



PROPOSED COMPETENCES FOR THE PROFESSION AND PRACTICE OF CONSERVATION-RESTORATION

INTRODUCTION

This report from the E.C.C.O. Working Group on the European Qualifications Framework is the result of a continuing mandate given by the E.C.C.O. committee at the General Assembly held in March 2008. Entry level competences and the proficiency of a person qualifying to use the title of Conservator-Restorer are proposed for European Qualifications Framework Level 7; these equate to a post graduate academic master degree (MA) in accordance with E.C.C.O./ENCoRE guidelines. The work to date focuses on the academic qualification of MA but it is acknowledged that there are other routes to this level of skills, knowledge and competence. The proficiency levels at Bachelor degree and PhD are also suggested in order to complete the typical range of academic qualifications encountered within the field of Conservation-Restoration. These are equivalent to European Qualification Framework Levels 6 and 8 and also represent the goals to which an education programme and life-long learning should aspire.

In order to fulfil its mandate, the Working Group agreed the following principles:

- Proficiency required to carry out Conservation-Restoration work, is defined/informed by current professional practice.
- Access to the profession begins at Level 7, and that the title Conservator-Restorer is reserved for Level 7 or above.
- Individuals work in the field of Conservation-Restoration but do not have the right to use the title Conservator-Restorer. Therefore it will be necessary for E.C.C.O. to consider the profile of knowledge, skills and competences for such persons.
- E.C.C.O. sees ENCoRE, together with education providers, as responsible for Learning Outcomes. It is E.C.C.O.'s role to articulate the professional profile.
- E.C.C.O. sees the Conservator-Restorer as a specialist in the cultural heritage sector which includes many different participants and stakeholders. Each professional group will have specific roles within the field of cultural heritage.

The proposed competences described in this report builds on these principles. They are presented in such a way that they have the potential to be used as a professional assessment tool, either by individuals or organisations. Whilst Level 7 is fixed in terms of entry into the profession and is accompanied by the specific conservation-restoration Descriptors for that Level, Level 6 and 8 are more exemplary and the accompanying Descriptors are yet to be formulated.

BACKGROUND

The Bologna Agreement, resulting from a meeting of the Ministers of Education of EU member states in June 1999, led to the establishment of a common European Higher Education Area (EHEA). Its aim is to improve the efficiency and effectiveness of higher education in Europe. What is now referred to as the Bologna Process unifies the European higher education structure and demands that each education programme is described in terms of the qualification it provides and its structures. The aim is to calibrate and make transparent the different levels and types of qualifications available in all third level educational institutions throughout Europe by 2010. It is therefore necessary for European bodies, such as E.C.C.O., to define the access requirements for their individual professional areas from which the levels and types of qualifications can be developed.

By 2010 all educational programmes must articulate their goals in terms of ‘Learning Outcomes’. This reflects a shift in the delivery and appraisal of education from a teacher-centred approach to a student-based one that expresses the outcome of a course of study in terms of what the student is expected “*to know, understand and /or be able to demonstrate after completion of a process of learning*” (ECTS Users Guide)

The general Descriptors for Level 6, 7 and 8 as expressed in the European Commission document ‘Towards a European Qualifications Framework for Lifelong Learning’, were interpreted from a professional stand point.

*‘Each of the reference levels in the EQF requires a description of what is distinctive about qualifications that are classified at that level’*¹. These are known as the Descriptors; expressed in terms of Learning Outcomes, they make explicit the levels of Knowledge, Skills and Competences at each reference Level.

Represented by a scale from 1 to 8, the last three EQF levels represent what is commonly understood to be a 3 year undergraduate bachelor’s degree education programme (Level 6), a 2 year postgraduate master degree programme (Level 7) and a 3 year Doctor of Philosophy (PhD) research programme (Level 8). As yet post doctorate and continuous professional development are not included in this scale.

A conceptual framework of competences has been constructed for Conservation-Restoration against which these Learning Outcomes; levels of knowledge, skills and competence required in order to carry out the duties of a Conservator-Restorer, are proposed.

¹ Towards A European Qualification Framework for Lifelong Learning, Commission of the European Communities SEC (2005) 957

LIFE LONG LEARNING/ACCREDITATION

The EQF is interpreted at national level through respective National Qualifications Authorities where it is stressed that recognition of Levels 7 and 8 can only be verified/certified through nationally accredited educational institutions. The granting body for the validation of Level 7 therefore are the universities. The Recommendation on the establishment of the EQF for Life Long Learning was formally adopted by the Council of Europe and European Parliament in April 2008. Under this Recommendation member states are encouraged to promote the validation of Life Long Learning. 'It is only when member states have accepted to validate such informal learning that classification in one of the EQF levels will be possible'.

