

# Understanding the role, place and potential of the 'Statement of Knowledge for Recordkeeping Professionals'

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In 2006, the ASA/ RMAA Joint Education Steering Committee completed the 'Statement of Knowledge for Recordkeeping Professionals'.<sup>1</sup> Why? Is it just one more example of a statement or set of competencies of skills, knowledge or attributes or does it have something else to offer the recordkeeping profession? Why do we, in Australia, have both the Recordkeeping Competency Standards and the Statement of Knowledge for Recordkeeping Professionals? How do they compare with competencies of other information-based professions?

This article aims to explore the context of the Statement of Knowledge, its origins, purpose, content and where it sits within the wider recordkeeping education framework. Descriptions of knowledge, skills and attributes, such as the Statement of Knowledge, can influence the education, work and self-identity of every recordkeeping professional. Exploring the descriptions of knowledge, skills and attributes, referred to loosely as 'competency frameworks', of other information-based professions and the research framework will also add to the context of the Statement of Knowledge. The article will conclude with a discussion on the future of the Statement of Knowledge and what might influence its direction.

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## Introduction

This article seeks to explore the origin, development and place of the 'Statement of Knowledge for Recordkeeping Professionals'.<sup>2</sup> The Statement was developed jointly by the Australian Society of Archivists (ASA) and the Records Management Association of Australasia (RMAA) to describe the knowledge that defines the recordkeeping profession and which should be acquired by recordkeeping professionals through education, work and continuing professional development.

The Statement of Knowledge (the Statement) was one of the key recommendations arising from the 2003 Archives and Records Education Stakeholders (ARES) Forum in 2003; to produce a high-level statement that would 'identify exactly what is the body of domain-specific professional knowledge that recordkeepers require and that should form the content of courses'.<sup>13</sup> The Statement of Knowledge sought to provide a foundation for articulating the knowledge that was unique to the recordkeeping profession and not likely to be the domain of any other profession.

To understand why the ASA and RMAA developed a Statement of Knowledge when there are already many competency frameworks that cover knowledge, skills, behaviours, attributes or qualities, it is essential to explain some broader concepts. These broader concepts relate to Australian education frameworks and education for the recordkeeping profession. They are complex and consensus has not been achieved how

they best support the profession. In this article, the term 'competency framework' is used in an embracing way to describe various combinations of knowledge, skills and attributes of an occupation or profession.

The article will firstly discuss these broader concepts, what they look like and how they influence the purpose and place of the Statement of Knowledge. The discussion will then focus on the origin, development and practical uses of the Statement of Knowledge in education, at work and for professional development. The article will conclude with some ideas about future directions of the Statement of Knowledge, links with the research framework and its continuing relationship with the recordkeeping competency standards contained in the *Business Services Training Package*.<sup>4</sup>

### **Core concepts**

Four concepts or frameworks have had a particular influence on why the Statement of Knowledge was developed and how it is now used by the profession. These are the concepts of recordkeeping as a profession, competence, recordkeeping competency standards and the Australian Qualification Framework (AQF).

### **Recordkeeping profession**

Picot (2001)<sup>5</sup> and Pember (2007)<sup>6</sup> both reveal that the concept of recordkeeping as a profession emerged during the late 1990s in response to the growth of electronic business environments, and in part in recognition of a perception by the business community that the term 'recordkeeping' had more relevance than archives and records management. Three groundbreaking initiatives in particular contributed to the emergence of recordkeeping as a profession.

- the publication of the new Australian Standard *Records Management* (AS4390), which provided a new framework to describe work processes;
- the development of the new records continuum theory to manage records in an electronic business environment; and
- the initial development of the archives and records competency standards and more especially the 2001 review of these standards which determined that 'archivists and records

managers performed recordkeeping processes differing only in emphasis or primary focus but which required the same fundamental competencies'.<sup>7</sup>

## Competence

There is no consensus in the education or the recordkeeping literature about what the concept of competence means. Burns (2002), for example, offers two different approaches to the concept of competence in a discussion about the adult learner at work.

1. This first definition is task and performance orientated independent of the individual, also described as a positivist paradigm or tradition.

