



# The national coordination effort: results and statistics

FACOLTÀ DI SCIENZE  
MATEMATICHE FISICHE  
E NATURALI



SAPIENZA  
UNIVERSITÀ DI ROMA

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Council of the Presidents of the  
Courses in Science and Technologies  
for Conservation and Restorations of  
Cultural Heritage in Italy  
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# Outline of presentation

- Development of the education tracks for scientific experts in conservation and restoration (data)
- EHEA and the possibility to define the educational levels for the scientific expert
- The accreditation of scientific experts in the Italian system of care

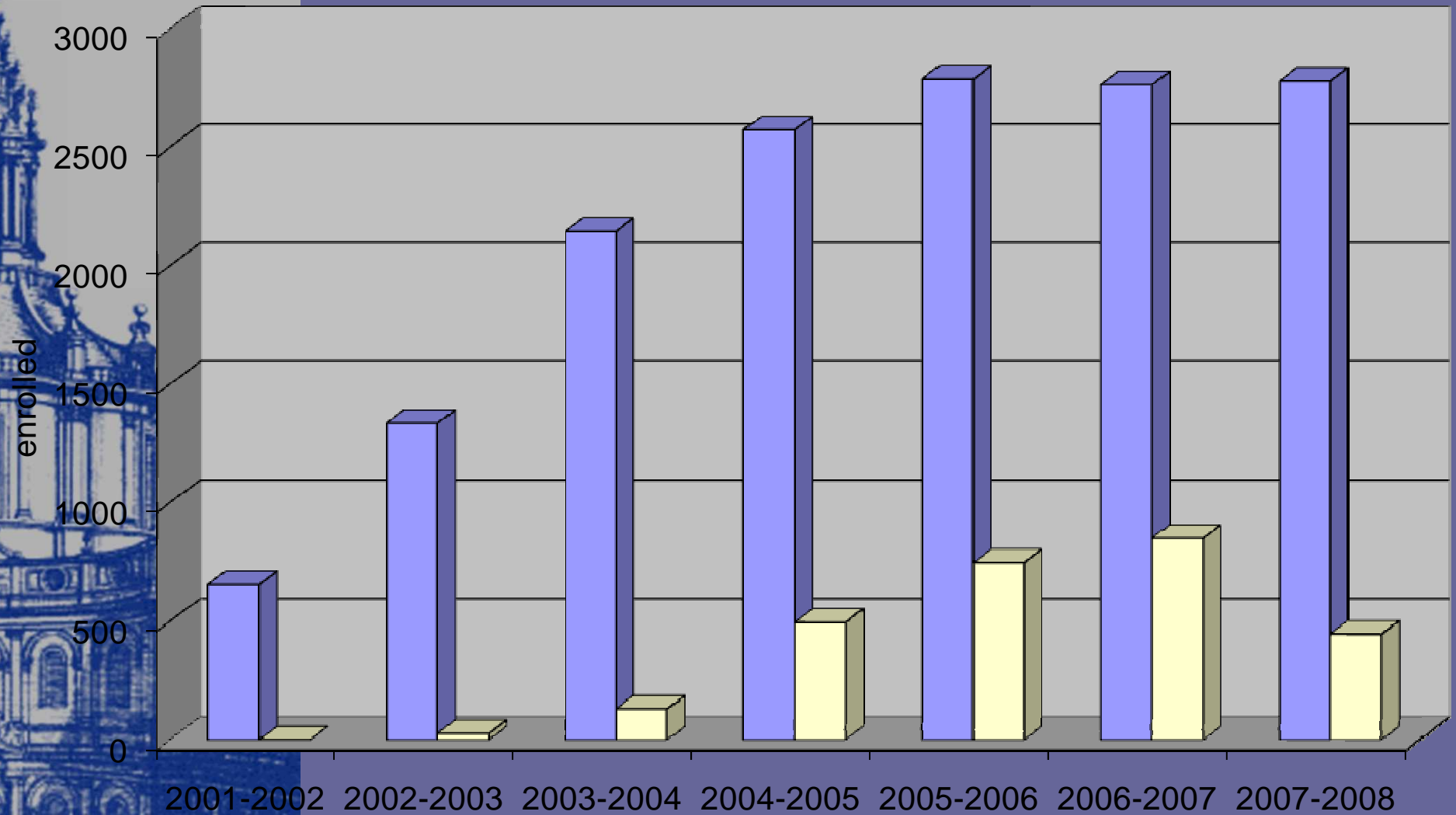
# Conservation and restoration

Maintenance and preservation of works of art, their protection from future damage, deterioration, or neglect, and the repair or renovation of works that have deteriorated or been damaged. Research in art history has relied heavily on 20th- and 21st-century technical and scientific advances in art restoration. Modern conservation practice adheres to the principle of reversibility, which dictates that treatments should not cause permanent alteration to the object.