While the benchmark for access to the profession using the title Conservator-Restorer is set at an MA degree, equating to EQF Level 7, informal learning as a route to the profession has been historically recognized by most of the European countries. E.C.C.O. has articulated its Guidelines considering that "To maintain the standards of the profession, the Conservator-Restorer's professional education and training shall be at the level of a university Master's degree (or recognized equivalent) in conservation-restoration. The training is further detailed in "E.C.C.O. Professional Guidelines III". To date, in some EU countries, this equivalency has been mediated through the accrediting function of individual professional Conservation-Restoration bodies. Accreditation is recognised as a system of professional self-regulation in its articulation and measurement of standards in professional practice. However where accreditation systems are in operation, they are not calibrated with the EQF levels. This document represents a starting point from which this work might be done.

DIRECTIVE 2005/36/EC ON THE MUTUAL RECOGNITION OF QUALIFICATIONS / THE EQF

It is noted for the purposes of this report that the Directive 2005/36/EC is a legally binding instrument and takes precedence over the EQF. The Directive affects regulated and non-regulated liberal professions in its recommendations on the mutual recognition of these same professions. Article 12 of the Directive makes recommendations on the recognition of Life Long learning once a Member State has accepted to validate such Life Long Learning.

The Directive uses 5 levels in which to classify qualifications as opposed to the EQF which has 8 levels. This has the effect of creating a much broader range between the levels into which qualifications fall. It is not, therefore, as precise a tool as the EQF in calibrating qualifications. Its purpose is to allow for the easier transition of the migrant worker within his /her professions across European borders, by directing for these equivalencies/comparisons of qualification to fall into wider categories. The Directive covers for professional compensatory measures that are allowable in the host country and takes into consideration the regulatory effect of professional bodies.

THE DRAFT EUROPEAN RECOMMENDATION ON THE CONSERVATION-RESTORATION OF CULTURAL HERITAGE

E.C.C.O., with the support of ICCROM, was invited by the Council of Europe to prepare a recommendation on the Conservation-Restoration of cultural heritage. This includes an annexed charter which defines the terms used in conservation-restoration. The work was carried out with the participation of ENCoRE.

The Recommendation “comes within the scope of the regulatory framework developed by the Council of Europe in relation to the conservation and preservation of cultural heritage”. Once accepted it will create a framework “capable of promoting a dynamic process for implementing [Conservation- Restoration] principles guiding the recognition and protection of cultural heritage in Europe”. They link into other resolutions adopted by the many European Conferences of Ministers on cultural heritage.

The Recommendation details the nature of Conservation-Restoration for the safeguarding of cultural heritage, identifying “Conservation-Restoration of cultural heritage as one of the essential factors in ensuring its transmission to future generations”. The document stresses that “high quality interventions on cultural heritage can only be ensured through systems of professional qualification including continuing professional development as the basis for recognition of the people firms and organisations in charge of Conservation-Restoration”.

E.C.C.O. has adopted this as the guiding principle for its involvement in defining the EQF Descriptors and articulating the competences for the profession and practice of Conservation-Restoration. By interpreting a generic EQF system E.C.C.O. is working to guarantee that conditions of access to and exercise of the Conservation- Restoration profession are calibrated at the correct level.

CONSERVATION-RESTORATION DISCRIPTORS FOR LEVEL 7 (MA)

A meeting was held on 20th February 2009 between delegates of E.C.C.O. and ENCoRE to discuss how the EQF generic Descriptor for Level 7 could be interpreted for the Conservation-Restoration profession. In this meeting E.C.C.O. approached the Descriptor in terms of entry to the profession whilst ENCoRE approached it in terms of the education needed to meet that entry requirement. For the purpose of this document each generic Descriptor category for Level 7 is given below followed by an interpretation that was jointly agreed by E.C.C.O. and ENCoRE.

At Level 7, the EQF requires:

Knowledge: Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and /or research. Critical awareness of knowledge issues in a field and at the interface between different fields. (The European Qualification Framework for Lifelong Learning, European Communities, 2008:12)

Both E.C.C.O. and ENCoRE interpret “highly specialised knowledge” as the knowledge in a field of Conservation-Restoration that is only attained following an education that is “an appropriate balance of integrated theoretical and practical teaching....” (The Document of Pavia, clause 6, 1997). We interpret *critical awareness of knowledge issues in a field* as the ability to acquire knowledge, evaluate its validity and reliability, and apply it, in order to justify all decisions subject to the Conservator-Restorer’s own area of specialisation, and if required to carry out or manage actions stemming from these decisions. This translates into a *highly specialised knowledge* of the principles, theories and practices of Conservation-Restoration within their specialism/field, an *advanced knowledge* within the fields that are adjacent to their specialism, and a *comprehensive knowledge* of the cultural heritage sector in general.

