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# Operating PACR accreditation in the UK

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**Accreditation Manager**

ICON The lead voice for conservation in the UK

# What is PACR?

## Professional Accreditation of Conservator-Restorers

- Common standard for conservation professionals
- PACR Accreditation Framework
  - Professional practice assessment
  - Continuing professional development
  - The disciplinary procedure



## Who is it aimed at?

- Conservation professionals who can demonstrate a level of proficiency in the profession of conservation of cultural heritage
- Individual conservators working in institutional or other employment or in private practice



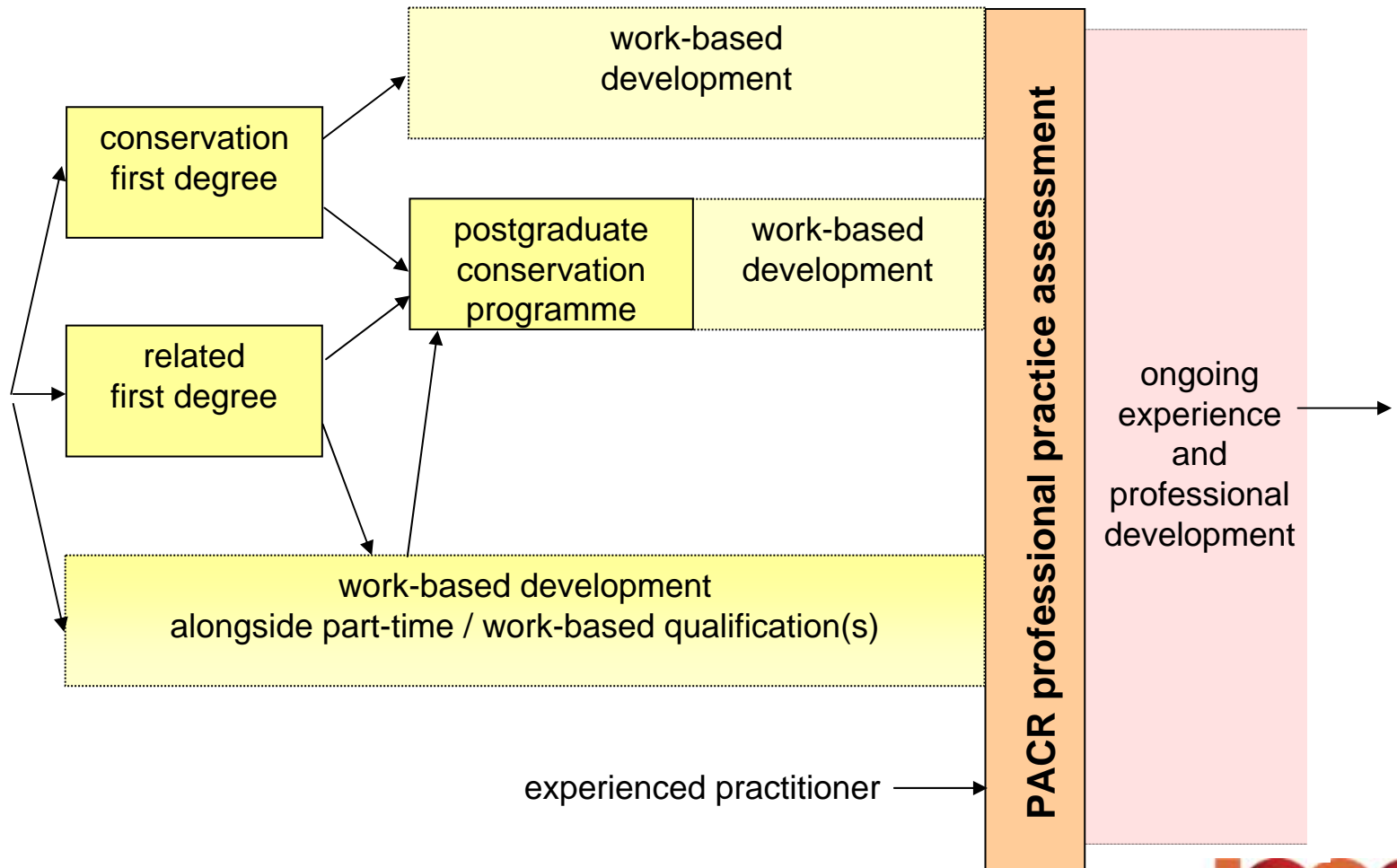
## Being accredited

- PACR logo & 'ACR'
- Maintain individual professional membership
- CPD policy - maintain accredited status



