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The home of the conservation professional

CONTINUING PROFESSIONAL DEVELOPMENT CPD

PERSONAL DEVELOPMENT ASSESSMENT

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JOB TITLE OR FORM OF WORK: Conservation Professional

Now consider what you need to learn over the next 12-24 months to enhance your skills, knowledge and experience. Compare your own strengths with the IHBC's Areas of Competence. When you have identified your 'wish list', put these under **Aims and Objectives**. Fill in the IHBC Competences to which the aims relate in the next column so, for example, learning more about timber frame repair will relate at least to Competences 1,2, 3 and 8. Consider where and how you can find out more about the subject and get the information or training you require, and then fill in the details under **Means of Achievement**. You may not know at this stage what exactly you need to do, but it is important that you think about how you might meet the aim, and then list that. It will serve as a useful reminder. Under **Target Date** give the date you intend to achieve your aim although in some cases this will be a continuous process of learning and 'Ongoing' will suffice.

AREA OF PROFESSIONAL COMPETENCE

1. PHILOSOPHY: Appreciation of the social, cultural, political, aesthetic, economic and environmental values that underpin current conservation policy and practice

2. PRACTICE: Awareness of the wider context of conservation, including knowledge of and ability to interact effectively with all bodies and individuals who have a significant role to play in the field

AREA OF PRACTICAL COMPETENCE: EVALUATION

3. HISTORY: Knowledge of the development of the historic environment including the remains of previous periods and cultures, historic buildings and settlements, works of engineering, parks, gardens and other elements of the historic landscape

4. RESEARCH/RECORDING/ANALYSIS: Ability to carry out or commission research, analysis and recording of the historic environment and to maintain records accordingly

AREA OF PRACTICAL COMPETENCES: MANAGEMENT

5. LEGISLATION/ POLICY: Knowledge of the legislative and policy framework for the conservation of the historic environment, its formulation locally and nationally, and awareness of other relevant legislation and policies

6. FINANCE/ ECONOMICS: Understanding of the process for the procuring of buildings and facilitating development, including finance, valuation, cost planning and contracts, with specific reference to historic buildings and areas

AREA OF PRACTICAL COMPETENCES: INTERVENTION

7. DESIGN/ PRESENTATION: Ability to analyse and evaluate quality of design, existing and proposed, of buildings and areas and present the results of such analysis in a way understandable to both professional and lay audiences

8. TECHNOLOGY: Knowledge of building construction of all periods, the characteristics of structures, the nature and properties of building materials and appropriate methods of repair and alteration of historic fabric

IHBC PROFESSIONAL DEVELOPMENT PLAN

AIMS AND OBJECTIVES	AREA OF COMPETENCE WHICH THIS WILL DEVELOP (Give number of competence)	MEANS OF ACHIEVEMENT	TARGET DATE
Develop better technical conservation skills in the conservation of modern materials	1, 8	Reading and instruction –possibly additional formal course	Ongoing
Maintain knowledge and understanding of conservation practice and technical issues due to move to new job which is less hands on and more strategic	2,3,8	Attendance at meetings, IHBC regional visits etc. Conferences etc.	Ongoing
Develop better understanding of policy issues and strategic conservation issues to help with new work.	1,2,8	Attendance at meetings, conference but mainly by carrying out work which is very new to me.	Ongoing

At the end of each 12 month period to 31 March you should fill in the section below. Hopefully you will have achieved your aims but possibly you may not have got the new knowledge and skills you wanted, may have got some of them or may have found new areas and topics you need to know about. **What else needs to be done?** gives you an opportunity to think about how to continue to try and fulfil the aim, while **Comments** should be used to jot down those further aims and areas for learning, or any other 'lessons' you've learnt that year that you want to be reminded of in subsequent years.

HAVE MY AIMS BEEN ACHIEVED	NO but Partly
WHAT ELSE NEEDS TO BE DONE? Identify new objectives for the future and complete new Professional Development Plan	
COMMENTS: Change of employment made the need for training in the conservation of modern materials aspect less achievable, and probably less necessary, but I have continued to develop certain interests and read about the subject. No formal training was possible. All other areas have been met. I have learnt a lot in my new role but also kept abreast of practical conservation issues	



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CPD

RECORD SHEET NUMBER 1

DATE	IHBC AREA OF COMPETENCE DEVELOPED	CPD ACTIVITY	TYPE OF ACTIVITY	VALUE OBTAINED FROM ACTIVITY	HOURS
<i>Date or dates of the event or activity.</i>	<i>Give number of each competence you have developed from 1 to 8</i>	<i>Title & location if relevant and a description of the content</i>	<i>1. Work-based learning 2. Self-directed study 3. Organised events, courses, lectures and seminars 4. Broadening horizons and Volunteering</i>	<i>What did you get out of the activity?</i>	<i>This is the time during which you actually learnt something. If you attended an event that was 6 hours long but only learnt something new in 1 hour then you should list just the one hour.</i>
April Year 1	1,2,3,4,5	IHBC visit to Burnout Hall. Exploring the conservation issues behind the recent major fire in this	3	The fire created extensive philosophical issues on what to keep and how to do so and these were hotly debated on site. The philosophical approach taken on restoring	3 hours

