

Mentor Guidance Notes

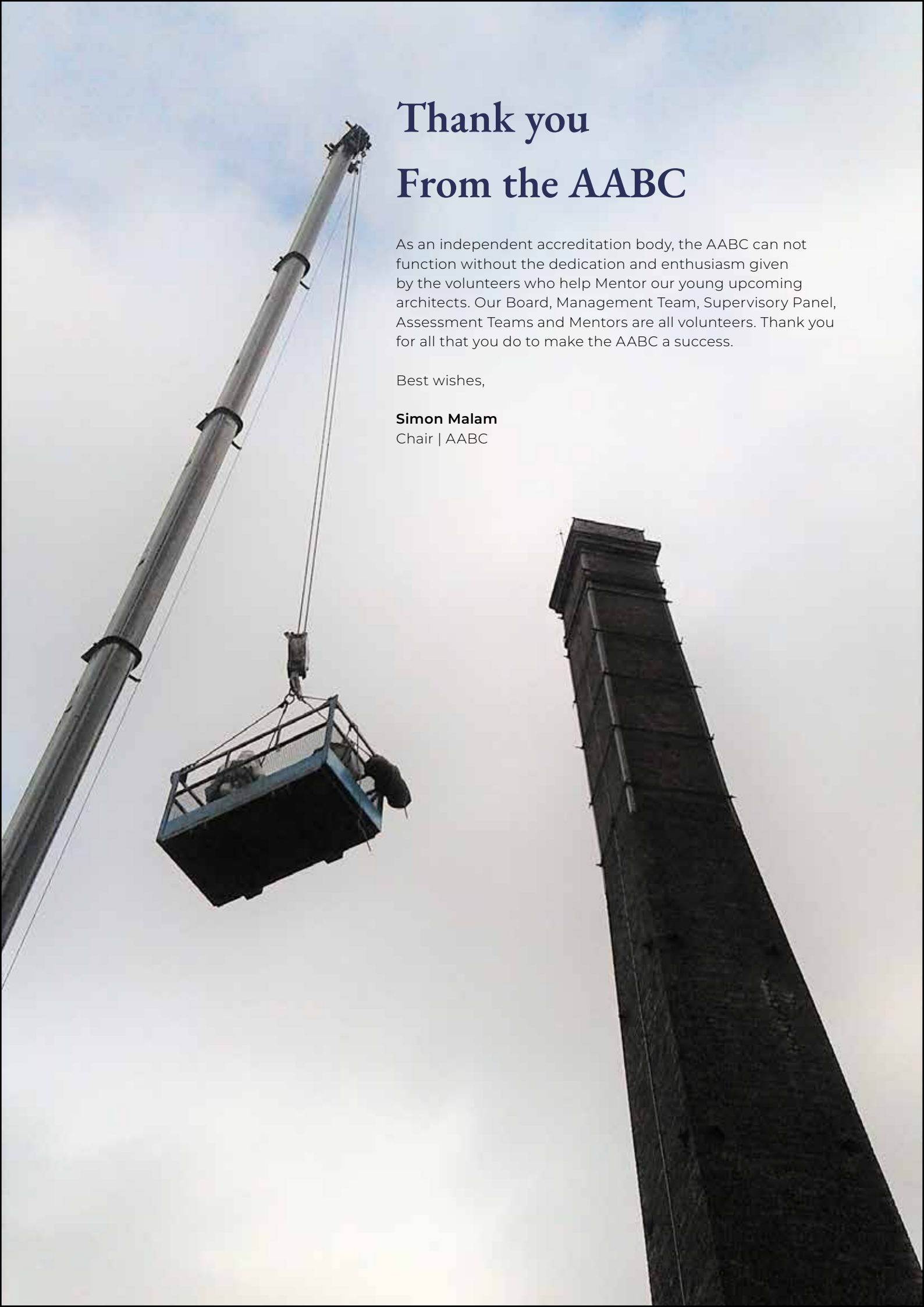
ARCHITECTS ACCREDITED

AABC

IN BUILDING CONSERVATION



June 2024 Edition



Thank you From the AABC

As an independent accreditation body, the AABC can not function without the dedication and enthusiasm given by the volunteers who help Mentor our young upcoming architects. Our Board, Management Team, Supervisory Panel, Assessment Teams and Mentors are all volunteers. Thank you for all that you do to make the AABC a success.

Best wishes,

Simon Malam
Chair | AABC

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Inner Cover Image - Middleport Pottery, ©AABC

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1 Benefits of the Programme

The Mentee Programme has been developed to support Part II graduates and architects who wish to become AABC accredited but need more experience before submitting their application for accreditation.

The programme aims to connect candidates with a Mentor who is already AABC accredited. The Mentor will be responsible for supporting the Mentee in ensuring they are developing the appropriate conservation experience.