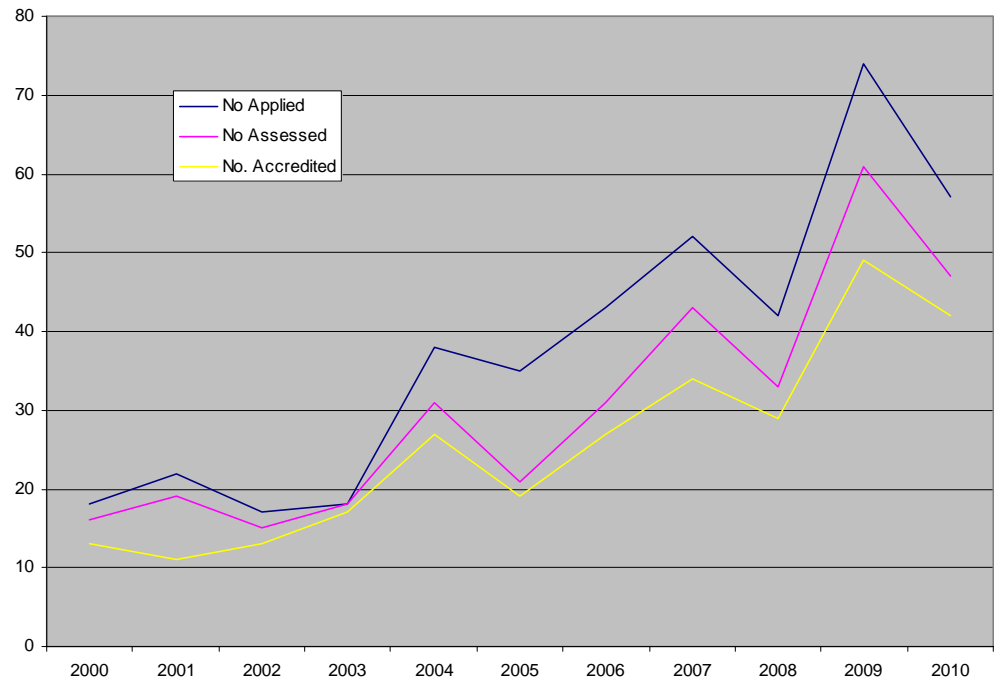
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# Some routes to ACR status



# Some statistics

- 822 accredited  
(561 via fastrack  
and 261 via  
PACR process)
- 782 **current**  
ACRs in Icon,  
SoA & BHI
- 2 application  
rounds per year

