

**DRAFT E.C.C.O – ENCoRE PROPOSAL FOR AMMENDMENT TO:**

COMMISSION OF THE EUROPEAN COMMUNITIES

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Proposal for a

**DIRECTIVE OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL****on the recognition of professional qualifications**

(presented by the Commission)

The following documents forms the basis for the draft document:  
Concept profile cons-rest, derived from E.C.C.O. and ENCoRE documents and Eur.Directive (ED) added by extracts from professional profiles ARP, VERES, ICOM-CC 1984, PACR National Council for Conservation-Restoration UK as well as ECCO Guideline I, The Profession and the ENCoRE Clarification Document)

## **Section 1**

### **Conservation-restoration practitioners**

#### *Article 1*

##### *Conservation-restoration training*

1. Admission to training as a conservation-restoration practitioner presupposes possession of a diploma or certificate giving access, for the studies in question, to universities or higher education institutes of a level recognised as equivalent, in a Member State.

2. Conservation-restoration training shall comprise a total of at least five years of full-time or 5500 hours of theoretical and practical study given in a university or in a higher education institute providing training recognised as being of an equivalent level.

The content listed in Annex I, point 1.1.2 may be amended in accordance with the procedure referred to in Article 54(2) with a view to adapting it to scientific and technical progress. Such updates may not entail, for any Member State, any amendment of its existing legislative principles relating to the system of professions as regards training and the conditions of access by natural persons.

3. Continuous training shall ensure, in accordance with the procedures specific to each Member State, that persons who have completed their studies are able to keep abreast of developments in the conservation-restoration field.

#### *Article 2*

##### *Performance of the professional activities of conservation-restoration practitioners*

1. For the purposes of this Directive, the professional activities of conservation-restoration practitioners are the activities defined in paragraph 3 and pursued under the professional qualifications listed in Annex I, point 1.1.2.

2. The profession of conservation-restoration practitioners is based on conservation-restoration training referred to in Article 1 and shall constitute a specific profession which is distinct from other general or specialised cultural heritage professions including crafts. Pursuit of the activities of a conservation-restoration practitioner requires the possession of evidence of formal qualifications referred to in Annex 1, point 1.1.3.

3. The Member States shall ensure that conservation-restoration practitioners are generally able to gain access to and pursue the activities of conservation-restoration of cultural heritage, having due regard to the regulatory provisions and rules of professional ethics on the reference dates referred to in Annex I, point 1.1.4.

### *Article 3*

#### *Acquired rights specific to conservation-restoration practitioners*

## **Annex I.1. Conservator-restorer**

### **1.1.1 Knowledge and skills**

Training as a conservator-restorer provides an assurance that the person in question has acquired the following knowledge and skills:

- knowledge of the sciences on which the activities of the conservator-restorer are based and a good understanding of scientific methods, including the principles of measuring the deterioration of cultural heritage objects, the evaluation of scientifically established facts and the analysis of data
- knowledge of the ethics of the profession and the professional legislation
- to plan, coordinate and perform practical conservation and restoration work including experimental and developmental work based on scientific and humanistic methodology
- to plan, coordinate and perform applied scientific analysis and to be able to interpret and evaluate the results of research performed by others
- to assess and to evaluate individual objects, collections and historic environments
- to study, identify and date historical and modern materials and techniques
- to consider ethical and aesthetical issues, independently and in cooperation with art historians, archaeologists and other specialists
- to plan and manage the storage, handling, transport and display of artefacts
- to plan, manage and perform preventive conservation including the measurement and control of damaging environmental factors and the analysis and management of risks of their influence on cultural heritage
- knowledge of management and administration
- competence in conservation-restoration research

This training shall provide the conservator-restorer with the skills necessary for carrying out all activities for carrying out conservation and restoration of cultural heritage within the relevant field of specialisation.

