



THE INSTITUTE OF HISTORIC BUILDING CONSERVATION

The Home of the Conservation Professional

**IHBC Branch Connection Day:
*Birmingham, 26 November 2009***

Seán O'Reilly, Director, IHBC

Conserving places is complex: balancing polarised tensions



..economic and social..

..development and preservation..

..compromise within standards..

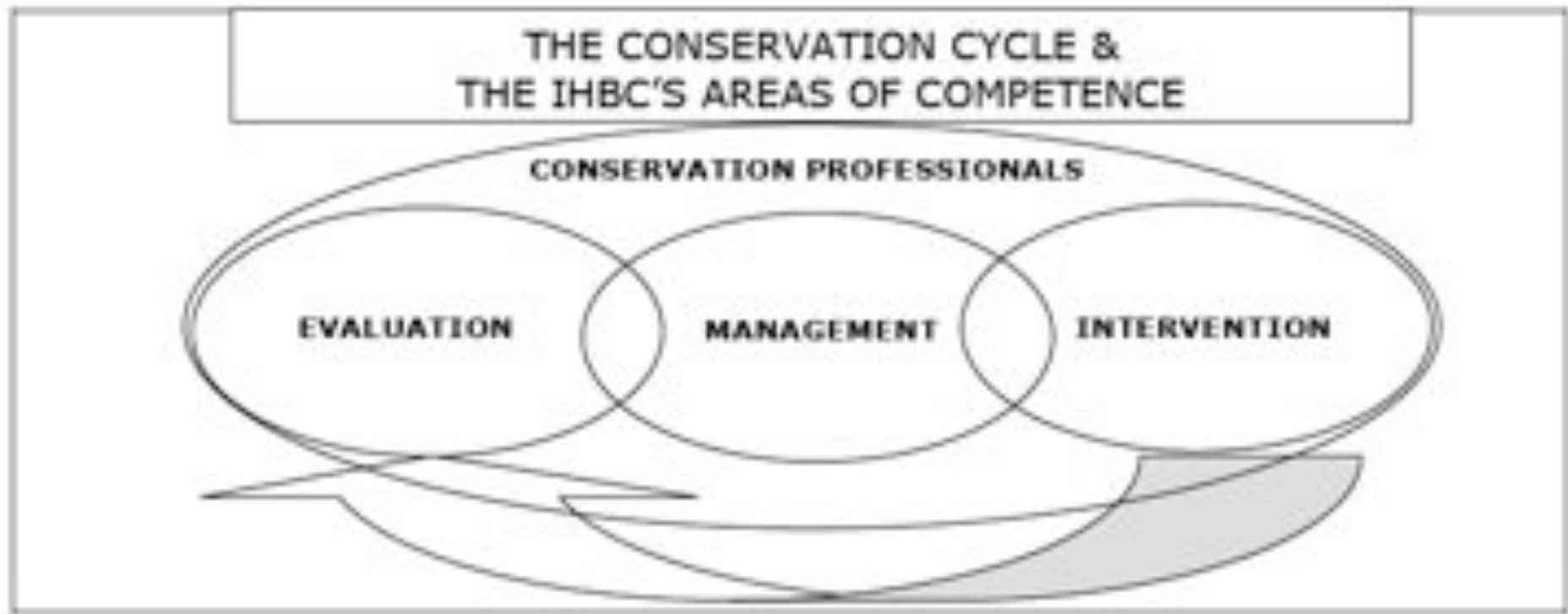
..specialist & democratic..

.. collective and personal..

.. business and civic..

..& it must be sustainable..

The IHBC Areas of Competence: standards addressing complexity in the **Conservation Cycle**



***ICOMOS Guidelines:
Integrating specialist skills!***



• INSTITUTE • OF • HISTORIC •
BUILDING • CONSERVATION

IHBC: Standards for a complex world - Our Areas of Competence!

AREAS OF COMPETENCE	Professional	Practical – Evaluation	Practical – Management	Practical – Intervention
COMPETENCES	1. Philosophy	3. History	5. Legislation & Policy	7. Design & Presentation
	2. Practice	4. Research, Recording & Analysis	6. Finance & Economics	8. Technology

..crossing traditional boundaries..



..shaping specialisations within generalisation..

Evaluating competence is complex!

IHBC: Applying standards at entry.