The role of the AABC is to monitor annually, the progress of the Mentee. We will provide feedback on the next steps a Mentee needs to take regarding a future application to become accredited. Your role is to ensure the Mentee is working towards meeting the standards required for an initial application to become accredited.

Once you and the Mentee feel confident they are ready to apply, then a full submission can be made.

A successful Mentee is predicated on their ability to obtain appropriate project experience, skills and understanding through employment and study so that these can be demonstrated in an application for admission to the Register. Your role as a Mentor is to help support your Mentee in achieving this.

It can be a challenge to know what exactly is expected of a submission for specialist accreditation and having the opportunity for someone experienced in the process can be invaluable. Your role will be vital to ensuring the Mentee has adequate support and is developing the right type of experience.

Sharing your knowledge of conservation architecture and project experience can help a Mentee on their journey to accreditation. Building conservation techniques and practices are ever changing and the Mentee Programme supports knowledge sharing be it reviewing a case study before submission or discussing a new technique you or they have learned.



Warley Place Kitchen Garden, ©Patricia Forero-Senior

2 Pathways of the Programme

There are three pathways on the Mentee Programme:

- The full Mentee Programme - Pathway 1
- Help compiling case studies - Pathway 2
- Overview of initial application - Pathway 3

The Full Mentee Programme

In this pathway you would work with your Mentee over a period of one to five years. You would help the Mentee gain relevant experience and knowledge of conservation techniques and practices. You would also help them to prepare their case studies for their initial application.

Help Compiling Case Studies

In this pathway you would work with your Mentee over a period of twelve months. The Mentee should already have experience of working on conservation projects and have five case studies in mind. You would help your Mentee prepare their five case studies ready for their initial application.

Overview of Initial Application

This is the shortest pathway in the Mentee Programme and should take a maximum of four months. Your Mentee would have already prepared their five case studies ready for submission, but they would like someone to read through them to ensure they meet the criteria for submission. Your role is to be a critical friend explaining what the Mentee needs to do to meet the submission criteria.

Your role as a Mentor is to help support your Mentee on their journey to accreditation with the AABC.

Full guidance on what is required to apply for these three pathways can be found in the Mentee guidance notes available on our website under the membership tab then Mentee scheme.



Gargoyle, Lincoln Cathedral, ©AABC

3 The Role of a Mentor

Mentee assignment

There are two routes for working with a Mentee. Many applicants are already working for an architects practice where there is an AABC accredited architect and would choose to work with them. You may be enquiring about becoming a Mentor because someone in your firm is looking to become accredited with the AABC.

There are many benefits to working in-house as you can offer direct project support and help find meaningful projects which help build the Mentees' experience and case studies. It may also be easier to communicate with each other and host regular meetings.

Mentee Activity Programme

Once you have been assigned your Mentee you will need to discuss their experience and understand how much support your Mentee will need.

At your first meeting you and your Mentee will draw up a Mentee activity programme setting out the project experience they already have and what they need to accumulate. You will also note CPD study objectives to be achieved through individual action and/or participation in established conservation courses over the next year.

You as a Mentor can also comment on their professional development within the template.

It is not essential, but you could encourage the Mentee to also submit the following using the architects details section of their dashboard on the website:

- CPD records of the past year
- Any reading/ visits/ experience beyond their professional role which may be beneficial to conservation knowledge
- Any relevant voluntary roles

The Mentee activity programme should be reviewed yearly and sent to the AABC at the end of March each year for review.

Communication with your Mentee

It will be up to you and your Mentee to decide how regularly you meet but we recommend a meeting should be held at least every three months to discuss their progress towards accreditation. Meetings can be held in person or online. Many Mentors are now supporting Mentees from a distance, so all communication is digital, and we have found this does not impact the success of a Mentee where both parties are engaged and communicate regularly.

Meeting discussions should include:

- Project experience gained since the last meeting
- Lessons learned
- Technical developments
- Completed CPDs
- The need for further experience (your Mentor will advise on how best to gain this)
- Discussions on appropriate case studies for your application
- A review of any draft case studies

You should be prepared for your meetings with your Mentee and review what projects and experiences they have been working on since your last meeting.

Relevant Projects and CPD

As a Mentor you will be best placed to help your Mentee prioritise projects that can support their developing conservation knowledge and expertise. You should also ensure the Mentee is acquiring at least twelve hours relevant conservation related CPD each year. At least half of this should be structured.

If you work in the same practice as your Mentee they may have requests for different project experience and you should try to support them in gaining this.

If the Mentee does not work with you, then you could consider preparing a formal letter setting out the recommended experience your Mentee needs to achieve accreditation. They can then use this to help communicate with their practice.