Skills: Specialised problem solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields. (The European Qualification Framework for Lifelong Learning, European Communities, 2008:12)

Both E.C.C.O. and ENCoRE interpret *specialised problem solving skills* to mean a level of ability to practice Conservation-Restoration, informed by *highly specialised knowledge* and governed by ethics. This is required to find, adapt or create new knowledge and procedures within the boundaries of the Conservation-Restoration profession.

It includes an ability to observe, collect and critically analyse relevant information in order to reach appropriate conclusions and carry out a course of actions; the ability to continuously analyse and evaluate the situation and the process in order to adjust where needed; the ability to integrate knowledge from different fields, the ability to create new knowledge and procedures where it arises; the ability to communicate knowledge.

A proficient level of manual dexterity and sensitivity must be demonstrated in the field of specialisation which may also be transferable or shared between other specialisations within relevant fields. This equates with a cognitive ability to carry out familiar processes within a given specialisation, which enables unfamiliar processes to be attempted. It includes a high level of familiarity with methods, materials, tools and instruments within the given specialisation and the ability to adapt and develop new tools and methods.

Competence: Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams. (The European Qualification Framework for Lifelong Learning, European Communities, 2008:12)

Both E.C.C.O. and ENCoRE consider the Conservator–Restorer to be competent when they have the necessary skills, knowledge and experience to operate in their specialist field within the ethical and practical boundaries of the Conservation-Restoration profession and the situation of the cultural heritage. This represents the ability to work consistently and responsibly, with appropriate caution within the field of Conservation-Restoration as a whole and involves the application of knowledge and skills as represented earlier. It includes the ability to use existing Conservation-Restoration concepts, create new strategic approaches and apply their principles and ethics in a variety of situations.

PROFILING THE PROFESSION

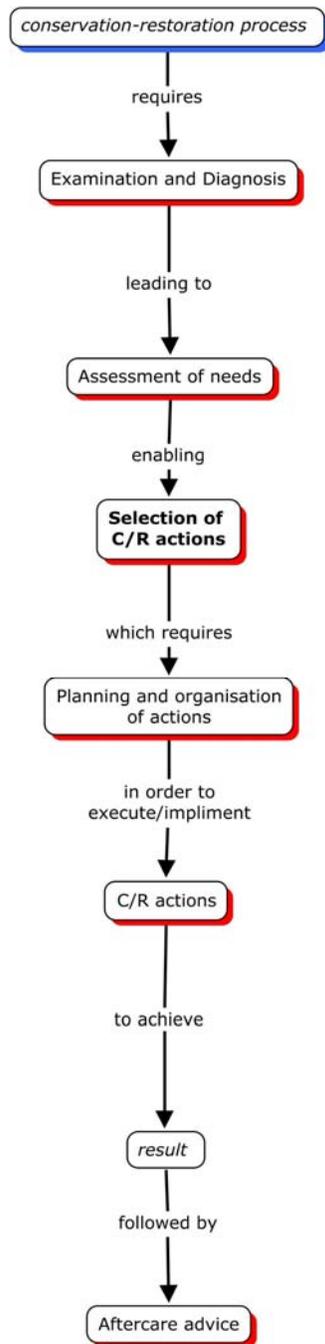
This section systematically develops a description of the knowledge, skills and competence required for anyone entering the Conservation-Restoration profession. It represents the point at which a person can legitimately use the title of Conservator-Restorer. It also represents, typically but not exclusively, the end of a postgraduate academic master degree and the start of a professional career. Although E.C.C.O. recognises that people graduating from a Conservation-Restoration education at MA level may wish to and will be qualified to take on different roles within the cultural heritage sector, for example collections management, this document focuses specifically on the Conservation-Restoration professional.

As Knowledge, Skills and Competences can be condensed and expressed respectively as ‘to know/understand’, the ability ‘to do’ and ‘the combination of skill and knowledge combined with a appropriate attitude’, which represents competence, the question arises: what exactly does the Conservator-Restorer need to know and be able to do within their specialist field in order to be able to use the professional title?