The most widely held conception of competency is that it is task-based, conceived in terms of discrete behaviours associated with the successful completion of atomised tasks competency is not an overt observable behaviour but inferred from performance.<sup>8</sup>

2. This second definition considers the individual in understanding the concept of competence and is referred to as humanist.

The major alternative paradigm is a situation or interpretive one, which recognises that people give personal meaning to experiences; meaning grows from the way individuals react with the world. Competency-based training in this paradigm is a thoughtful process reflecting interaction between context, culture, social practice, experience and personal attributes used to achieve outcomes in jobs located within organisational-particular relationships.<sup>9</sup>

Edwards and Knight (1995), in discussing competence in relation to higher education, further highlight the ongoing contest between the positivist and humanist paradigms of competence.

The tension lies in a distinction between an emphasis on the assessment of key aspects of performance in context and an emphasis on the developing knowledge and culture of

the subject or profession into which the student is being inducted.<sup>10</sup>

Anderson (2003) continues the debate in the archives and records literature.

It is essential that archivists and records managers understand the theory that underpins their professional practice. Competency-based training alone will not provide this understanding. It is static training, tied to the practices of today, providing little if anything in the way of insights or tools to meet future challenges. Professional education should be based on sound pedagogical principles that encourage students to analyse and synthesise information and stimulate critical thinking.<sup>11</sup>

Just as there is no consensus about competence, competencies are also defined in many ways. Competencies are a means to achieve competence and describe knowledge, skills and behaviours or attributes for a specified occupation or profession. Some are linked to performance of pre-determined set tasks, which can be described as a positivist approach; others are values or culture-based, focusing on future thinking and adapting to change, also referred to as humanist competencies or capabilities.<sup>12</sup>

For example, ARMA International (2007) links competencies to performance.

Competencies are defined as the knowledge, skills, characteristics, or traits that contribute to an outstanding performance in a particular profession. They are described in a way that they can be observed, measured and rated.<sup>13</sup>

Innovation and Business Skills Australia (2007) follows a similar path.

The broad concept of competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace.<sup>14</sup>

The definition of competencies by the Special Libraries Association (2003) has more emphasis on knowledge than measured performance.

Professional competencies relate to the practitioner's knowledge of information resources, access, technology and

management and the ability to use this knowledge as a basis to providing the highest quality information services.<sup>15</sup>

What can be learned from this brief discussion about the concept of competence and definitions of competencies is that there is more than one approach and any debate about the competence and decisions to create a set of competencies has to establish the context in which it will be used. There is no single definition of competence or of competencies that is relevant to all contexts.<sup>16</sup>

The purpose, presentation and use of competencies can vary significantly, even though the language may reveal only subtle variations. Contexts in which they are used include:

- assessment for formal qualifications;
- individual accreditation for professional membership;
- outcomes of students to support formal course recognition;
- mapping of education and training initiatives to ensure relevance to the profession; and
- identity of a professional in a particular field.

Some are found in formal qualifications; others are more inspirational to inspire entry to a profession or to encourage continuing professional development.<sup>17</sup> Table 1 contains examples of different statements or sets of competencies or capabilities in the records and information fields. The first column in this table quotes an example of a competency or capability, the second shows the organisation responsible and the third column explains the purpose of the competency.

**Table 1 Examples of competencies or capabilities and their context in the records and information discipline**

Description of competency	Organisation	Purpose
'Determine records requirements to document a function.' <sup>118</sup>	Innovation and Business Skills Australia	Assessed for formal qualification of Diploma or Advanced Diploma in Recordkeeping
'Apply theory and practice through ethical behaviour, promulgated in codes of practice or conduct.' <sup>119</sup>	ASA/RMAA Joint Education Steering Committee	Describing capabilities of professionals
'Appreciate the value of records in different contexts as both information resources and evidence for legal accountability and historical purposes.' <sup>120</sup>	Society of Archivists (United Kingdom)	Criterion about what students would be capable of achieving once completing the course for which recognition is being sought
'Demonstrates expert knowledge of the content and format of information resources, including the ability to critically evaluate, select and filter them.' <sup>121</sup>	Special Libraries Association (SLA)	Information about nature of profession for promotion and educational purposes
'Knowledge of and ability to enforce the archive's policies, procedures and standards of service.' <sup>122</sup>	National Archives of Australia	Competencies for reference archivists to support professional development programs