TIP - Records of CPD

Ensure your Mentee is keeping records of the CPD they attend.

Feedback

You should be giving regular feedback to your Mentee on their project experience and CPD. You should be encouraging and offer advice on conservation techniques and your own experience and offer support and guidance on where to look to help develop their conservation knowledge.

The Mentee will also receive formal feedback from the AABC team following the submission of the annual activity programme. This will give them guidance on the approach for the following year.

Support for you

Should you feel you are not able to meet these requirements or feel that the Mentee is not adhering to these guidelines please contact the AABC at administrator@aabc-register.co.uk. We are here to help both you and the Mentee.



Interior All Saints Church, Fleet ©Robert Di Carlo

4 Applying for Full Membership

It will be between you and your Mentee to decide if they are ready to submit the full application to become AABC accredited. Once they are ready to submit, they will need to include the following within their submission:

- Application form
- CPD records for the last five years
- 5 case studies
- Personal Statement
- Fee

Writing Case Studies

You will need to encourage and support your Mentee to write their case studies as and when projects are finished – rather than have writing them all at once right before they submit an initial application. This will help spread the number of hours you are supporting them over the period they are on the Mentee Programme. It will also mean the Mentee doesn't put themselves under too much pressure to complete the case studies all at once.

Application Guidance

Guidance on what is required for an application to become accredited with the AABC can be found on our website under the membership heading then application process.

5 Key Competencies.

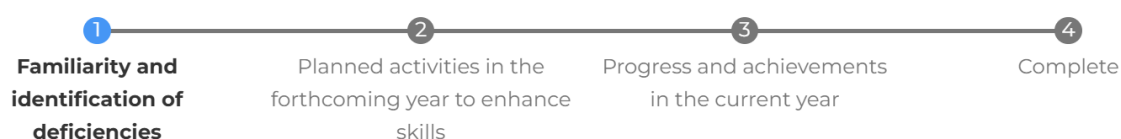
Your Mentee should demonstrate the 5 key competencies of accreditation when developing their case studies. You should help to ensure they are meeting the AABC applicant criteria.

The 5 key competencies are:

1. Understanding conservation philosophy, conservation legislation and the significance of subject buildings as a whole and in their constituent parts.
2. Identifying defects, their causes and, in the case of adaptive works, functional deficiencies.
3. Formulating proposals for repair, remediation and, where appropriate, adaptation which are philosophically and technically sound, explaining the impact on the historic fabric and the significance that any changes bring.
4. Documenting investigations and proposals using reports, drawings, specifications, schedules and photographs.
5. Managing conservation works, including procurement, cost and quality control, both on and off site.

Appendix A - Example Mentee Activity Programme

AABC Mentor scheme activity programme



This form should be completed in consultation with your mentor.

1 - Familiarity and identification of deficiencies

a - Understanding conservation philosophy, conservation legislation and the significance of subject buildings in whole and in their constituent parts

- For any alterations, consider the reversibility of the proposal.
- Avoid any adverse permanent changes before less damaging alternatives are considered.

b - Identifying defects, their causes and, in the case of adaptive works, functional deficiencies

- St Mark's Church, Witton- Timber decay and dry rot
- St Wilfrid's Church, Standish - Stone lamination, moss and algae growth, decaying timber busts, lead repairs

c - Formulating proposals for repair, remediation and, where appropriate, adaptation which are philosophically and technically sound, explaining the impacts of any changes

St Wilfrid's, Standish - dry rot was found in the internal timber ring beam in the spire - repairs and future proofing required.

d - Documenting investigations and proposals using reports, drawings, specifications, schedules and photographs

- Condition reports
- Site visits
- Repair works

e - Managing conservation works including procurement, cost and quality control both on and off site

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2 - Planned activities in the forthcoming year to enhance skills

(i.e. opportunities for project experience, attending formal conservation courses, CPD, reading, etc.)

a - Understanding conservation philosophy, conservation legislation and the significance of subject buildings in whole and in their constituent parts

- Registered for the AABC Conference in Rochdale on the 10th October.
- Look at ICOMOS guidelines in more detail.
- Signed up to Historic England's Technical Tuesdays newsletter which offer CPDs on heritage and conservation.

b - Identifying defects, their causes and, in the case of adaptive works, functional deficiencies

- Talked with mentor about planning in shadowing a Quinquennial Inspection of a Grade II listed church in Parbold. This will help practice identifying defects and reasons for them

c - Formulating proposals for repair, remediation and, where appropriate, adaptation which are philosophically and technically sound, explaining the impacts of any changes

- Planned in first shadowing of a Quinquennial Inspection of a Grade II listed church in Parbold. After identifying the defects, the next step will be specifying repair works. Under the guide of my mentor, this will help expand my repair and remediation knowledge.