**Britannica Concise Encyclopaedia 2007**

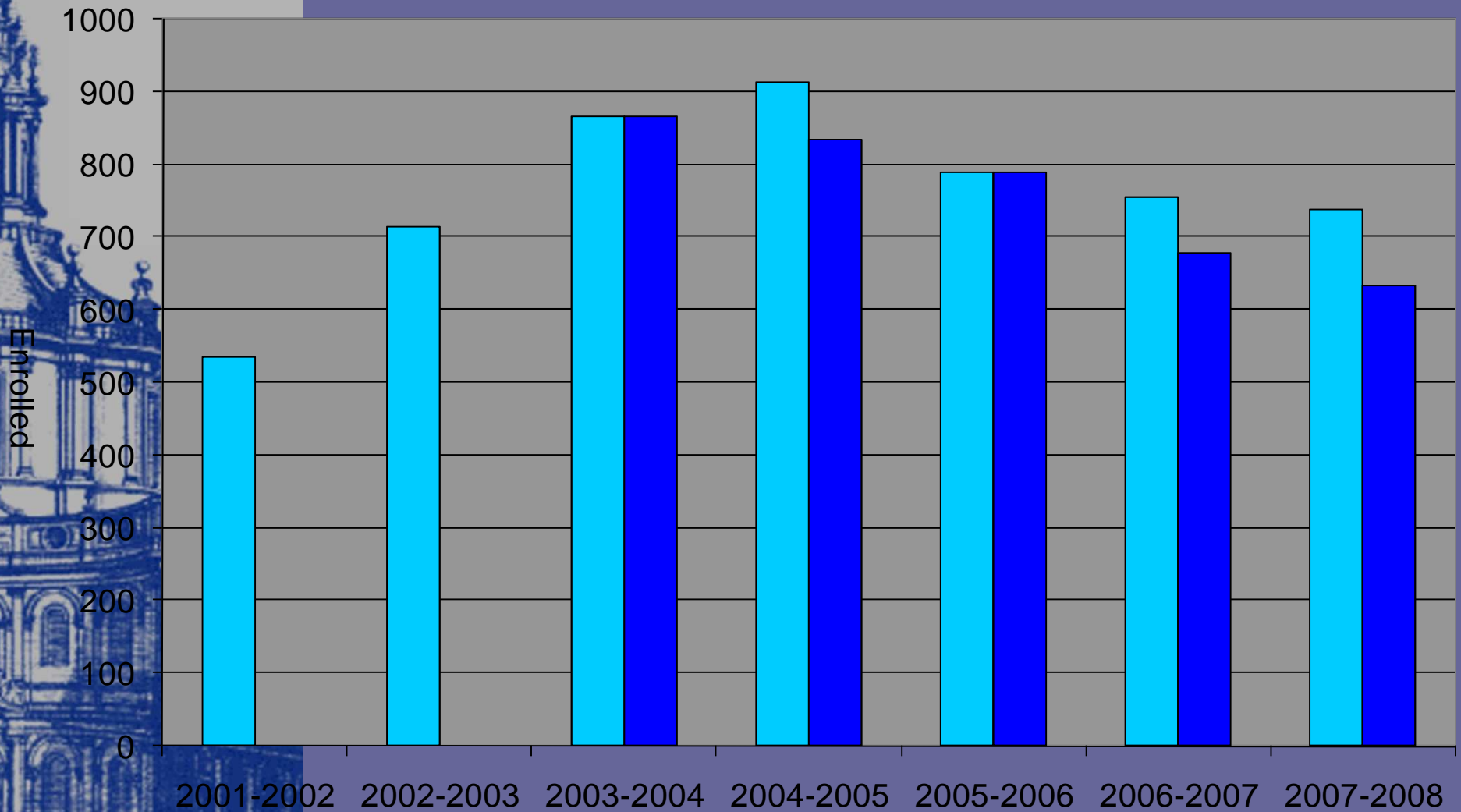
# Total number of enrolled students

Enrolled abandoning



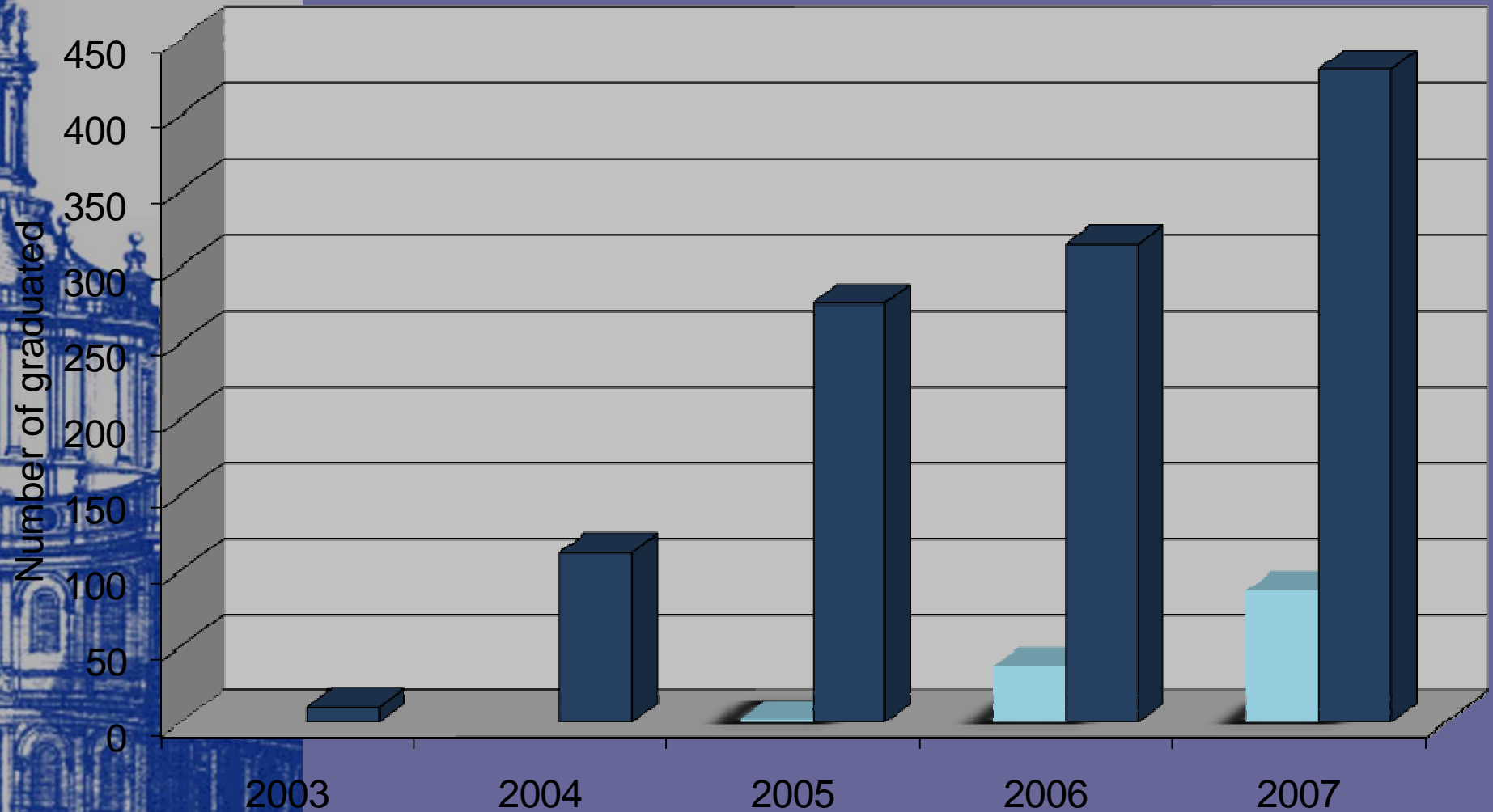
# Enrollement to the first year

■ Enrolled to the first year ■ for the first time



# Graduated in the bachelor and in the master

■ Master ■ Bachlor



## Doctorate and specialisation

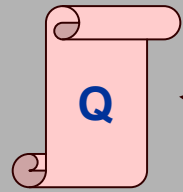
- A doctoral school in conservation is now under development in Italy
- In France, Germany and UK there are schools in Archaeometry that have strong interaction with the area of conservation
- The direction taken by Ministry of Cultural Heritage is to develop a system of School of Specialisation (imitating the Medical area)

# Bologna process

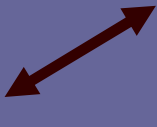
- The purpose of the **Bologna process** (or Bologna accords) is to create the European higher education area by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe, in particular under the Lisbon Recognition Convention. The Ministers of Education from 29 European countries signed it 1999, the process end is scheduled in the 2010.
- The Council of Europe together with the members of the Europe Region of UNESCO have jointly prepared the Lisbon recognition convention on recognition of academic qualifications as part of the process, which has been ratified by the majority of the countries party to the Bologna process.

