



THE INSTITUTE OF HISTORIC BUILDING CONSERVATION

The Home of the Conservation Professional

Conservation resources:
*'Neighbourhood Upskilling' - a heritage dimension
for modern times*

Structure

- ✦ **Context: 'Flying a kite for a new age...'**
 - ✦ **Planning, democracy & participation outside the legislative 'heritage envelope'**
 - ✦ *Thurley, 2009, post-HPR: 'Strangely, it has been in the field of planning that heritage has made the most ground'*
- ✦ **Neighbourhood leadership & 'upskilling'**
 - ✦ **Enhancing 'efficient' participation**
 - ✦ **Prospects & benefits**
- ✦ **Heritage Skills Model: Supporting capacity**
 - ✦ **Skills range: Areas of competence**
 - ✦ **Skills levels: Recognising ability**
 - ✦ **Skills regulation: Credibility & ownership**
- ✦ **Benefits & challenges**
- ✦ **Q&A & next steps**

Planning: *Back to basics*

- ✦ **Planning system: Manages places/resources**
 - ✦ **Participation paradigms in planned 'development':**
 - ✦ Historically: 'Objectors' (1909 Housing *etc.* Act)
 - ✦ Later: 'Participators' (Skeffington, '69, to Neighbourhood Plans)
 - ✦ **Democratic strength: Input of public interest via govt.**
 - ✦ Govt/LPAs manage public interest *via* plans, as...
 - ✦ Community/Amenity/Neighbourhood offer input to plans
 - ✦ **Democratic deficit: 'Objectors' / 'participators'... & LPAs**
 - ✦ 'Objectors' reject proposals BUT often 'interested'/'unskilled'
 - ✦ 'Participators' join in, but skills & capacity problematic
 - ✦ LPAs manage, but limited resources
- ✦ **Neighbourhood planning: a changed paradigm...**
- ✦ **... BUT core problems remain:**
 - ✦ LPAs/consultants/amenity support: but only 'interface'
 - ✦ **Participation in shaping the 'plan' circumscribed:**
 - ✦ Penfold (2010): economics/business & capacity- Pressures
 - ✦ Egan (2004): Volunteer capacity - Skills
 - ✦ Skeffington (1969): 'Hard to reach' – Participation/inclusion

Challenges to effective participation, may be ...

- ✦ **'Penfold' - Capacity: *Demands on 'participators'***
 - ✦ Reduced LPA capacity/resources
 - ✦ Light-touch (regs/unsympathetic politics)
 - ✦ Heritage policy: Changing process, resource & values
 - ✦ Penfold's 'non-planning' consent regime: Heritage
 - ✦ Scale: NPPF - 'Historic Environment'
 - ✦ New values: 'significance' to 'embodied energy'
- ✦ **'Egan' - Skills: *Devaluing from inconsistency***
 - ✦ Lack of consistency in input/skills: 'NIMBY'/patronised
 - ✦ Limited knowledge of processes, e.g. planning & sustainability
 - ✦ Limited understanding of how to shape heritage in planning
- ✦ **'Skeffington' - *Infrastructure of participation***
 - ✦ LPA & NGO limitations to supporting inclusion
 - ✦ Capacity: Inspire/inform participation – outreach/education
 - ✦ Skills: Interpret input - management

... may be eased by trained 'local leaders'?

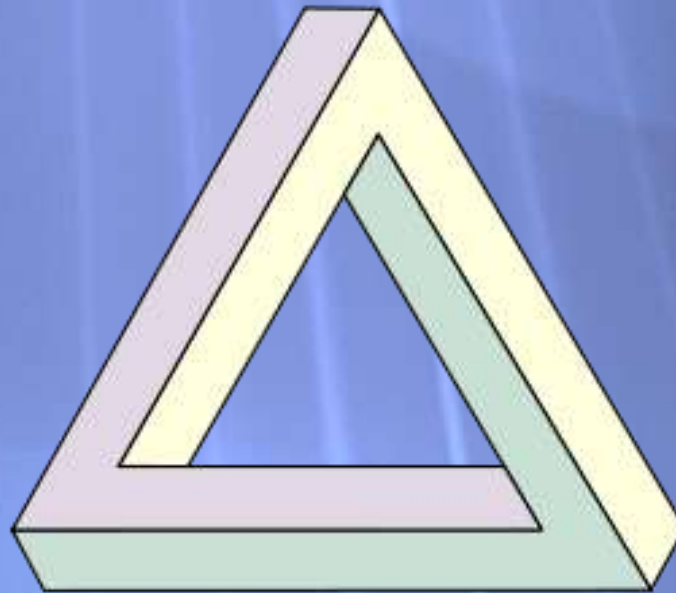
- ✦ Neighbourhood 'Leader': *local, skilled, lay, volunteer*
 - ✦ Adds 'capacity': Enhances public input to planning process
 - ✦ Inputs 'skills': Improves quality of outcome
 - ✦ Underpins 'participation': Supports public interface
- ✦ Model: Heritage-skilled community volunteer: 'docent'
 - ✦ American precedent – 'museum' sector: Trained gallery guide
- ✦ Fundamentals of neighbourhood-based local leader:
 - ✦ Training standard: 'Aware' of planning fundamentals
 - ✦ Training format: Structured, relevant & agreed (e.g. heritage)
 - ✦ Valued in process of planning:
 - ✦ Endorse - 'Recognise' training processes
 - ✦ 'Kitemark' properly trained & performing volunteers
 - ✦ Reward – Benefit effective participation in planning
 - ✦ Embed benefits in planning: Enhanced outcomes ('speed'/quality etc)
 - ✦ Regulate – Manage volunteer standards
 - ✦ Maintain standards via organisational oversight of leaders/'Docents'