d - Documenting investigations and proposals using reports, drawings, specifications, schedules and photographs

- Planned in first shadowing of a Quinquennial Inspection of a Grade II listed church in Parbold. After identifying the defects, the next step will be specifying repair works. Under the guide of my mentor, this will help expand my repair and remediation knowledge.
- Potential work on an Ancient Scheduled Monument upcoming

e - Managing conservation works including procurement, cost and quality control both on and off site

- There are a couple of projects coming through that are at concept stage and will require help to get funding – I will follow these projects as they get off the ground. Likely will be applying to grant funding and trust funding.
- A couple of office projects are hopefully going to site in 2025, so this will help further site and contract experience and quality control

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3 - Progress and achievements in the current year

a - Understanding conservation philosophy, conservation legislation and the significance of subject buildings in whole and in their constituent parts

- General continued learning about significance of elements in listed buildings and conservation areas.
- Reading listings to understand what is regarded as important to specific buildings and sites.

b - Identifying defects, their causes and, in the case of adaptive works, functional deficiencies

- St Mark's Church, Witton - On a site visit, we met with timber specialists about the condition of the roof timbers and repair works to the roof. The timbers had dry rot (evidence of dry rot spores and the timber specialist demonstrated how decayed the timber was by pushing his screwdriver easily through the wood)
- St Wilfrid's Church, Standish - Inspected building at high level, looking at stonework, failing seal and laminating stone around clerestory window in the Nave

c - Formulating proposals for repair, remediation and, where appropriate, adaptation which are philosophically and technically sound, explaining the impacts of any changes

- St Mark's, Witton - The proposal was to cut out the affected areas of dry rot, treat the fungal growths and remediate by injecting fungicide into the remaining timber. Timber patch repairs were then undertaken to restore the beams.
- St Wilfrid's Church, Standish - timber ring beam was to be inspected by timber specialists. Proposal saw the cutting away of infected areas and treating the rest of the wood through injection of fungicide. A lead flashing was proposed on top of the timber roof over the ring beam to keep it dry (water was

d - Documenting investigations and proposals using reports, drawings, specifications, schedules and photographs

- St Wilfrid's Church, Standish - Completed a full condition report and repair package for works to the spire and tower inc. photos.
- Arcade House, Wigan - Condition report and conservation area statement with heritage statement.
- St Andrew's, Cleveleys - Site visit to a church with internal heating drying out the stone around a window. Due to the location of the Church, the stone used was a highly porous red sandstone which was crumbling inside, particularly the window above a radiator which was drying out the window. The metal fixings that held protective Perspex covers over the

e - Managing conservation works including procurement, cost and quality control both on and off site

- St Wilfrid's Peace Gate, Standish - JCT Intermediate Works Traditional Contract. Attended all site meetings and site visits throughout contract. Documented all site visits through site visit notes and distributed to design team and client. Went out to tender to 4 contractors; the Diocese requests at least tendering 3 contractors for the works

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Appendix B - ICOMOS Guidelines

Abstract from section 5 of the ICOMOS Guidelines for Education and Training in the Conservation of Monuments, Ensembles and Sites (1993)

Conservation works should only be entrusted to persons competent in these specialist activities. Education and training for conservation should produce from a range of professionals, conservationists who are able to:

- a. read a monument, ensemble or site and identify its emotional, cultural and use significance;
- b. understand the history and technology of monuments, ensembles or sites in order to define their identity, plan for their conservation, and interpret the results of this research;
- c. understand the setting of a monument, ensemble or site, their contents and surroundings, in relation to other buildings, gardens or landscapes;
- d. find and absorb all available sources of information relevant to the monument, ensemble or site being studied;
- e. understand and analyse the behaviour of monuments, ensembles and sites as complex systems;
- f. diagnose intrinsic and extrinsic causes of decay as a basis for appropriate action;
- g. inspect and make reports intelligible to non-specialist readers of monuments, ensembles or sites, illustrated by graphic means such as sketches and photographs;
- h. know, understand and apply UNESCO conventions and recommendations, and ICOMOS and other recognised Charters, regulations and guidelines;
- i. make balanced judgements based on shared ethical principles, and accept responsibility for the long-term welfare of cultural heritage;
- j. recognise when advice must be sought and define the areas of need of study by different specialists, e.g. wall paintings, sculpture and objects of artistic and historical value, and/or studies of materials and systems;
- k. give expert advice on maintenance strategies, management policies and the policy framework for environmental protection and preservation of monuments and their contents, and sites;
- l. document works executed and make same accessible;
- m. work in multi-disciplinary groups using sound methods;
- n. be able to work with inhabitants, administrators and planners to resolve conflicts and to develop conservation strategies appropriate to local needs, abilities and resources;