### 1.1.2 Training programme for the conservator-restorer

The training programme for obtaining formal qualifications in conservation-restoration consists of integrated balanced theoretical and practical parts:

#### A. Theoretical instructions

The theoretical subjects shall be determined by the specialisation in the field of conservation-restoration and should include:

- ethical principles of conservation-restoration
- science (eg chemistry, physics, biology, mineralogy)
- humanities (eg history, history of art, archaeology, ethnology, philosophy)
- history of materials and techniques, technology and manufacturing process
- identification and study of deterioration processes
- storage, display and transport of cultural property
- theory, methods, techniques and materials of conservation, preventive conservation and restoration
- processes involved in making reproductions of objects
  - principles and methods of technical and scientific examination
- principles and methods of documentation
- methods of academic enquiry (eg scientific research)
- history of conservation-restoration
- legal issues
- management and administration (eg working facilities, staff and resources)
- health and safety including environmental issues
- communication skills including Information Technology

#### B. Practical instructions

Practical training must involve the treatment of original objects deemed particularly suitable for didactic purposes. The objects chosen should provide material for well-documented case study including technical examination, diagnosis and related treatment. From the beginning of their education, such case studies make the students understand every object as a unique case in the most practically oriented way. Furthermore, case studies offer the best possibility to integrate all the theoretical, methodological and ethical aspects of conservation-restoration into the practical training. The study and practise of historical techniques, technology, and the manufacturing processes of related materials are encouraged, as they promote greater understanding of the physical, historical and artistic aspects of cultural heritage.

Specialisations in the field of conservation-restoration are at the moment (with variable orientation either material or function bound):

Easel painting on canvas, wood, metal, and synthetic support

Wood - carvings, altars, furniture, handicrafts, architectural elements, models, articles for everyday use

Wall painting and other architectural decoration, interiors

Ethnological objects from different organic as well as inorganic materials, composite objects

Zoological and botanical objects, specimen from scientific collections

Archaeological objects - wood, bone, leather, metal, stone, ceramics

Paper and board - books, prints, archival material (including seals), drawings and paintings on paper, wallpaper, objects made from paper and papiermaché (handicrafts, art), computer generated art

Leather and parchment - bookbindings, miniatures, tapestry, handicrafts, articles for everyday use

Textiles - costumes, flags, rugs, tapestry, handicraft, articles for everyday use, archaeological finds

Modern synthetic materials - used in contemporary art, handicrafts, articles for everyday use

Ceramics, porcelain, glass, enamel techniques - handicrafts, archaeological findings painting on glass, stained glass,

Stone - sculpture, architecture, plasterwork, mosaic

Metal, precious and base - sculpture, jewellery, handicrafts, articles for everyday use, tools, coins and medals,

Scientific instruments, clocks, weapons, armour

Technical and industrial heritage - machines, buildings, sites

Musical instruments - winds, strings, percussion

Photographic analogue pictures - videotapes, positives, negatives, movie pictures

Analogue sound recordings - cylinders, gramophone records, tapes

Digital sound recordings and pictures, computerbased and computer generated art

Mixed media - installation art

### **1.1.3 Activities of the conservator-restorer within the meaning of Article 2 (2)**

Cultural Heritage is entrusted by society to the care of the conservator-Restorer. S/he has therefore a responsibility not only to the cultural heritage itself, but also to the owner or legal guardian, the originator or creator, the public, and to posterity.

The main activities of the conservator-restorer consist of the following fields:

-technical and diagnostic examination: the identification, the determination of the material and technical composition and the assessment of the condition of cultural heritage; the identification, nature and extent of alterations; the evaluation of the causes of deterioration and the determination of the type and extent of treatment needed. It includes the study of relevant existing information.

- preventive conservation: indirect action to retard deterioration and prevent damage by creating conditions optimal for the preservation of cultural heritage as far as compatible with the social use. Preventive conservation also encompasses correct handling, transport, use, storage, display, measurement and control of damaging environmental factors and the analysis and management of risks of their influence on cultural heritage. It may also involve issues of the production of facsimiles for the purpose of preserving the original.

- conservation: mainly direct action carried out on cultural heritage with the aim of stabilising condition and retarding further deterioration.

- restoration: direct action carried out on damaged or deteriorated cultural heritage with the aim of facilitating its perception, appreciation and understanding, while respecting as far as possible its aesthetic, historic and physical properties.

- documentation: the accurate pictorial and written record of all procedures carried out, and the rationale behind them. Any further requirements for the storage, maintenance, display or access to the cultural property should be specified in this document.

Remark: in practice the division between 'conservation' and 'restoration' is a matter of approach and degree of intervention.

Other activities of the conservator-restorer:

- develop programmes, projects and surveys in the field of conservation-restoration
- provide advice and technical assistance for the preservation of cultural heritage
- prepare technical reports on cultural heritage
- conduct research
- develop educational programmes and teach
- disseminate information gained from examination, treatment or research