IHBC ASSESSOR'S GUIDANCE: MATRIX OF LEVELS OF AREAS OF COMPETENCE

Dreyfus Model ^a	Knowledge	Standard of work	Autonomy	Coping with complexity	Perception of context	S/WVO Level ^a	CPO Certification Service ^b Skills Competence & Experience
Novice	Minimal or no/limited knowledge without contextualising it to practice	Unlikely to be satisfactory unless closely supervised	Needs close supervision or instruction	Little or no conception of dealing with complexity	Tends to see actions in isolation	2	Unaware • unaware of subject area • possess little or no knowledge/skills • require full training and development
Beginner	Starting knowledge of key aspects of practice	Unlikely to be satisfactory unless closely supervised	Able to achieve some steps using own judgement, but supervision needed for overall task	Appreciates complex situations but only able to achieve partial resolution	Sees actions as a series of steps	3	Aware • possess basic knowledge/skills • unable to work without supervision • require training/development and more in-depth information
Competent	Good working and background knowledge of area of practice	Fit for purpose, though may lack refinement	Able to achieve most tasks using own judgement	Copes with complex situations through deliberate analysis and planning	Sees actions at least partly in terms of longer-term goals	4	Capable • possess adequate knowledge/skills • able to work with some autonomy • able to work effectively as part of team • require guidance/some further training
Proficient	Depth of understanding of discipline and area of practice	Fully acceptable standard achieved routinely	Able to take full responsibility for own work (and that of others where applicable)	Deals with complex situations holistically, decision-making more confident	Sees overall picture and how individual actions fit within it	4/5	Skilled • possess requisite knowledge/skills to perform effectively and efficiently • able to work with considerable autonomy • need occasional top-up training
Expert	Authoritative knowledge of discipline and deep tacit understanding across area of practice	Excellence achieved with relative ease	Able to take responsibility for going beyond existing standards and creating own interpretations	Holistic grasp of complex situations, moves between intuitive and analytical approaches with ease	Sees overall picture and alternative approaches: view of what may be possible	5	Expert • acknowledged by others as an authority • very substantial personal autonomy

^aINDICATIVE ONLY: The Dreyfus model of skills acquisition classifies skills acquisition within a single discipline. Under the IHBC's multi-disciplinary membership criteria it can serve only as a guide. Table adapted from the Dreyfus model of skills acquisition: Dreyfus, S E (1986) and Dreyfus, H L & Dreyfus, S E (1986) & S Lester for PACR (Institute of Conservation). For CPO Certification service see <http://www.cpoat.co.uk/info/entry.aspx>

IHBC Standards are a **practical skills set**, for the real world!

FRAMEWORKS & MODELS	SUSTAINABLE COMMUNITIES		
IHBC Areas of Competence & Competences (discussed below)	EVALUATION (HISTORY; RESEARCH, RECORDING & ANALYSIS)	MANAGEMENT (LEGISLATION & POLICY; FINANCE & ECONOMICS)	INTERVENTION (TECHNOLOGY; DESIGN & PRESENTATION)
World Bank, Environmental Assessment Sourcebook, Update II, 1994	Project stages 		
Egan's Components of Sustainable Communities.	SOCIAL & CULTURAL GOVERNANCE (INFORMED)	GOVERNANCE SERVICES ENVIRONMENTAL	ECONOMY HOUSING & BUILT ENV. TRANSPORT AND CONNECTIVITY
Atkins' Local Authority Officers, 2006	EDUCATION OFFICER	HISTORIC ENVIRONMENT OFFICER	REGENERATION OFFICER
Egan Skills	Egan generic skills apply across conservation specialisms (the IHBC's 'Competences')		

