledge to inform sustainable, environmentally friendly practices within their area of work where possible and appropriate. (Understanding that the need to act in the best interests of heritage must, at times, be balanced with decisions on sustainable, environmentally friendly practice.)</p>	<p>impact in their workplace, e.g., recycling bins.</p> <ul style="list-style-type: none"> Site tour of workplace with assessor. Relevant records / data (e.g., energy usage, purchasing invoices etc.) Discussion with assessors
6.10	Act responsibly and ethically in dealings with the public, employers, clients and colleagues.	<p>Candidates should demonstrate responsible and ethical behaviours when working with a range of internal (if applicable) and external stakeholders.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ensuring decision-making and actions undertaken are informed by the principles of conservation and ethical frameworks such as the Icon Ethical Guidance framework and/or relevant ethical frameworks for their area of work. Maintaining effective working relationships with stakeholders Demonstrating effective, open communication with stakeholders 	<p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> evidence of compliance with Icon Guidance, Ethical Frameworks and relevant workplace policies. communication with relevant stakeholders such as clients and colleagues condition reports treatment recommendations. evidence of compliance with contracts testimonials from stakeholders discussion with assessors

		<ul style="list-style-type: none"> • Honoring contractual agreements with stakeholders • Demonstrating the ability to respectfully and politely manage value conflicts. Maintaining professional integrity by consistently acting in the best interests of the heritage in their care. • Following good practice in managing and supporting reportees, if applicable. • Demonstrating behaviours that support equality and inclusion. 	
6.11	Act with awareness of and respect for the cultural, historic and spiritual context of objects and structures.	<p>Candidates should demonstrate a detailed understanding of the cultural, historic and spiritual context of heritage in their care. Candidate should be able to clearly explain the implications this context has for the safeguarding and treatment of the heritage.</p> <p>Implications may include, but are not limited to,</p> <ul style="list-style-type: none"> • Considerations about appropriate handling, display, transportation, and storage of the object before, during and after treatment. • Appropriateness of treatment materials and treatment methods • Considerations regarding the intangible aspects of the object to maintain the future option of 	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Evidence of compliance with ethical frameworks and relevant workplace policies. • Evidence of research into cultural, historic and spiritual context (e.g., articles, papers, books) • Communication with stakeholders from relevant communities • Treatment recommendations • Testimonials from stakeholders • Discussion with assessors

		<p>retrieving/maintaining/preserving its dynamic aspect.</p> <ul style="list-style-type: none"> Preventive conservation recommendations / measures to mitigate future risks 	
6.12	<p>Understand how the context in which conservation / restoration is carried out influences the practices and measures that are appropriate and acceptable.</p>	<p>Candidates should demonstrate a detailed understanding of the context of their conservation / restoration projects. Candidate should be able to clearly explain the implications this context has for the safeguarding and treatment of the heritage.</p> <p>Context may include, but is not limited to:</p> <ul style="list-style-type: none"> Cultural, historic or spiritual context Current condition of the heritage (including levels of wear for dynamic/working collections.) Availability of resources (e.g., budget, materials, time, staffing, specialist knowledge etc.) Access to the heritage (e.g., in-situ, at height, in studio, time-specific, etc.) Regulatory context (e.g., compliance with health and safety regulations and/or any specific industry guidance that relates to the heritage.) Future context of the heritage (e.g., transportation, the environmental condition in the heritage's location, the heritage's future ownership, the heritage's future use/function and 	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> Evidence of compliance with regulatory or ethical frameworks and relevant workplace policies. Evidence of research into cultural, historic and spiritual context (e.g., articles, papers, books) Communication with stakeholders from relevant communities. Condition reports Treatment recommendations Relevant diagrammatic evidence – e.g., maps, floorplans, elevations etc. Relevant visual evidence, photographs, videos etc. Presentation of a physical object on assessment day Tour of a site or studio on assessment day Project plans Testimonials from stakeholders Discussion with assessors

		possibilities for treatment and/or maintenance in the future.)	
6.13	Handle value-conflicts and ethical dilemmas in a manner which maintains the interests of cultural heritage.	<p>Candidates should demonstrate a detailed understanding of any value conflicts or ethical dilemmas that arise during the life cycle of a project.</p> <p>Candidates should ensure that decisions made, and actions taken, are informed by the Principles of Conservation, the Icon Ethical Guidance framework and any other ethical framework relevant to their area of work.</p> <p>Candidates should demonstrate the ability to manage conflicts and ethical dilemmas professionally, respectfully and politely. Candidates should maintain professional integrity by consistently acting in the best interests of the heritage in their care.</p>	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • Evidence of research conducted into ethical issues. • Evidence of communication with relevant stakeholders such as clients and colleagues • Condition reports • Treatment recommendations • Minutes of relevant meetings • Testimonials from stakeholders • Discussion with assessors
6.14	Understand the limits of your own knowledge and abilities, and practise within them.	<p>Candidates should critically reflect on their practice, identifying the limits of their knowledge.</p> <p>Candidates should demonstrate they take appropriate action to ensure their skillset and knowledge base are sufficient for the projects they undertake. This may be through participation in formal / informal training or by seeking appropriate guidance from subject-matter experts. They should demonstrate that they apply their newly acquired knowledge to their work. Where they cannot reasonably</p>	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> • CPD tasks set within the e-portfolio, performance management records, portfolio records. • Training certificates • Academic reading • Communication with relevant stakeholders such as subject-matter experts

		<p>develop the specialist knowledge to undertake the work personally, they must demonstrate that they seek out appropriately skilled people to undertake work.</p> <p>All these actions should demonstrate that the candidate consistently acts in the interests of the heritage in their care, protecting it from harm.</p>	<ul style="list-style-type: none"> • Formal agreements with contractors • Invitations to tender • Practical evidence – e.g., samples of work, testing. • Discussion with assessors
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