Through the profiling of actions that determine the nature of our work a conceptual map is proposed. This examines Conservation-Restoration in terms of a decision making process which seeks to “*secure the transfer of maximum significance from past to future for the benefit of all people everywhere*” and “*involves managing change through negotiation*” (Staniforth 2002) with stakeholders and other professionals in the cultural heritage sector. It firmly identifies Conservation-Restoration as an integrated part of the management of Cultural Heritage which informs how it is preserved. The competences that are required by the Conservator-Restorer are therefore located against this background and the framework constructed to reflect this situation. It explicitly acknowledges the need for research and documentation at every stage of the decision making process², which are some of the guiding principles of professional Conservation-Restoration and which gives it its academic status. The framework describes the decision

² see also "APEL - Acteurs du Patrimoine Europeen et Legislation. Survey of the legal and professional responsibilities of the Conservator-Restorer as regards the other parties involved in the preservation and conservation of cultural heritage "Recommendations and Guidelines for the adoption of common principles regarding the conservation-restoration of the Cultural Heritage in Europe"" E.C.C.O. European Confederation of Conservator-Restorers' Organisations, Roma, Ed. Roccografica 2001

making process as it evolves through examination and diagnosis leading up to direct intervention or prophylactic action if required, after which post-intervention processes are considered. They are presented diagrammatically as a central spine representing analytical progression which follows accepted ethical principles and from which the various activities involved in Conservation-Restoration emerge.



The Conservation-Restoration process (marked in blue) requires the following steps (marked in red):

- The first step characterising the Start of the Process involves examination and diagnosis. This includes an assessment of the causes of alteration and the risks that the cultural heritage faces in its current situation.
- Which leads to the second step requiring an assessment of needs which includes current use and planned future use.
- The third step involves the selection of Conservation-Restoration activities and the planning and organisation of actions/treatments. It includes consideration of, for example the desired results, level of intervention required, evaluation of alternatives, constraints on actions, stakeholder demands, risks and options for future use
- All of which requires planning and organisation including consideration of health and safety, legislation, insurance, project planning, finance and equipment and facilities
- The fifth and central step is the carrying out of a chosen course of action or treatment. Within this step there are the typical Conservation- Restoration processes plus the management processes.
- The outcome of which is the Conservation– Restoration result. This includes evaluation of the change in risk, success of treatment or activity and communication of the results. It also includes identification of future actions required to sustain the cultural heritage.
- The seventh step is the aftercare advice which is informed by the future actions that have been identified in the previous step. This may include a schedule of future works and guidelines for care and maintenance.

Figure 1. The spinal steps

Each stage is considered to be governed by professional ethics and the imperative to document which may lead to the dissemination of new knowledge which as activities in their own right, are also evaluated. The sub activities can be added to the spinal steps, shown in the expanded conceptual model below (figure 2.)