Table 1 continued:

'Information organisation, demonstrated by the ability to: enable information access and use through systematic and user-centred description, categorisation, storage, preservation and retrieval.' <sup>123</sup>	Australian Library and Information Association (ALIA)	Core knowledge statement to explain nature of profession
'Protect archival records by monitoring environmental controls and following established procedures to control access.' <sup>124</sup>	ARMA International	Records and information management core competencies
'Encourage the creation and sustainability of moving image, sound, photographic and digital archives.' <sup>125</sup>	Archives Task Force (UK)	Skills and knowledge needed in curriculum for archive administration

These few examples show that competencies in their most general application describe a mixture of being able to do and demonstrate understanding of something and thus be capable of achieving something. The differences are more related to what they are used for than how they are expressed.

What is also common to the various approaches is the link to education, roles and responsibilities, and the domain-specific body of knowledge. Even *AS ISO 15489, Records Management* makes brief references to the roles and responsibilities for recordkeeping. Examples include:

- records management professionals having responsibilities for designing systems and training;



- executives supporting application of records management policies;
- systems administrators ensuring documentation is accurate and available; and
- employees being accountable for keeping records of activities.<sup>26</sup>

### **Recordkeeping competency standards**

The third of the four concepts that have influenced the Statement of Knowledge is the set of recordkeeping competency standards that are developed by industry or sector-based skills councils and combined into groupings that are endorsed as qualifications by the Australian Government.<sup>27</sup> These vocational level qualifications are then delivered by registered training organisations, which are also accredited by the Australian Government.

The recordkeeping competency standards are part of the *Business Services Training Package* and are made up of 19 separate units of competency, defined as:

Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job, function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.<sup>28</sup>

There are four formal qualifications to which the recordkeeping competency standards relate:

BSB30807 Certificate III in Recordkeeping  
BSB41707 Certificate IV in Recordkeeping  
BSB51707 Diploma in Recordkeeping  
BSB60807 Advanced Diploma in Recordkeeping.<sup>29</sup>

Each qualification consists of a number of mandatory units that match the complexity needed for each level. For example, a unit for the Certificate III is not as complex as a unit for the Advanced Diploma. For each qualification, electives may also be selected from other training packages or from other units in the recordkeeping competency standards.

The competency standards give assessors and trainers as much advice as possible, to ensure that the delivery and assessment of performance of students against the competencies is as consistent as possible. This helps to achieve consistency across all training providers and to support national recognition of qualifications. However the standards do not prescribe how the training is delivered.<sup>30</sup>

### **Australian Qualifications Framework (AQF)**

This relationship between the different qualifications and the recordkeeping competency standards leads to the fourth concept being discussed, the Australian Qualifications Framework (AQF).

The Australian Qualifications Framework (commonly known as the AQF) is a unified system of national qualifications in schools, vocational education and training (TAFEs and private providers) and the higher education sector (mainly universities).<sup>31</sup>

The 2007 set of recordkeeping competencies fit within four of the fifteen recognised qualifications in the AQF. The four recordkeeping qualifications mentioned above are categorised in the AQF as being part of the vocational education and training sector, whereas undergraduate or postgraduate degrees are part of the higher education sector. This means that the recordkeeping competency standards are not used to develop or assess undergraduate degrees or postgraduate degrees.

In summary, the four concepts that set the broader picture for the Statement of Knowledge are complex but integral to the training and education of the recordkeeping profession in Australia, and shape current and future directions. It is within this backdrop of complex structures and frameworks that the recordkeeping profession sought alternative options to support training and education and the identity of the profession.

### **Origin and development of the Statement of Knowledge**

The origin of the Statement of Knowledge lies in the initial movement towards common competency frameworks for archives and records in the 1990s. The first set of competency standards for archives and records was released in 1997.<sup>32</sup> It contained competencies that were relevant for

qualifications at the undergraduate and postgraduate levels, as well as the vocational level qualifications. For the first time there were common, practical tools for the archives and records professions.