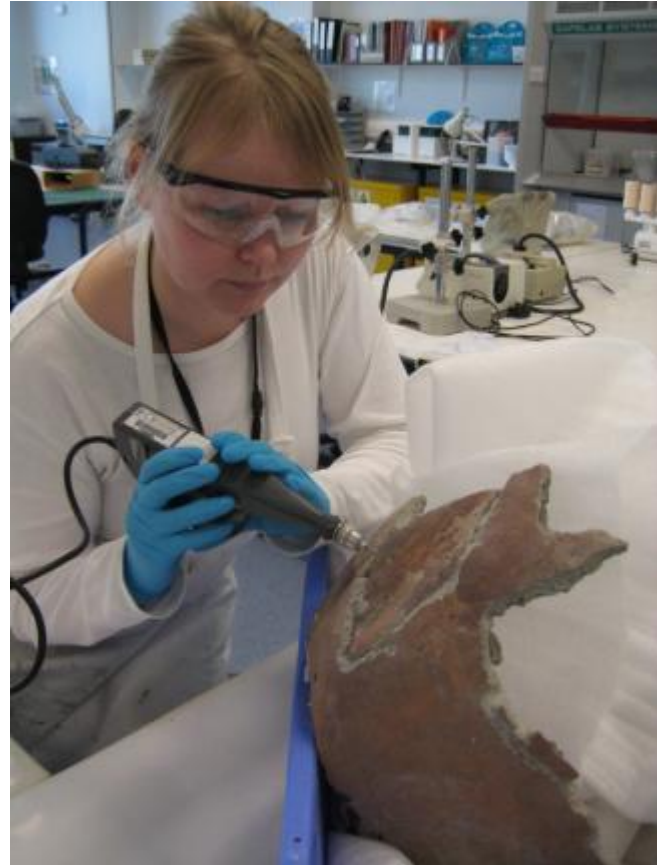


PACR applications 2000-10



# Professional Practice Assessment

- PACR Guide
- Detailed application form based on work projects
- Pre-assessment advice and support
- On-site assessment by two assessors to professional standards
- Assessments checked and moderated



# Continuing Professional Development (CPD)

- CPD guide
- CPD review
- CPD readers
- CPD policy
- Time Out



Colleagues sharing knowledge at the Imperial War Museum



# The disciplinary procedure

- Membership
- CPD review
- Complaints made about incompetent or unethical practitioners are addressed by the relevant PACR awarding professional body



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# Who is involved in the PACR process?



# PACR Management Board (MB)

- PACR policy, appeals and 5 year review
- Representatives from the three participating bodies (Icon, SoA, BHI)
- Chaired by Icon representative
- CEO, Icon
- Accreditation Manager
- PACR administrator



# Accreditation Committee

- 18 committee members and represents the conservation specialisms
- Meets twice per year for a 2 day meeting
- Reads application forms and assessment reports
- Moderates outcome
- Annual review meeting with PACR assessors



# Assessors, CPD readers & mentors

- 80 assessors
  - 2 day initial training
  - 2 assessors per assessment
- 34 CPD readers
  - Read CPD reviews annually 2 readers per review
  - Annual review meeting
- 49 mentors
  - 1 day training
  - Support for potential applicants



## Accreditation Manager

- Neutral role and coordinates all the PACR functions
- Provides support
- Reports to PACR MB & Icon's Professional Standards & Development Committee
- Works 4 days per week
- PACR administrator (15hrs )
- Promotes PACR



# PACR Professional Standards

- Five professional standards
- Professional Judgement and Ethics



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# Summary of Professional Standards

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Professional standards	Professional judgement and ethics (J&E)
<p><b>1. Assessment of cultural heritage</b>            assessing and reporting on condition, environment and threats,            assessing risks, identifying any problems to be solved.</p> <p><b>2. Conservation options and strategies</b>            identifying and evaluating options; negotiating courses of action            for conservation measures.</p> <p><b>3. Conservation measures</b>            advising on, developing policy for and implementing conservation            measures; ensuring high standards are maintained; planning to            minimise the effects of disasters and emergencies;            maintaining conservation records; advising on aftercare.</p> <p><b>4. Organisation and management</b>            managing projects and workflow; client/internal and external            relations; health and safety; security; records and reports;            communication.</p> <p><b>5. Professional development</b>            maintaining up-to-date practice; extending and communicating            knowledge; promoting conservation and the care of cultural            heritage.</p>	<p>i. understanding principles and practice            ii. conversance with guidelines            iii. understanding the wider contexts of            conservation            iv. critical thinking, analysis and synthesis            v. openness to alternative methods and            approaches            vi. understanding the ethical basis of the            profession            vii. observing code of ethics and practice            viii. observing legal requirements            ix. responsibility for the care of cultural            heritage            x. responsible and ethical dealings with others            xi. respect for the cultural, historic and            spiritual            context of objects            xii. handling value-conflicts and ethical            dilemmas            xiii. understanding and acting within the limits            of own knowledge and competence</p>





# Standard 2

## Conservation options and strategies



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### **2a. Identify and evaluate conservation options.**