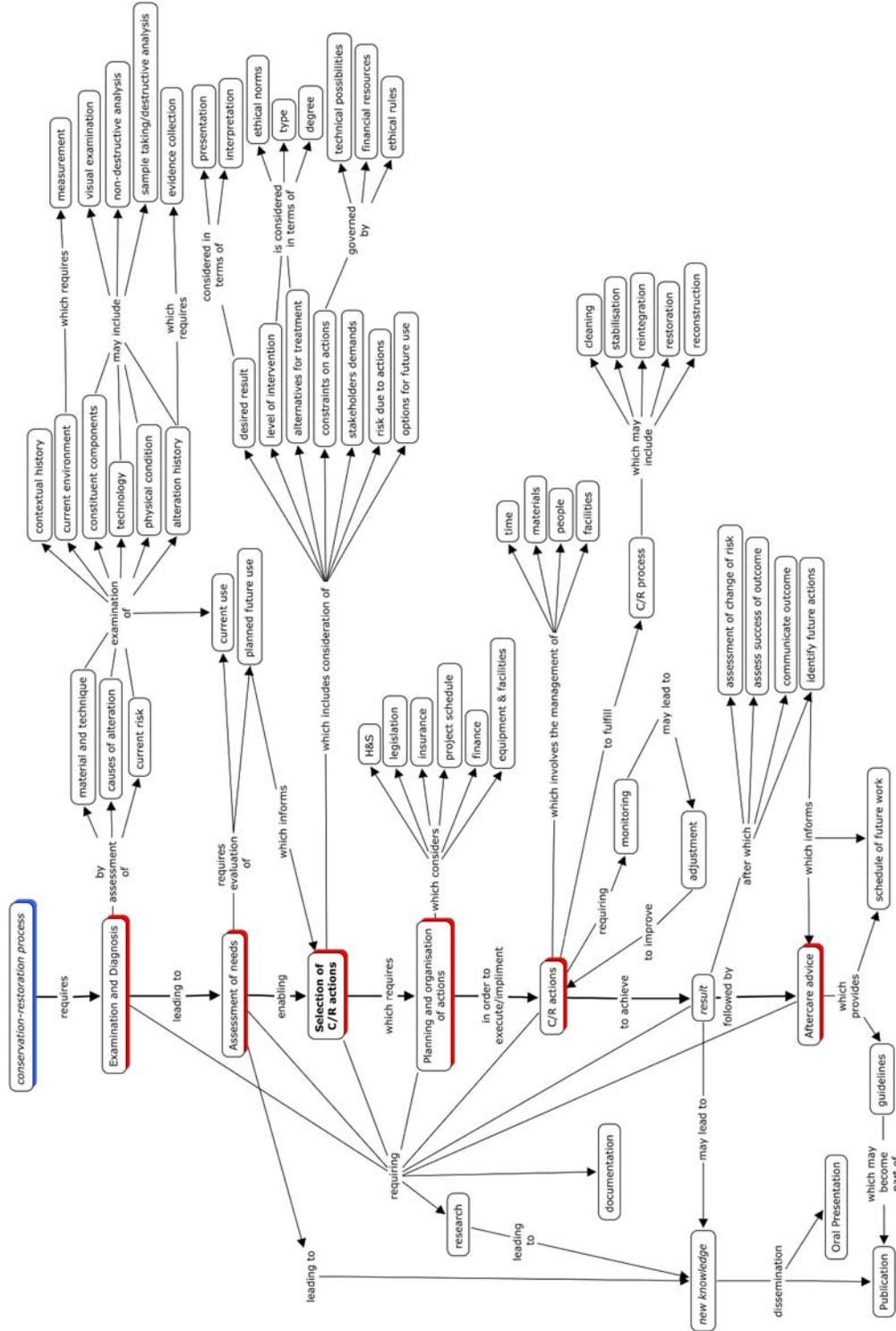


Figure 2. Expanded conceptual model

Evaluation of Knowledge

Having identified the activities of the Conservator-Restorer, each activity needs to be evaluated or interpreted in terms of knowledge content, i.e., the amount of knowledge and the type of knowledge that the Working Group understands as being integral to professional requirements.

The taxonomy developed by Anderson and Krathwohl (2000) based on the original work by Benjamin Bloom (1956) has been used for this purpose. It contains the following knowledge (cognition) scale:

1. **Remembering** - to know something exists and where to find it.
2. **Understanding** – to be able to comprehend something in its context and make associations between things
3. **Applying** – to be able to use knowledge in an appropriate context in order to achieve a desired result in a predictable way.
4. **Analysing** – to be able to apply knowledge in a critical way using a level of awareness that allows one to explain the results – i.e. to reconstruct how the result was achieved. Decision making comes out of analysis. Analysis comes from an analytical approach but lacks experience.
5. **Evaluating** – to apply knowledge in order to measure a situation in terms of its broader context and in relation to determining future outcomes. This allows results to be weighed up in terms of decision making and a broader managerial context. Evaluation comes from experience.
6. **Creating** – a broad width of knowledge and experience which allows one to extend the boundaries of knowledge. This requires highly developed foresight and meta-cognitive understanding.

The Type of Knowledge is classified as follows:

- A. **Factual** – of or relating to a piece of information presented as having objective reality
- B. **Conceptual** – of or relating to, or consisting of abstract or generic idea generalized from particular instances
- C. **Procedural** - of or relating to a particular way of accomplishing something or of acting
- D. **Meta-cognitive** – transcending (more comprehensive than) conscious intellectual activity – typically exhibited by an experienced practitioner.

In using these categories it is recognised that each Level is a development in learning behaviour arising directly from the preceding Level.

Each activity box shown in figure 2 has been given a set of coordinates relating to its level and type of knowledge in the above classification systems.

In applying the knowledge scale and category it became apparent that Level 7 had to be determined relative to Level 6 and 8, not only within the scope of formal academic education but also acknowledging a level of expertise that may be acquired following years of work and continuous professional development (CPD).

Evaluation of Skill.

The Level of Skill required to carry out each activity has been assessed in the same manner. Skill is generally defined as: the proficiency, facility, or dexterity that is acquired or developed through training or experience. It indicates a special ability or expertise enabling one to perform an activity with ease and precision in order to obtain the desired result.

1. **Basic Skill** – is when a person only possesses the ability to carry out basic tasks in a complex conservation–restoration process. They are unlikely to possess an in depth knowledge of any subject area required to carry out the task unsupervised and may not be aware of many of the ethical rules that apply. They operate well within the boundaries that are laid down by the profession

2. **Intermediate Skill** – is when a person possesses a higher level of skill both in terms of its breadth and depth. They are expected to possess basic skills across the whole field of expertise, be able to place different concepts within that field, and to have knowledge of the rules. They are able to carry out basic conservation tasks unsupervised and work within a team on complex conservation problems.