The particular significance of the Australian practice and the records continuum framework in the context of competency development was that it dissolved the wall between records management practices and archival practices.<sup>33</sup>

Following a review in 2000, a new set of competency standards was released (in 2001), but without competencies at the undergraduate or postgraduate level. This left a gap in industry benchmarks to define skills and knowledge for the profession and for developing and recognising undergraduate and postgraduate degree qualifications.<sup>34</sup>

The concerns of the profession about this gap for benchmarks for tertiary level qualifications was one of several catalysts for the 2003 Archives and Records Education Stakeholders Forum (ARES).

The Forum was intended to focus on education within the broadest range of recordkeeping areas including archives, records and records management. Its intention was to focus on the need to sustain specialist education within those fields. The two associations were concerned to ensure that such education is sustained in the current climate of considerable change in the local educational landscape.<sup>35</sup>

There was also concern that knowledge of theory was not covered thoroughly enough in the recordkeeping competency standards to be applicable to undergraduate and postgraduate qualifications.<sup>36</sup>

Through ARES 2003, the ASA and the RMAA formed a new Joint Education Steering Committee to develop, among other objectives, the 'Statement of Knowledge for Recordkeeping Professionals'.

As mentioned in the introductory paragraphs, the Statement of Knowledge sought to provide a foundation for articulating the knowledge that was unique to the recordkeeping profession and not likely to be the domain of any other profession. By focusing on knowledge it could stand apart from the competency standards, which very comprehensively articulated the 'how' of recordkeeping, but bound within the structure of the AQF. The Statement sought not to be tied to the AQF or to particular

environments or jurisdictions. The Statement also sought to be brief and adaptable for a range of purposes.

## **Structure of the Statement of Knowledge**

The Statement of Knowledge is divided into the following parts:

- introduction, sources and where it sits within the wider recordkeeping education framework;
- summary of the capabilities of recordkeeping professionals; and
- explanation of the knowledge domains.

There are four knowledge domains, covering underpinning theory, records and recordkeeping systems, context and processes. The descriptions in the Statement introduce the full body of knowledge that is embedded in the literature, policies, procedures and systems over time and in multiple contexts.

### *Knowledge domain: Body of theory and principles*

This domain is about understanding the body of theory that informs the recordkeeping profession. Theoretical knowledge should underpin all decisions and actions undertaken by practitioners. Theory is constantly being researched, challenged, confirmed or modified so it is not fixed in time or place, but is rather a dynamic ongoing process. Ethics and principles guide how the body of theory is interpreted. The following three domains are all informed by the theory domain.

### *Knowledge domain: Purposes and characteristics of records and recordkeeping systems*

This domain covers records and the systems in which they were created and maintained; why they were created, the information they contain and how evidence is represented in the records. The systems could be hardcopy or digital and exist in the past, present and future.

### *Knowledge domain: Context*

This domain describes the broader environment that is needed to support creation and maintenance of records. It is about the legislative, regulatory, governance, community and business frameworks. It is also about the

standards that guide implementation of theory and ethics, such as *AS ISO 15489, Records Management*.

*Knowledge domain: Recordkeeping processes and practices*

This domain describes the implementation of recordkeeping theory, frameworks and standards and reflects a range, but not all, of the responsibilities of the many and varied roles that members of the profession might carry out. These include appraisal, preservation, custody, ongoing management, reference, accessibility, description and classification.

### **Application of the Statement of Knowledge**

There are many ways educators, institutions, professional associations and individuals can apply the Statement of Knowledge.

A statement of knowledge is one of the benchmarks by which an association can regard itself as a professional association, along with ethics and codes of practice.<sup>37</sup> The very existence of a statement of knowledge increases the credibility of a profession, whatever the uses to which it is put.<sup>38</sup>

The ASA and the RMAA are using the Statement of Knowledge as a foundation document to assist in the recognition of courses at undergraduate and graduate level at several Australian universities, through assessing how much recordkeeping knowledge is covered and to what depth. This recognition processes also supports guidelines for determining professional membership of the respective associations.<sup>39</sup> This recognition processes complements but does not seek to duplicate the formal accreditation process that all training providers at vocational and higher education level in Australia must undergo.<sup>40</sup>

Managers of recordkeeping teams can use the statement to identify areas of training for the workplace and to assess if there are gaps in policies and procedures. The Statement can assist the preparation of individual or team learning and development plans for:

- induction plans for new recruits;
- teams undertaking new responsibilities and projects;

- existing personnel needing to understand new concepts and practices; and
- experienced personnel ready to take on new challenges.

