

# SOURCES RELATING TO ARCHIVAL AND RECORDKEEPING COMPETENCY AND CERTIFICATION AND ACCREDITATION PROGRAMS<sup>1</sup>

## INTRODUCTION

This paper aims to summarise information on archival and recordkeeping competency, certification and accreditation programs in various countries throughout the world.

For the purpose of this paper these terms are defined as:

**Competencies** – the skills, knowledge and behaviour required to work within a profession. These are acquired both through initial education and training and participation in a program of continuing professional development (CPD).

**Certification** – the method of assessing the competencies of individual members of a profession.

**Accreditation** – the method of assessing programs and courses established to educate and train potential entrants to a profession.

Information is provided on the organisation responsible for delivering or devising each program and on its scope and coverage.

While a considerable quantity of literature has been published in professional journals and conference proceedings on the topics of competencies, accreditation and certification, sources selected for inclusion in this analysis relate to established and operating programs rather than on academic discussion.

There is a heavy reliance on English sources, but the document can and should be expanded over time to include references to sources in other languages.

## COMPETENCIES

### **Australia**

#### Australian Library and Information Association (ALIA)

*The library and information sector: Core knowledge, skills and attitudes, and work level guidelines 2005*

The Australian Library and Information Association is the professional organisation for the Australian library and information services sector. ALIA has developed a core knowledge statement setting out the skills, knowledge and attributes that members of the profession need to practice. Their work level guidelines describe the tasks and

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<sup>1</sup> This analysis has drawn on the work of Marian Hoy, and in particular a comparison framework she developed for a presentation to the 2006 Society of Archivists Annual Conference. Marian Hoy 'Competency Standards Development: The Australian Scene', Education, Development and Tomorrow's Professional', Society of Archivists Annual Conference, 2006' Lancaster, UK, 5-8 September 2006.

responsibilities of practitioners in various information settings. While the focus is primarily on libraries, this organisation aims to cover the broad spectrum of information workers, including archivists.

Focus of competencies – knowledge, skills, abilities.

Scope – Librarians and information technicians.

Areas of competencies – (1) Knowledge of the broad context of the information environment. (2) Information seeking. (3) Information Infrastructure. (4) Information organisation. (5) Information access. (6) Information services, sources and products. (7) Information literacy educational. (8) Generation of knowledge. (9) Generic skills and attributes.

<http://www.alia.org.au/education/core.knowledge.html>

#### Australian Society of Archivists (ASA) and the Records Management Association of Australasia (RMAA)

*Statement of Knowledge for Recordkeeping Professionals, 2005*

The Joint Education Steering Committee of the Australian Society of Archivists and the Records Management Association of Australasia has developed a Statement of Knowledge for Recordkeeping Professionals. The statement identifies the unique body of theory, standards and ethics that differentiates recordkeeping professionals from other professionals. It is a guiding document that forms a foundation for the responsibilities of the recordkeeping profession.

Focus of competencies – roles and knowledge.

Scope – Recordkeeping professionals (archivists, records management, information managers)

It identifies the role of the recordkeeping professional to – (1) Establish, manage and maintain recordkeeping frameworks. (2) Establish, manage and maintain recordkeeping processes and systems. (3) Apply theory and practice through ethical behaviour, (4) promulgated in codes of practice or conduct. (5) Engage in an advocacy role for the recordkeeping profession to promote awareness and understanding of recordkeeping theory, practice and ethics.

The fundamental knowledge that binds all recordkeeping professionals in fulfilling these roles falls into three knowledge domains – (1) Purposes and characteristics of records and recordkeeping systems. (2) Environmental and recordkeeping context. (3) Recordkeeping processes and practices.

Underpinning the domains are recordkeeping theories and practices.

The scope of the Statement is derived from the continuum approach of the Records Management Standard AS ISO 15489.

<http://www.rmaa.com.au/docs/profdev/StatementKnowledge.cfm>

### Innovations and Business Skills Australia (IBSA)

*BSB07 Business Services Training Package, Volume 4, Knowledge Management: Recordkeeping, Version 1, January 2008.*

Innovations and Business Skills Australia (IBSA) is one of ten Industry Skills Councils in Australia that works with industry stakeholders, training organisations and government to support the development and implementation of nationally recognized training products and services – including training packages.

The recordkeeping competencies are issued as part of the vocational Business Services Training Package (BSB07). The Package is linked to the delivery of formal qualifications in the Australian Qualification Framework and focuses on technical or technician level courses. The package sets out tasks, steps and assessment criteria to perform various recordkeeping responsibilities within organisations.