3. **Proficient Skill** – is when a person is expected to possess adequate skill to carry out conservation processes autonomously and understands the spirit of the rules that govern that field. They are capable of carrying out Conservation-Restoration tasks and processes to a level that is acceptable within the profession, but may not work as effectively as an experienced Conservator-Restorer and may not possess adequate skill to carry out the most difficult tasks.

4. **Expert Skill** – is when a person possesses a comprehensive ability to carry out tasks and undertake processes within their field of expertise. They are able to also carry out tasks and undertake processes proficiently in associated fields. They will be able to apply knowledge and the understanding of processes in a new and innovative way and will be able adapt and create new methods within the field of Conservation-Restoration.

Each level has been assigned the following colour coded on the strategic map.

Knowledge only = Uncoloured
Basic Skills = Blue
Intermediate Skills= Green
Proficient/cognitive Skills = Yellow
Expert/meta-cognitive Skills = Pink

Starting with EQF Level 7, the entry level into the Conservation-Restoration profession, the level and type of knowledge together with the level of skill was identified for each of the sub-activity boxes. The resulting map is presented below.

EQF Level 7

The map (figure 3.) shows that the type of knowledge at this level is mostly conceptual (B) and procedural (C) and that the level of knowledge allows the practitioner to apply their knowledge (3) and analyse results (4). EQF Level 7 is therefore interpreted as working within the range of conservation processes that are well established and familiar, they are only beginning to examine processes of conservation themselves. The practitioner is not yet an expert in their field as their work is yet to become meta-cognitive. A person entering the profession of Conservation-Restoration rarely ‘creates’ new ways of addressing Conservation-Restoration problems. Whilst they possess sufficient critical awareness to change and adjust a process, they may only analyse the results without evaluating the process itself.

Someone entering the profession with an EQF Level 7 qualification possesses a range of skill between intermediate and proficient/cognitive, the greatest level of skill is where the Conservator-Restorer interfaces directly with the cultural heritage. The colour coding on the map illustrates this very clearly, the denser areas of yellow correspond directly to the analysis and treatment of the cultural heritage.

The organisation and planning related to Conservation-Restoration work requires an intermediate level of skill for professional good practice while an understanding of health and safety, legislative issues, insurance and finance and a basic level of skill in their application suffices in this category. It is recognised that management skills are not exclusive to the field of Conservation-Restoration but that basic skills are required.

GENERAL ARTICULATION OF DIAGRAM.

The scheme given in figure 3 refers to EQF level 7 only. Based on the premise that the Conservator–Restorer is an important decision maker in the ‘management of change’ effecting cultural heritage precisely because of their specialised competences, the map can be summarily expressed as follows:

Any decisions made in the care and management of cultural heritage, whether resulting in preventive action or direct intervention requires the input of Conservation-Restoration. When operating within the ethical boundaries of this profession it requires documentation and a critical awareness of approach that may lead to the creation of new knowledge.

Examination and Diagnosis:

Analysis of the *materials and techniques, causes of alteration* and *current risk* requires factual, conceptual and procedural knowledge executed with an intermediate to proficient level of skill.

The diagram expands these categories to describe the information and methods of analysis that are available to the conservator-restorer, again seeking procedural knowledge to facilitate implementation and the ability to analyse outcomes. Work to be executed with a proficient level of skill.

Assessment of need

Analysis of *current* and *future use* of the object/collection is based on factual and conceptual knowledge.

Selection of Conservation-Restoration Actions

An informed choice on a course of action is governed by analysis of:

- The *desired outcome*, expressed in terms of presentation and interpretation, requires conceptual knowledge;
- The efficacy of *alternate treatments*, which requires conceptual and procedural knowledge;
- The *constraints to proposed actions*, which requires conceptual knowledge; understanding the *stakeholders demands* requires factual knowledge;
- The *risks due to proposed actions*, which requires conceptual and procedural knowledge of treatments;
- The *options for future use*, which requires conceptual knowledge.

in order to appropriately evaluated.

The diagram expands on these categories to cover the ethical rules and norms, technical possibilities and financial resources requiring factual, conceptual and procedural knowledge. These are considered to primarily areas and levels of knowledge with regard to decision making that does not require specialist skill that is above and beyond general transferable skills. Having reached this point it can be argued whether intervention is necessary.