Skilled local leaders: *Prospective benefits*

- ★ **Capacity: Participation/public benefit efficiencies**
 - ★ **Streamline: Smooth out processes by integration**
 - ★ E.g. common base lines for players, from community to LPA
 - ★ **Enhanced 'value added' from efficient public input**
 - ★ Supports proactive 'engagement': not just managed 'objections'
 - ★ **Agreed processes generate transparency**
 - ★ Improved 'cross-sector' co-operation
- ★ **Cost effective: as volunteers**
- ★ **Improved standards & outcomes:**
 - ★ **Aspirational skills set for non-professional/lay**
 - ★ Supports inclusion: Offering example, 'guide' & 'route' for participation
 - ★ **Underpins operation of common planning standards**
 - ★ Effective practice the basis of effective standards

Heritage specific model: *IHBC Skills & process*

Conservation standard:
(ICOMOS)



**Generic Skills
Levels**
(CPD cert/
S/NVQ/
Dreyfus)

**Project
Management
(World Bank)**

IHBC's 'Conservation Cycle' Model: IHBC 'Areas of Competence'



The IHBC's areas of competence reflect the conservation cycle

IHBC: Areas of Competence

Competence in a complex world

AREAS OF COMPETENCE

Professional	Practical		
	<i>Evaluation</i>	<i>Management</i>	<i>Intervention</i>
[1] Philosophy	[3] History	[5] Legislation and policy	[7] Design and presentation
[2] Practice	[4] Research, recording and analysis	[6] Finance and economics	[8] Technology

The eight IHBC competences

Areas of Competence:

Applications: IHBC & beyond

- ✦ **AoC's underpin all IHBC operations**
 - ✦ Membership: assessment & discipline
 - ✦ CPD: skills development planning
 - ✦ IHBC Gus Astley Student Award (2014 ends 31 July)
 - ✦ Conservation course 'recognition': content-based
 - ✦ IHBC Annual School planning & evaluation
 - ✦ Events, classify online events calendar content
 - ✦ HESPR, services listing for conservation businesses
- ✦ **Model maps across skills, disciplines etc.**
 - ✦ Maps to ICOMOS; Edinburgh Group; RIBA *etc*
- ✦ **Capacity to assess volunteers' skills**

Evaluating skills: Model scale: 'docent' to specialist

IHBC ASSESSOR'S GUIDANCE: MATRIX OF LEVELS (to be used with current *Guidance for applicants*, www.ihbc.org.uk)

CPD Certification Service*	S/NVQ Level*	DREYFUS MODEL*	Knowledge	Standard of work	Autonomy	Coping with complexity	Perception of context
Unaware <ul style="list-style-type: none"> unaware of subject area possess little or no knowledge/skills require full training and development] 	2	Novice	Minimal, or 'textbook' knowledge without connecting 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
Aware <ul style="list-style-type: none"> possess basic knowledge/skills unable to work without supervision require training/development and more in-depth information 	3	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
Capable <ul style="list-style-type: none"> possess adequate knowledge/skills able to work with some autonomy able to work effectively as part of team require guidance/some further training 	4	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
Skilled <ul style="list-style-type: none"> possess requisite knowledge/skills to perform effectively and efficiently able to work with considerable autonomy need occasional top-up training 	4/5	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
Expert <ul style="list-style-type: none"> acknowledged by others as an authority very substantial personal autonomy 	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 may be possible

*INDICATIVE ONLY: For CPD Certification service see <http://www.cpd.uk.co.uk/Intro/intropage.htm>. S/NVQ 'old style' for comparison 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 (1981) and Dreyfus, H L & Dreyfus, S E (1984) & S Lester for PACR (Institute of Conservation).

Working together: *Threat or 'no threat'?*

**Participation underpins neighbourhood
planning: but can lay upskilling work?**

✦ **Is it a poor substitute for lost resources?**

✦ *Enhances capacity despite reductions*

✦ **Does it blur voluntary & 'specialist'?**

✦ *A bridge between them*

✦ **Or threaten clarity of public interest?**

✦ *Promotes standards, not dilute*

✦ *Regulates only where participation agreed*

✦ *Transparency through open processes*

✦ **Or add administrative burdens?**

✦ *Operated by community/3rd sector*

Prospective benefits:

Adding value with improvement

- ✦ **Better quality outcomes for conservation**
 - ✦ *Better for all users (including applicants)*
- ✦ **Clarifies roles for all players**
 - ✦ *Structures underpin access & transparency*
- ✦ **Training route for future specialists**
 - ✦ *Opportunity to grow & access specialist areas*
- ✦ **Reduces pressures on capacity**
 - ✦ *Eases pressures on public service & purse*

Discuss...?