



Conservation Professional Standards and Portfolio Preparation Training Course

3 – 7 January 2027
Toronto



Conservation Professional Standards and Portfolio Preparation Training Course

Ref: 455_136676 **Date:** 3 – 7 January 2027 **Location:** Toronto **Fees:** 12000 Euro

Overview

Conservation Professional Standards and Portfolio Preparation Training Course is a five-day professional course for conservators, restorers, collection-care specialists, heritage professionals, museum staff, and practitioners preparing evidence of professional competence. Participants connect ethical judgement, cultural significance, condition assessment, conservation options, treatment planning, risk management, documentation, project control, communication, reflective practice, and continuing professional development. The course prepares participants to organize a Conservation Professional Evidence Portfolio without claiming to award, guarantee, or replace assessment for any external accreditation. Agile Leaders Training Center delivers this course for professional conservation practice.

Who Should Attend

- Conservators and restorers responsible for assessing, treating, documenting, or advising on cultural heritage
- Collection-care and preventive-conservation specialists managing risks to objects and collections
- Museum, archive, gallery, library, and heritage-site staff who support conservation decisions
- Independent practitioners who need clearer evidence of professional judgement and accountable practice
- Supervisors and project leads responsible for conservation quality, resources, records, and stakeholder communication
- Practitioners preparing a professional portfolio, reflective review, or continuing-development plan

Participants should have practical exposure to heritage, collections, or conservation work. The course supports preparation and self-assessment; recognition or accreditation can only be granted by the relevant external professional body through its own requirements and assessment process.

Departments and Industries

The course supports functions that protect, study, manage, display, move, or treat cultural heritage.

- Museums, galleries, archives, libraries, and cultural centres
- Heritage authorities, archaeological projects, and historic properties
- Conservation studios, specialist contractors, and independent practices
- Collections management, registration, documentation, and loans teams
- Exhibitions, storage, facilities, security, and emergency-planning functions
- Universities, research institutions, foundations, and private collections

Learning Objectives

By the end of this course, participants will be able to:

- Interpret professional standards as observable responsibilities, decisions, and evidence
- Assess cultural significance, material condition, context, environment, and risks
- Compare conservation options and justify proportionate strategies
- Plan, control, document, and evaluate conservation measures
- Demonstrate ethical judgement, stakeholder communication, and professional accountability
- Assemble a Conservation Professional Evidence Portfolio and development plan

Course Agenda

Day 1: Professional Standards, Ethics and Evidence

- Professional Standards and Competence Evidence Map
- Preventive, Remedial Conservation and Restoration Boundaries
- Ethical Duties, Values and Conflict Review
- Professional Judgement Decision Record
- Evidence Portfolio Structure and Selection Criteria

Day 2: Heritage Assessment and Risk

- Cultural Significance and Stakeholder Context Profile
- Material, Construction and Condition Assessment
- Environmental Change and Deterioration Review
- Ten Agents of Deterioration Risk Register
- No-Action Consequence and Priority Matrix

Day 3: Conservation Options and Treatment Planning

- Conservation Aim and Option Appraisal
- Minimum-Intervention and Reversibility Considerations
- Treatment Proposal, Testing and Approval Plan
- Resource, Safety, Sustainability and Contingency Controls
- Stakeholder Consultation and Decision Rationale

Day 4: Delivery, Documentation and Management

- Conservation Measure Implementation Record
- Change, Exception and Escalation Log
- Photographic, Written and Technical Documentation Set
- Project Scope, Schedule, Budget and Quality Controls
- Handover, Storage, Display and Follow-Up Requirements



Day 5: Reflective Practice and Portfolio Preparation

- Suggested Exercise: Map Practice Evidence to Professional Standards
- Suggested Exercise: Defend a Conservation Option and Ethical Decision
- Suggested Exercise: Review a Treatment Record for Evidence Quality
- Suggested Exercise: Build a Continuing Professional Development Plan
- Capstone Exercise: Conservation Professional Evidence Portfolio

Practical Exercises

The course uses suggested activities that turn routine conservation work into traceable evidence of professional responsibility and judgement.

- Suggested activity: assess an object or collection scenario, recording significance, condition, environmental influences, risks, uncertainties, and priorities.
- Suggested activity: compare no-action, preventive, remedial, and restoration options and document the ethical and practical rationale for a recommendation.
- Suggested activity: prepare a treatment and project-control pack covering tests, approvals, resources, safety, sustainability, documentation, changes, and follow-up.
- Suggested activity: select anonymized work evidence, explain personal contribution, map it to standards, identify gaps, and assemble the capstone portfolio.

FAQs

Does this conservation professional standards training award accreditation?

No. The course helps participants understand standards, organize evidence, and practise reflective explanation. Any accreditation or professional recognition is awarded only by the relevant external body through its own eligibility, application, peer-review, and assessment process.

What belongs in a conservation evidence portfolio?

A conservation evidence portfolio can include anonymized assessments, option appraisals, treatment proposals, decision records, photographs, technical notes, risk controls, stakeholder communications, project records, evaluations, reflections, and continuing-development evidence that clearly identifies the participant's own contribution.

How does heritage condition assessment training support professional judgement?

Heritage condition assessment training helps practitioners connect significance, materials, deterioration, environment, use, access, stakeholder values, uncertainty, and the consequences of action or inaction before recommending a conservation strategy.



What is the difference between preventive conservation, remedial conservation and restoration?

Preventive conservation reduces future risks without directly treating an item, remedial conservation acts directly to arrest damaging processes or reinforce an item, and restoration acts directly to improve appreciation or use while respecting significance and available evidence.

How is reflective practice documented?

Reflective practice records the context, objective, evidence, options, decision, personal contribution, outcome, limitations, feedback, lessons, and changes that will improve future work. It connects completed activity to professional learning rather than merely listing tasks.

How should continuing professional development be planned?

A continuing professional development plan should identify competence gaps, learning priorities, suitable activities, expected practice outcomes, evidence of application, review dates, and reflection on whether learning changed decisions or results.

Conclusion

Participants leave with a Conservation Professional Evidence Portfolio containing a standards map, significance and condition assessment, risk register, option appraisal, treatment and documentation plan, ethical decision record, project controls, reflective commentary, evidence-gap review, and continuing-development plan. The portfolio changes scattered records into an organized account of professional practice. It supports clearer decisions, stronger documentation, accountable communication, and readiness for an external process without implying an award or guaranteed outcome.