Planning and Organisation of Actions

Considers the application of business and organisational skills necessary to operate as a Conservation-Restoration professional. This typically requires factual and conceptual knowledge in areas of *insurance, health and safety, insurance, project scheduling and accessing, equipment and facilities*. Intermediate Skill level a requirement for those entering the profession.

Conservation-Restoration Actions

Management skills to an intermediate level with regard to *time, materials, people and facilities* are a necessity for anyone entering the profession. This requires factual and conceptual knowledge

A person entering the profession of Conservation-Restoration must be able to apply and analyse the processes of Conservation-Restoration treatments, which include *cleaning, stabilisation, reintegration, restoration and reconstruction*. This requires factual, conceptual and procedural knowledge to a proficient level of skill.

Furthermore in order to operate as a professional they must be capable of continuously *monitoring* procedures and outcomes thereby enabling *adjustments* to be made when necessary. This requires analysis allied to procedural knowledge.

Results

Analysis of outcomes is a requirement of any professional practice. It should include an assessment of the *change of risk* to the object, the *level of success* achieved and *the identification of any future actions*. This requires procedural knowledge.

The imperative to communicate the factual knowledge arising from the Conservation-Restoration decisions that have been taken and the actions that have been undertaken requires a basis of knowledge.

Aftercare Advice

An important part of the Conservation-Restoration process is the analysis of *future actions*. This includes preventive care and the delivery of relevant *guidelines* for care and use. It requires procedural knowledge. Such work may contribute to *ongoing research and future publications*.

EQF LEVEL 6

Level 6 (figure 4.) requires a level of knowledge which provides an understanding of the processes of Conservation-Restoration and seeks an intermediate skill base in their application. The emphasis, which is on intermediate skill, recognises the need for manual dexterity as a significant factor in Conservation-Restoration work. Critical understanding of the concepts and procedures leading to an assessment of needs and selection of Conservation-Restoration actions is under development but has not reached a sufficient level for autonomous decision making.