*Options could include managing the use, display etc. of the heritage differently; physical conservation treatments and measures; preventive or protective measures; and maintaining the status quo. Options should be based on adequate assessment and research. You should be able to identify options that require novel or adapted measures, and know how you would develop and implement or commission these. Evaluation will include identifying the risks, resources and benefits associated with the different options, as well as their implications for future use, display etc..*

### **2b. Develop advice, recommendations or policies relating to the different options available.**

*This will include considering the resource implications of the various options, any implications for project management or development, and where relevant identifying sources of resourcing or funding. You should be able to advise on any legislation, official guidance or organisational policy that affects your area of conservation. Your advice or decisions will need to communicate and promote good conservation practice.*

### **2c. Develop or negotiate a considered course of action for implementation.**

*You should be able to negotiate with organisations and individuals as relevant to your area of practice. The agreed action should be recorded in a format and level of detail appropriate to the context.*



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# Novice to Expert scale

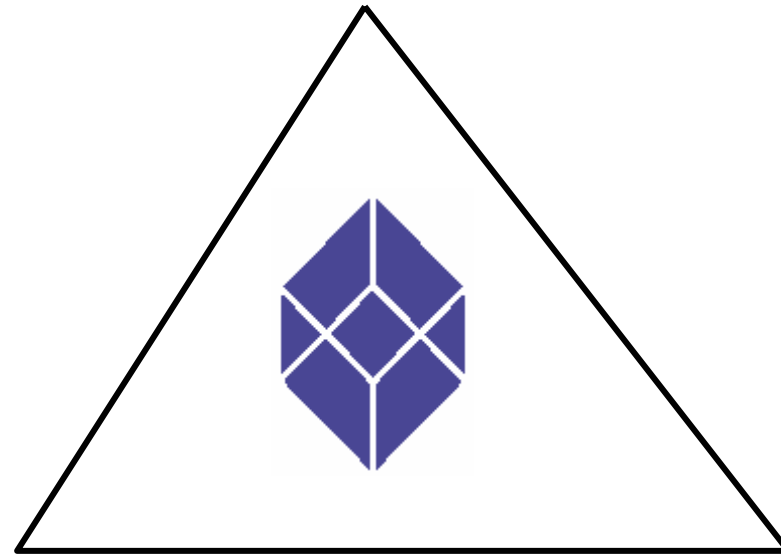
	Knowledge	Standard of work	Autonomy	Coping with complexity	Perception of context
1 Novice	Minimal, or 'textbook' knowledge unrelated to practice	Unlikely to be satisfactory unless closely supervised	Needs close supervision or instruction	Little or no conception of dealing with complexity	Tends to see actions in isolation
2 Beginner	Working knowledge of key aspects of practice	Straightforward tasks likely to be completed to an acceptable standard	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 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
<b>4 Proficient</b>	<b>Depth of understanding of discipline and area of practice</b>	<b>Fully acceptable standard achieved routinely</b>	<b>Able to take full responsibility for own work (and that of others where applicable)</b>	<b>Deals with complex situations holistically, decision-making more confident</b>	<b>Sees overall 'picture' and how individual actions fit within it</b>
5 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; vision of what is possible

# Complexity

Complex situations are typically those which:

- require choices between options which lead to significantly different outcomes
- present dilemmas and value-conflicts or require significant value-judgements
- present substantial technical problems, for instance in relation to unstable or degraded materials or the level of risk associated with treatments
- require a deep level of practical understanding to be applied to the situation
- require the marshalling and management of a wide range of resources.

# Professional Standards



Novice to Expert scale

Complexity

## Assessment principles

- **Valid and Fair** – will always use the professional standards including J&E
- **Consistent** using the same professional standards and applied to different applicants and by different assessors
- **Open** as possible involving discussion throughout
- **Justifiable** – assessment findings are clear and concise and should withstand external scrutiny
- **Effective & efficient** – limited time to complete the assessment visit, requiring the assessors and applicant to be organised and efficient



# Support

- PACR events
- PACR mentors
- Examples application forms on the Icon website



# Contact information

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[www.icon.org.uk](http://www.icon.org.uk) >Accreditation/CPD



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