Recordkeeping competencies are presented as part of the Knowledge Management set. For each competency unit details are provided on related tasks, required skills and knowledge, a 'range statement' setting out a broad scope of the unit of competency, and an 'evidence guide', providing advice on assessment. Units of competencies for Recordkeeping – (1) Control records; (2) Undertake disposal; (3) Retrieve information from records; (4) Maintain business records; (5) Review recordkeeping functions; (6) Review the status of records; (7) Provide information from and about records; (8) Set up a business or records system for a small business; (9) Monitor and maintain records in an online environment; (10) Manage and monitor business or records system; (11) Document or reconstruct a business or records system; (12) Develop and maintain terminology and classification schemes; (13) Define recordkeeping framework; (14) Prepare a functional analysis for an organisation; (15) Determine security and access rules and procedures; (16) Determine records requirements to document a function; (17) Design a records retention and disposal schedule; (18) Document and monitor the record creating context; (19) Plan management of records over time.

<http://www.ibsa.org.au/content/latestnews/BSB07.html>

### **Canada**

#### Canadian Library Association (CLA)

*Competency Profile of Information Management Specialists in Archives, Libraries and Records Management: A Comprehensive Cross-Sectoral Competency Analysis*

The Canadian Library Association is a non-profit voluntary organisation of library and information workers. The profile provides an overall view of the work elements involved in positions held by professionals and technicians working as information resources specialists in libraries, archives and records management. There are four levels in the framework. The first level is the General Areas of Competence, divided into two general areas: professional and general. Professional competencies are described in the context of the three disciplines.

Focus of competencies – professional or personal qualities with a task, knowledge and skills orientation.

Scope – Archivists, librarians, records managers.

Professional competencies – (1) Create/maintain programs and services. (2) Acquire/dispose of information resources. (3) Create a framework for access to information resources. (4) Provide reference/research/advisory services. (5) Provide access and support services. (6) Provide electronic services. (7) Store/protect information resources.

General competencies - (1) Business/management skills. (2) Interpersonal skills. (3) Personal skills.

<http://www.cla.ca/resources/competency.htm>

### Cultural Human Resources Council (Conseil des Ressources Humaines du Secteur Culturel)

*Information Resources Management Specialists' Competency Tool Kit and Chart of Competencies for Information Resources Management Specialists*

The Cultural Human Resources Council brings together representatives of arts disciplines and cultural industries in the cultural sector to address training and development needs of cultural workers. The Chart of Competencies has been designed for use in conjunction with an Information Resource Management Specialists Tool Kit. The Chart covers seven levels of Professional Competencies and three levels of General Competencies. The competency Profile details tasks, performance indicators, highlights important actions and a range of personal, interpersonal and business skills.

Focus of competencies – task based.

Professional Competencies – (1) Create and maintain program services. (2) Acquire/disposal of information resources. (3) Implement a framework for access to information resources. (4) Provide reference, research and advisory services; (5) Provide access and support services. (6) Provide electronic services; (7) Store/protect information resources.

General Competencies – (1) Demonstrate business/management skills; (2) Demonstrate interpersonal skills. (3) Demonstrate personal skills.

[http://www.culturalhrc.ca/competencies/irmsProfile/Comp\\_IRMS\\_e.pdf](http://www.culturalhrc.ca/competencies/irmsProfile/Comp_IRMS_e.pdf)

### Information Management Forum

*Information and Records Management – Competency Profile, 2000*

The Information Management Forum comprises of managers in the Government of Canada who share common interests in the management of information as a resource in support of the delivery of government programs and services. The profile developed by the Forum presents the general areas of competence and tasks which make up the work of professionals and technicians in information and records management occupations. There are seven sets of competencies and three skill sets in the profile.

Focus of competencies – professional tasks and personal qualities.

Scope – Professionals and technicians in information and records management.

Competencies – (1) Provide information and records management programs and services. (2) Capture information and records. (3) Organise and describe information and records. (4) Provide access to information and records. (5) Store and protect information and records. (6) Dispose of Information and records. (7) Provide electronic services.

Skills – (1) Demonstrate business and management skills. (2) Demonstrate interpersonal skills. (3) Demonstrate personal skills. After the competency and skills section of the Profile are three appendixes, designed to create a link to government job models, levels of competency required by each level of work and a competency self assessment checklist.

[http://www.imforumgi.gc.ca/documents/2000/compet/compet01\\_e.asp](http://www.imforumgi.gc.ca/documents/2000/compet/compet01_e.asp)

### Library and Archives Canada

Library and Archives Canada collects and preserves Canada's documentary heritage, and makes it accessible to all Canadians.