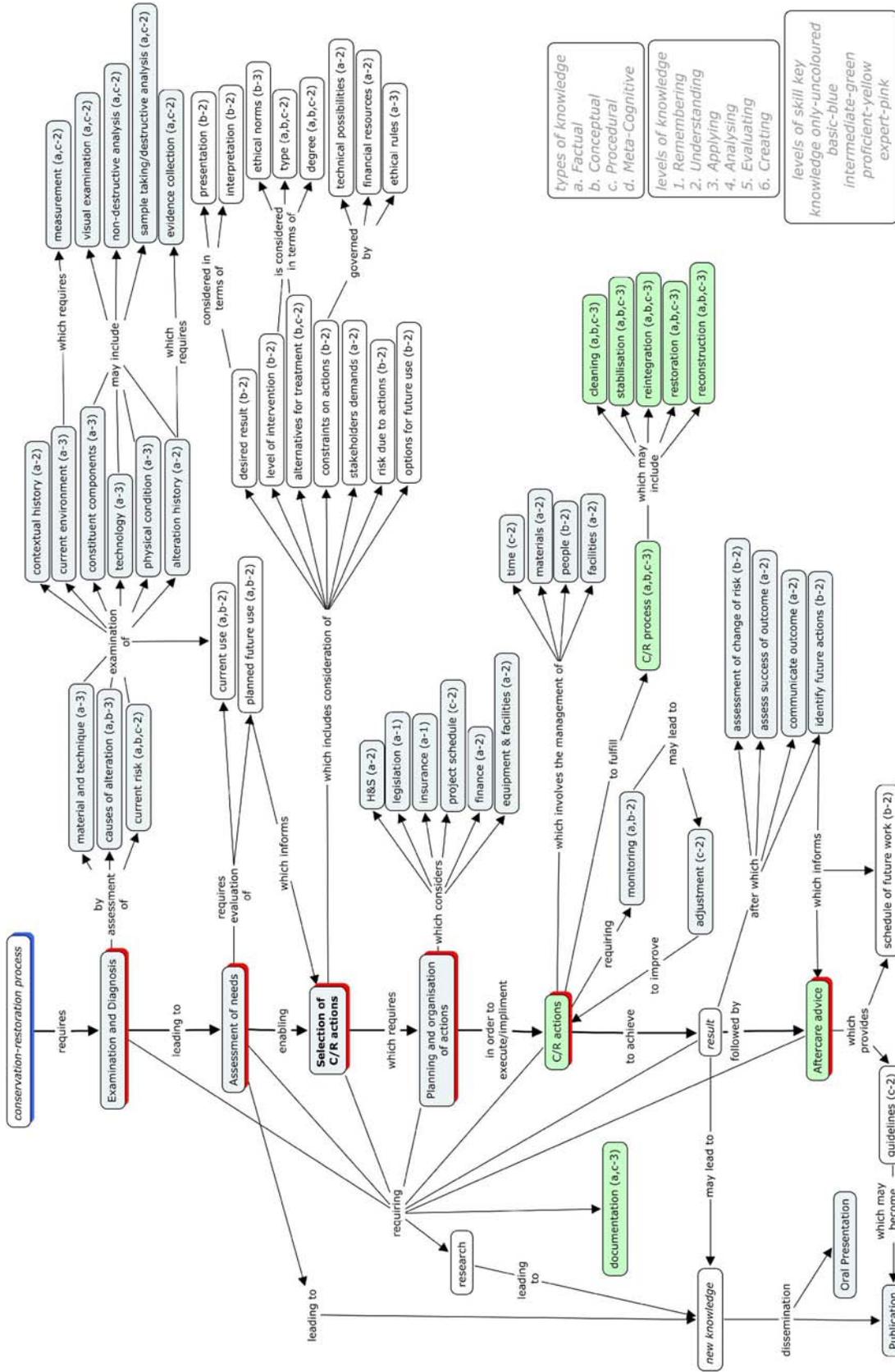


Figure 4. Level 6 knowledge and skills map

EQF LEVEL 8

Level 8 represents the higher end of the learning scale which allows its full spectrum to be understood. A considerable difference between evaluation and analysis is recognised. Evaluation presupposes experience and the ability to assess the validity and reliability of the analysis itself. If the level 7 map is considered, which is entry into the profession, as the Conservator-Restorer becomes experienced they will increase their skill and knowledge. This can be illustrated on the map as a higher level code and colour in individual boxes. As progress is made more boxes will show a higher level 8 competence. In some cases however the competence may actually fall if people are not maintaining their skill and knowledge.

Whilst the entry level to the profession, represented by the level 7 map is fixed, the development of skill and knowledge past this point is individual depending on the circumstances of the conservator-restorer. Therefore, whilst the map remains the same the coding will vary from person to person. Two examples are given in figure 6 and 7: the experienced practitioner and the PhD graduate:

The skill of an experienced practitioner who has maintained and increases their expertise to level 8, through a process of continuous professional development, within their particular field, including expanding or branching into other fields, can be described by the highest expert/meta-cognitive level. This is clearly illustrated by the colour coding on the map in figure 5, which illustrates how knowledge and skills may develop after some years as a professional. Their competence in examination and diagnosis has increased and they have become experts in carrying out and evaluating Conservation-Restoration processes. They have also increased their competence in planning and organising and in assessing the results. It must however be recognised that the practitioner may have specialised further, becoming the leading expert in a particular area. This indicates that levels of knowledge and skill do not necessarily increase evenly across their original field of expertise. Some of their knowledge and skill will remain at Level 7.

When EQF level 8 is achieved through a PhD research programme it can have the effect of narrowing the field of specialism. Whilst the broad knowledge remains similar or expands across a wider area at the same competence as level 7 - the level of competence in the research field will increase making the person more specialised. This is demonstrated in the example of a Conservator-Restorer carrying out research, figure 6, where the knowledge and skill in the area of examination and diagnosis increases whilst the other areas remain similar to level 7.

CONCLUDING COMMENTS

In conclusion, the competencies and knowledge expressed at EQF level 7 and 8 represent the specialism of the Conservator-Restorer only, not the broad field of conservation-restoration. It is recognised that people graduating from conservation-restoration education at MA level may choose to go on to PhD research specialising in pure research within the conservation-restoration field. It will of course depend on their position with respect to the framework whether they can use the title of Conservator-Restorer. They will need to define themselves in relation to it.

The E.C.C.O. Working Group acknowledges that the level of skill and knowledge required by a Conservator- Restorer may vary for different aspects of their role. There are many factors which combine to allow for expertise and indeed the maps may prove a useful tool for a Conservator-Restorer to assess his/her strengths and where further professional development may be beneficial. The Working Group proposes, however, that it is the combination of all these areas of competence, practiced at the correct level, which defines the nature of our work and confers its professional status. We feel that the articulation of these competences may assist in identifying the allied skills of other professions as they relate to the profession of conservation –restoration. We hope they aid in the delivery of educational outcomes and that they help to further strengthen the development of education to the profession.

GROUP MEMBERS

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MEETING DATES and venues

17th and 18th May 2008, Paris

5th and 6th July, 2008, Paris

25th October 2008 Paris

20th and 21st February 2009 Copenhagen

REFERENCES

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