# Country A

# Country B



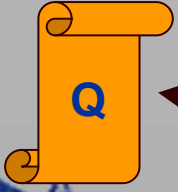
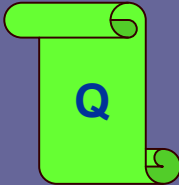
NQF/  
NQS



EQF Level 8



NQF/  
NQS



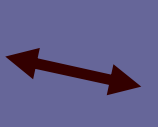
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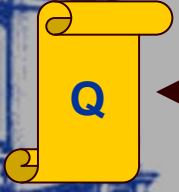
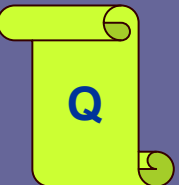
EQF Level 7



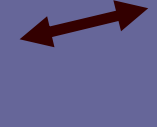
EQF Level 6



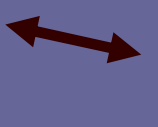
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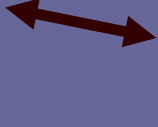
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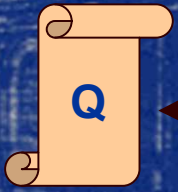
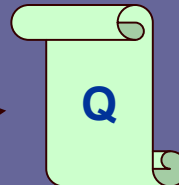
EQF Level 4



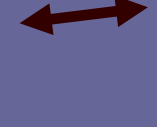
EQF Level 3



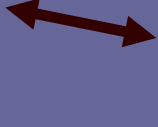
NQF/  
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NQF/  
NQS



EQF Level 2



EQF Level 1

# National Qualification Framework

- ❑ Our national council has been the forum for the discussion on the development of a higher education system in the conservation and restoration area in Italy
- ❑ In it have been discussed the problem of insertion of conservation scientists and restorers in the EQF
- ❑ This forum help the development of the discussion on the transfer to the Higher Education Area of the training of conservation and restoration professionals

# A tradition of education outside the university

Traditionally, most higher education institutions not included in the university sector in Europe have offered bachelor degrees, and only recently have they introduced master degrees in some countries. This happen also in the restoration (not in conservation). This serves the purpose of diversification of higher education, which is called for by European labour market needs and the increasingly heterogeneous student population.

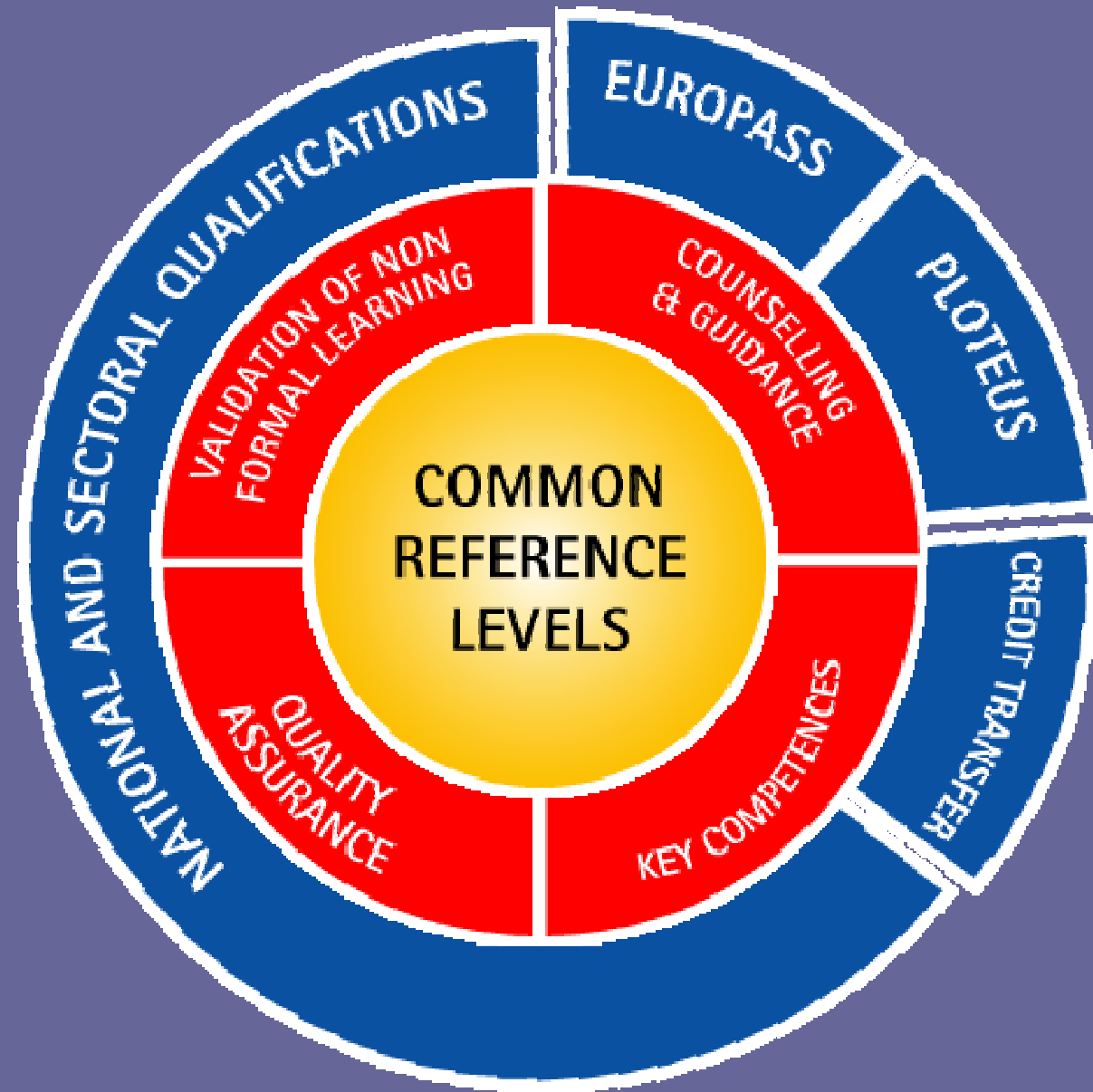
A vertical strip on the left side of the slide shows a blue-tinted photograph of a classical building, likely a part of the University of Oxford, featuring a prominent dome and classical architectural details.