The organisation's 'Statement of Merit for Archivists' sets out the key requirements needed by people seeking employment as archivists at Library and Archives Canada. There are essential qualifications and asset qualification requirements. Candidates must meet each essential qualification to be appointed to a position. Asset qualifications are used to match successful candidates with specific positions.

Essential qualification requirements relate to education, experience, knowledge, abilities and personal characteristics. (1) Education - a Masters degree in information science, social sciences, humanities or some other specialty relevant to the position. (2) Experience - in undertaking a variety of research projects using archival sources, in writing substantial reports, a thesis and/or publications. (3) Knowledge of the general trends of the evolution of Canadian society and the theory and methods of the archival discipline. (4) Ability to use reasoning to solve problems, work in a multi-disciplinary, project management environment, to negotiate, to undertake research, analyse and evaluate, to communicate orally and in writing and to work in teams. (5) Personal attributes includes effective interpersonal relationships, initiative, judgment and service orientation.

Asset qualification requirements relate to education, experience, knowledge and abilities. (1) Education – academic background in history or contemporary administration of the federal government related to particular areas of subject expertise; an academic background in the evolution of Canadian society with a various history specializations. (2) Experience in doing acquisition, arrangement and description of archival holdings; in working with Canadian moving images and sound, music or photographs or art or postal records or cartography or architecture and/or geomatics; in providing reference services within the Canadian libraries or Canadian archives; in the development of reference and

access tools using new technologies; in knowledge management within knowledge management organisations. (3) Knowledge of the methods used in research in the social sciences and humanities or related fields, of contemporary and historical modes of communication; of Canadian moving images and sound, music or photographs or art or postal records or cartography or architecture and/or geomatics. (4) Ability to conduct visual analysis of images.

(Source – Robert McIntosh, Director-General, Canadian Archives and Special Collections Branch, Library and Archives Canada)

## **The Netherlands**

Heritage Foundation The Netherlands (Stichting Erfgoed Nederland)

In 2002 the Association for Records Management and Archives, now merged into the Heritage Foundation, formulated a set of competencies for records managers and archivists, covering knowledge, skills and abilities.

Areas of competencies: 1. Set up an archival system; 2. Manage an archival system; 3. Judge an archival system; 4 Capture of records; 5. Provide access to records; 6. Appraisal of records; 7. Preservation and conservation; 8. Dispose of records and information; 9. Research on records; 10. Education and information.

<http://www.divaprofielen.nl> (Dutch)

## **United States**

ARMA International

*Records and Information Management Core Competencies (2007)*

ARMA International is a not-for-profit professional association and an authority on managing records and information. It has developed the *Core Competencies for the Records and Information Management (RIM) Professional* that define the knowledge and skills needed to perform successfully in the profession.

The Core Competencies are organised by competency level and performance domain. There are four competency levels reflecting the amount of knowledge and experience needed to perform specific tasks or skills for a range of positions extending from entry level to executive jobs regardless of time spent in the profession. There are six domains or categories of competencies in a particular performance area which define major responsibilities or duties that make up the profession. The domains are – (1) Business Functions covers the knowledge and skills necessary to administer, implement or maintain the non-RIM specific functions an organisation performs in achieving its objectives; (2) RIM Practices relates to knowledge and skills required to systematically manage records and information from creation or receipt through to processing, distribution, organisation, storage and retrieval and ultimate disposition; (3) Risk Management pertains to the knowledge and skills necessary to proactively mitigate and manage the potential for damage to or loss of records and information; (4) Communications and Marketing covers the knowledge and skills necessary to effectively

exchange thoughts, messages, or information by speech, writing or behavior and to effectively champion the benefits of a RIM program within an organisation; (5) Information Technology relates to the knowledge and skills necessary to develop, maintain and use information processing systems, software applications and supporting hardware and networks for the processing and distribution of data; (6) Leadership pertains to the knowledge and skills necessary to motivate groups of people towards the achievement of the RIM programs goals within the context of the organisations overall goals. Within each domain are tasks statements that identify the knowledge and skills required to perform the task competently.

<http://www.arma.org/competencies/index.cfm>

## CERTIFICATION

### Italy

#### Italian National Archival Association (ANAI)

The ANAI established a working group in 2001 to consider the professional certification of archivists in Italy. The Group has identified general rules to be adopted for professional certification to guarantee competence and to furnish potential users of professional archival services with an objective indication that the archivists considered actually has the required skills. Their work has included establishing a list of certifiable activities arranged in 10 areas.