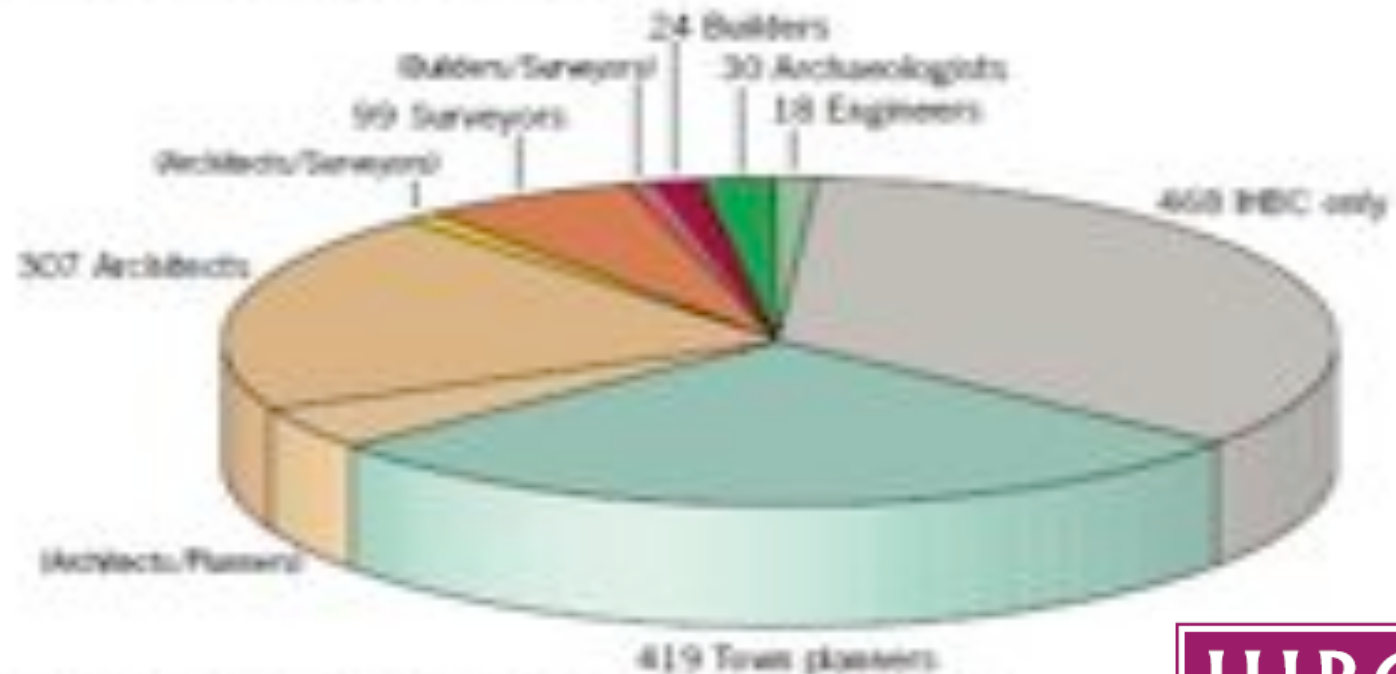
Application in projects, community & government



• INSTITUTE • OF • HISTORIC •
BUILDING • CONSERVATION

Balanced, pan-disciplinary, cross-sector membership...

IHBC MEMBERS BY PROFESSIONAL AFFILIATION



In addition to being members of the IHBC, 62 per cent of 848 Members are also registered with other professional bodies including the RIBA in particular (34 per cent).

Looking ahead: LPA services & research



AREA 1	IHBC AREA OF PRACTICAL COMPETENCE: EVALUATION MODEL OUTCOMES: SOCIAL, CULTURAL & EDUCATIONAL	The service: Guide to and interpreter of the local Historic Environment as a cultural resource Contrasting Performance assessment: Delivering sustainable communities that enjoy valued places, and manage them effectively through being fully informed about their cultural values Sample assessment criteria: Involvement in cultural activities; HER usage; Inclusion; Heritage days; peer review; volunteering etc.				
REF. NO.	HISTORIC ENVIRONMENT CONSERVATION ACTION OR ACTIVITY	IHBC COMPETENCES (PRIMARY)	TYPICAL LEAD DEPT / (HPR)	APPLICABLE OFFICER: (Historic Environment Conservation (HEC) Officer)	STAT. DUTY (VARIES BY NATION & CASE LAW)	NEW / VARIED DUTY UNDER HPR / FWP (etc.)
1.1	Provide Historic Environment information to national heritage agencies for designation and advise accordingly	All; Research, Recording, Analysis (RAA); History	Planning (Museum)	HEC officer; SM/HER officer	N [?]	Yes
1.2	Maintain copies of the statutory and descriptive lists for local consultation	RAA	Planning	HEC officer; SM/HER officer	Yes?	No
1.3	Maintain the Sites and Monuments Record (SMR) / Historic Environment Record (HER) (including built environment, terrestrial and Marine and managing local lists as well as information on undesignated assets etc.)	History; RAA; Legislation & Practice	Planning	HER officer; Planning and GIS support staff	No	Yes
	Develop, maintain and promote local lists	History; RAA; Practice	Planning	HEC Officer	Yes	Yes
	Prepare and maintain GIS information (on the planning system or SM/HER)	Practice; RAA	Planning	HEC officer; SM/HER officer; Planning and GIS support staff	?	Yes (varied by 'Local Delivery')

Assessing competence at corporate levels!