The university works on last three levels:

- Level 6 - Bachelor (180 ECTS)
- Level 7 - Master (90-120 ECTS)
- Level 8 - Doctorate



# The Main elements of the EQF



# The Eight EQF Levels

**Knowledge**

**Skills**

**Competences**

**Each  
EQF  
Reference  
Level**



## EQF concepts

- Skills are cognitive and practical
- Competence is about responsibility and autonomy
- The descriptors are 'read across'
- Each level assumes learning at the lower levels
- Each new higher level introduces a new dimension of learning
- Higher levels draw directly on EHEA descriptors

# What are the requirements on the base of international experience

To define the higher education descriptors in the fields of conservation we can refer to following documents:

- University Postgraduate Curricula for conservation Scientists (CURRIC), April 2000
- Clarification of Conservation/Restoration Education at University Level ... (ENCoRE) followed by the joint declaration ENCoRE-ECCO, 2002 and La Venaria Reale document, 2005
- The Professional Accreditation of Conservator-Restorers (PACR, UK), April 2001
- Becoming a Conservator, Conservation Training in the United States - The American Institute for Conservation of Historic & Artistic Works

## **CURRIC -*University Postgraduate Curricula for Conservation Scientists***

A Conservation Scientist today can be defined as a scientist owing a good scientific background and further **knowledge** in conservation (ethics, history, cultural values, historical technologies, past and present conservation technologies and practice, specific scientific aspects, etc.) which enables him/her to contribute to the study and conservation of Cultural Heritage within an interdisciplinary team.



## The **skills** of a conservation scientist are:

- to be conversant with the phenomenological approach to problem solving
- ability to formulate and carry out research
- ability to formulate practical solutions
- ability to work in an interdisciplinary way
- ability to communicate effectively
- Additional skills might include the ability to teach and manage human and economical resources

## *The competence are:*

- ❑ Study, investigate and monitor Cultural Heritage and its environment with respect to conservation and preservation.
- ❑ Define, develop and evaluate conservation concepts, materials, measures, methods and techniques and develop standards and guidelines
- ❑ Provide diagnosis before, during and after conservation interventions
- ❑ Conduct research on causes and mechanisms of deterioration and interpret scientific results for the benefit of the conservation of Cultural Heritage
- ❑ Communicate the scientific principles of conservation and promote scientific research in conservation



## Code of the Cultural Heritage and the Landscape, law 22 January 2004, n. 42 Art. 29 Conservation

- All the actions necessary in the conservation and restoration are define in this articles
- The diagnosis is clearly defined as a necessary step in the conservation procedure
- We are waiting for a straightforward regulation of all activity, giving to each professionals a specific role in the different phases of conservation