Professional archival activities eligible for certification – (1) Preparatory activities (record inspections, analysis, planning). (2) Arrangement and inventory. (3) Records survey. (4) Archives management. (5) Organisation of current records. (6) Creation of finding aids and other archival tools. (7) Other scientific activities (publication, organisation of events, presenting papers at conferences). (8) Consultancy. (9) Training, teaching and education. (10) Expert opinions, estimates and arbitration.

Isabella Orefice, ‘The Italian approach to Professional Certification for Archivists’, *VII European Conference on Archives, 18-20 May 2006, Warsaw, Poland*.

[http://archiwa.gov.pl/repository/wz/VII%20Konferencja/Papers/I\\_Orefice\\_The%20Italian%20Approach....pdf](http://archiwa.gov.pl/repository/wz/VII%20Konferencja/Papers/I_Orefice_The%20Italian%20Approach....pdf) and

[http://archiwa.gov.pl/repository/wz/VII%20Konferencja/Papers/I\\_Orefice\\_PROFESSIONAL%20ARCHIVAL%20ACTIVITIES....pdf](http://archiwa.gov.pl/repository/wz/VII%20Konferencja/Papers/I_Orefice_PROFESSIONAL%20ARCHIVAL%20ACTIVITIES....pdf)

### United States

#### Academy of Certified Archivists (ACA)

The Academy of Certified Archivists is an independent, non-profit organisation for certifying professional archivists. Its objectives are to promote professional archival standards, to foster a fundamental level of professional knowledge among archivists and to monitor and advance professional standards in education programs and hiring. The Academy sets and maintains standards by which archivists become certified and administers an annual certification examination.

The ACA has developed a Role Delineation Statement defining knowledge and skills necessary for archival work. It defines major domains of archival practice, associated tasks and related knowledge statements that describe generally what archivists need to know in order to complete each of the tasks. Together these elements encompass commonly accepted duties and responsibilities that professional archivists perform in the course of their work.

The domains are (1) Selection, appraisal and acquisition. (2) Arrangement and description. (3) Reference services and access. (4) Preservation and protection. (5) Outreach, advocacy and promotion. (6) Managing archival programs. (7) Professional, ethical and legal responsibilities.

<http://www.certifiedarchivists.org>

#### ARMA International/ Institute of Certified Records Managers (ICRM)

ARMA International is a not-for-profit professional association and an authority on managing records and information. The Institute of Certified Records Managers (ICRM) is ARMA International's certifying body. The ICRM is an international certifying organisation of and for professional records and information managers established to meet the requirement to have a standard by which people involved in the industry could be measured, accredited and recognized according to criteria of experience and capability established by their peers.

People involved in records and information management can become a Certified Records Manager (CRM) through the ICRM certification process which is based on an assessment of educational qualifications, work experience and through passing an examination.

For certification purposes ICRM has determined that a professional records and information manager must have acceptable work experience in 4 or more of the following categories – Management of a Records Management Program, Records Creation and Use, Active Records Systems, Inactive Records Systems, Records Appraisal, Retention and Disposition, Records Protection, Records and Information management Technology. The optimum combination of experience and education requirements are a baccalaureate degree from a four-year accredited college and three years of full time or equivalent professional experience in records management. The ICRM examination is divided into six parts – (1) Management Principles and the Records Management Program (2) Records Creation and Use (3) Records Systems, Storage and Retrieval (4) Records Appraisal, Retention, Protection and Disposition (5) Equipment, Supplies and Technology; (6) Case Studies.

<http://www.arma.org/careers/certification.cfm>

<http://www.icrm.org/>



### National Archives & Records Administration (NARA)

#### *Certification of Federal Records Management Training*

NARA offers an optional certification program for individuals who successfully complete training in Federal records management. The goals of the NARA certification program are to – raise awareness and improve effectiveness of Federal records management; increase the level of professionalism of those managing Federal records; give Federal records professionals a set of benchmarks to gauge their professional development and give NARA the ability to better access the effectiveness of its training program.

There are six courses based on particular knowledge areas – (1) Records management overview. (2) Creating and maintaining agency business information. (3) Records scheduling. (4) Records scheduling implementation. (5) Asset and risk management. (6) Records management program development.