		Grade I building.		exactly the main rooms and not the subsidiary rooms appears to have worked well. Especially interesting for me as I have previous experience of working on buildings by this C19 architect.	
May Year 1	1,4,5	DAC Colloquium, Church related talks and presentations.	3	Not all of day counted as some of the talks did not introduce any new material. However, those on carrying out Quinquennial Inspections, monument conservation and lead marking were especially useful.	4 hours (from 6 hour event)
June Year 1	1,2,4,7,8	IHBC Annual School	3	Only relevant CPD hours have been counted. This year I learnt most from the strong themed talks in the Day School, which covered a topic I had needed to develop my knowledge of.	16 hours (from 3 day event)
September Year 1	1,3, 4,5	IHBC visit to Brown Mill Recently restored mill with new visitor facilities.	3	Useful illustration of work by community and also what can be done with mills instead of poor quality conversion to housing. Backed up and developed my extensive work on a number of other very different mill projects previously. Issues of what tv coverage of a project achieves and how this can be both good and bad.	2 hours
September	1,2,4,5,7,8	Heritage Brochure	3	Promoted the relationship of	2 hours 30

Year 1		Launch		the historic environment to local Economic Strategies. Useful case study of regeneration by an area specific development Trust. Overlaps of culture and heritage identified.	minutes
October Year 1	3,6	Visit to Croft Priory to see work of stabilisation, urgent works and building research.	3	Much more technically detailed than many other visits. Useful to look at site with technical specialists and get their perspective on complex issues	2 hours
November Year 1	1	University colloquia Included talks on subjects as diverse as a bid for WHS status and art and poetry with communities.	3	Very interesting opportunity to look at heritage from an academic and philosophical point of view. Very different from anything I have been to for a long time. Making the brain work.	5 hours (from 6.5 hour event)
March Year 1	3,4,5,8	IHBC Branch visit to Cottonton Hall Pre completion tour of recent works of conservation to Grade I listed C16 house. Including improved disabled access.	3	Substantial technical and aesthetic issues discussed.	2 hours 20 minutes
April Year 2	1,2,5,8	Townscape Heritage Celebrations Talks and visits celebrating completion of major	3	Perhaps most useful in illustrating different people's views of conservation and how one person's good conservation can be another person's horror.	2 hours 30 minutes

April Year 2	1, 2, 5	TH. Preparation and delivery of talk to National old buildings Society on the potential for Heritage reform.	2	Necessitated more careful consideration of the issues surrounding the current heritage protection system and how it might best stay or change.	8 hours
May Year 2	7,8	CPD through observation whilst on holiday in Bordeaux	2	Tram and car parking provision in historic centre. Trams without wires in historic core, quality paving schemes, underground parking, political influence of the mayor.	1 hour
June Year 2	1, 2, 4, 5, 7, 8	IHBC Annual School	3	This year I learnt most from the strong themed talks in the Day School, which covered a topic I had needed to develop my knowledge of. Especially interesting philosophical and policy based talks.	16 hours (from 3 day event)
November Year 2	1,3	Conference on sustainable energy	3	Informative and thought provoking conference on sustainable energy and historic buildings. Many details were completely new to me including some of the latest retro fit methods of generation available and their compatibility or otherwise with historic buildings.	4 hours (from 7 hour event)
February Year 2	5, 2	Heritage Volunteer event	3	Useful talks on changes in the planning system and getting your message across. Very interesting debate with key	3 hours

				players in local civic and amenity societies who had great passion for certain local issues. Seeing conservation from the perspective of the local volunteer	
March Year 2	1, 5, 6, 8	Conservation Project Management course	3	The project management techniques aspects were especially useful and formalized my existing skills.	4 hours 30 minutes (from 6.5 hour event)
Throughout Years 1 & 2	1, 2, 3, 4, 5, 6, 7, 8	Membership of IHBC Branch Committee including branch organising events	4	Volunteering with my local IHBC Branch and attending the meetings allows me to come into contact with conservation professionals working in all areas and learn from them. Discussions can include current practice, conservation funding, technical matters etc so can learn something in all the IHBC areas of competence. I have also learnt a lot about organising events and this has been put into use in organising events for my work. I have also attended one meeting of the IHBC Council+ which provided a full day of really useful learning opportunities.	24 hours 20 minutes
Throughout Years 1 & 2		Self directed study. Reading specialist publications and articles including English Heritage		Especially to develop my specialist knowledge of the conservation of modern materials.	9 hours

		Practical Building Conservation: Concrete Concrete – Case studies in Conservation Practice – edited by Catherine Croft and Susan Macdonald and articles in Context.			
					109 hours 10 minutes

Sample IHBC CPD return