<http://www.archives.gov/records-mgmt/training/certification.html>

## COURSE ACCREDITATION/ RECOGNITION

### **Australia**

#### The Australian Society of Archivists (ASA)

The Australian Society of Archivists is the peak professional body for archivists in Australia. The Society uses an accreditation process to assess university courses to determine whether graduates will be eligible for professional membership with one, as opposed to two year's relevant work experience. Course accreditation also provides the ASA with an opportunity to express interest in courses and is a form of dialogue between the ASA and educators supporting the objectives of the Society to establish and maintain standards of archival practice and administration and of professional conduct amongst archivists, and to establish standards of archival qualifications and professional training.

The criteria the ASA uses to assess courses is based on the Statement of Knowledge for Recordkeeping Professionals detailed under the Australia/Competencies heading above.

<http://www.archivists.org.au/course-accreditation>

#### Records Management Association of Australasia (RMAA)

The RMAA is the major professional body representing records and information management professionals in Australia and New Zealand. The RMAA runs a program for accrediting undergraduate, postgraduate and vocational (para professional) courses. This program has three major objectives (1) to enable academic institutions to apply for formal RMAA recognition of their courses; (2) to provide academic institutions with the opportunity to test their courses against RMAA expertise and knowledge of 'best practice' and the Records Management Standard; (3) to establish a measure by which to identify specific qualifications which may be used in determining professional status for members of the RMAA.

The Statement of Knowledge for Recordkeeping Professionals, detailed under the Australia/Competencies heading above, establishes the criteria for the knowledge base expected to be reflected in course curriculum. The Association has a course accreditation checklist which is divided into five categories – (1) Information Generation, Communication and Utilisation (i.e. techniques whereby records and information is created, analyses, evaluated, moderated and manipulated to meet defined requirements) (2) Information Management and Organisational Context (i.e. application of techniques for planning, implementing, evaluating, analyzing and developing archives and information products and services within the context of an organisation) (3) Information Systems and Information and Communication Technologies (i.e. availability and functionality of manual and electronic information systems and information and communications technologies insofar as they apply to the principles and practices of information management) (4) Information Environment and Policy (i.e. the dynamics of information flow in society) (5) Management Skills (i.e. principles and techniques associated with business and institutional management).  
<http://www.rmaa.com.au/docs/profdev/recognition.cfm>

## **United Kingdom**

### The Society of Archivists

The Society of Archivists is the recognized professional body for archivists, archive conservators and records managers in the United Kingdom. Membership includes a category of Registered Members, only open to those who have followed a post-graduate program recognized by the Society. The course recognition program has two functions - to ensure that programs provide professional education of appropriate content and standard; and to ensure the maintenance of a dialogue and mutual influence between the Society and each program so that each program can contribute as fully as possible to the creation of an educated and trained profession.

The Society recommends that programs should seek to deliver the following core outcomes for archives and records management programs - (1) Context of archives and records management. (2) Repository management. (3) Archival description. (4) Access and user services. (5) Records management.

The Society recommends that programs should seek to deliver the following core outcomes for records management programs – (1) Context of records management. (2) Records management systems and programs. (3) Records management policies and responsibilities. (4) Records management processes and controls. (5) Records management communication and monitoring. (6) Records management practical context.  
<http://www.archives.org.uk/careerdevelopment/startingout/postgraduatecourses/revisedaccreditationcriteriaforpostgraduatecourses.html>

## **United States**

### Society of American Archivists (SAA)

#### *Guidelines for a Graduate Program in Archival Studies*

The Society of American Archivists is the professional archival association for American archivists. The SAA guidelines establish minimum standards for archival education programs in terms of mission, curriculum, faculty and infrastructure and serve as a benchmark against which graduate programs in archival studies may be measured. The body of knowledge a student needs to master is comprised of both core archival knowledge and interdisciplinary knowledge.

The components of the core archival knowledge are – (1) Knowledge of archival functions (appraisal and acquisition; arrangement and description; Preservation; Reference and access; Outreach and advocacy; Management and administration). (2) Knowledge of the profession (history of archives and the archival profession; records and cultural memory; ethics and values). (3) Contextual knowledge (social and cultural systems; legal and financial systems; records and information management; digital records and access systems).

The components of interdisciplinary knowledge are – (1) Information technology. (2) Conservation. (3) Research design and execution. (4) History and historical methods. (5) Management. (6) Organisational theory. (7) Liberal arts and sciences. (8) Allied professions.

The components of administration, faculty and infrastructure benchmarked are – (1) Faculty. (2) Program duration. (3) Structure and learning processes (coursework; practical experience; scholarly research). (4) Physical resources and facilities. (5) Administration, placement and financial support.

[http://www.archivists.org/prof-educatin/ed\\_guidelines.asp](http://www.archivists.org/prof-educatin/ed_guidelines.asp)