The Statement of Knowledge influences what professionals do, learn and know in several ways, including through:

- information in recruitment information and interview questions;
- helping organisations decide if they are looking for employees with knowledge to undertake routine operational processes, or in-depth knowledge to solve complex recordkeeping issues;
- using the knowledge domains to determine content for formal or short courses;
- facilitating individuals to map their areas of expertise and identify strengths and directions for further development;
- helping associations and employers identify priorities for professional development ; and
- helping promote the value of professional knowledge to potential employers.

In addition to the knowledge outlined in the Statement, professionals need a wide range of skills and knowledge in other areas, depending on the context in which they are working. These might be identified through codes of conduct, statement of values, leadership capability, and information technology or management skills. There are a considerable number of these sources available to professionals to direct their future development. Some are jurisdiction specific, others based on industry or professional association requirements.<sup>41</sup>

There is work yet to be done to get the Statement used more widely. It needs a variety of marketing angles, such as short, catchy material for career fairs and various job guides, in hardcopy and online formats. An executive summary would help those wanting to know why it exists and what it contains. Other publicity material is dependent on the context, such as career advice for new starters to the profession or business cases to justify employing a recordkeeping professional.

A review of the Statement of Knowledge by the ASA and RMAA has been scheduled for 2008. Areas that need attention include presentation, language, promotion to members of the associations, as well as to related disciplines and employers. The review needs to take account of new research into principles and practices of recordkeeping and education of recordkeeping professionals, such as the research on 'Pluralizing the Archival Paradigm through Education', which recommends the need to 'reconfigure educational programs to be more inclusive, culturally sensitive and diverse'.<sup>42</sup> If the Statement of Knowledge is to support educational programs of the recordkeeping profession, then it too needs to be able to reflect such recommendations. By the second half of 2008, the role of the Statement of Knowledge in recognition of courses will be able to be evaluated for the effectiveness of its content and structure.

### Place of the Statement

Having described how the Statement is used, the next issue to discuss is its place in, and value for, the profession. The Statement can make a contribution to the research framework of the profession as a source for which aspects of the underpinning theory and practice need to be investigated through research, by students, practitioners or educators. For example, how are records and systems changing as we move from physical to digital entities? Is practice keeping up with new standards or moving ahead? Are community environments and expectations changing? Pember (2007) makes this link between the body of knowledge and research unequivocal:

One indicator of a *profession* is a body of domain-specific core knowledge and theory. This body of knowledge or theory base in turn is founded on a reiterative process of rigorous research and theory development.<sup>43</sup>

Anderson (2007) has expressed concern about the long term prognosis for the records professions if there is not a strong research framework to sustain over time 'an educated body of professionals whose expertise is underpinned by an integrated understanding of theory and principle'.<sup>44</sup> Procter (2005) is concerned that educators and practitioners alike might 'be high-jacked by non record-keepers, without any natural affinity with the principles of record-keeping'.<sup>45</sup> Pember and Cowan (2007) also argue the need for a research framework and presents evidence that research

into recordkeeping is increasing through national and international initiatives.<sup>46</sup> The results of such research will in turn build new knowledge and influence the body of theory and practice of the records professions. It can therefore be argued that research plays just as important a role as education and training in moving the thinking and practice of the records professions forward.<sup>47</sup> Anderson (2007) provides a framework for developing a research culture that will contribute to a greater understanding of recordkeeping theory and practice, involving collaborative efforts between practitioners, students, educators and professional associations.<sup>48</sup>

These arguments about research, education, knowledge and the identity of a profession would indicate that the research framework should be part of the wider context of the Statement of Knowledge. Figure 1 shows the connection between research, the Statement of Knowledge and other elements of the recordkeeping education framework.<sup>49</sup>

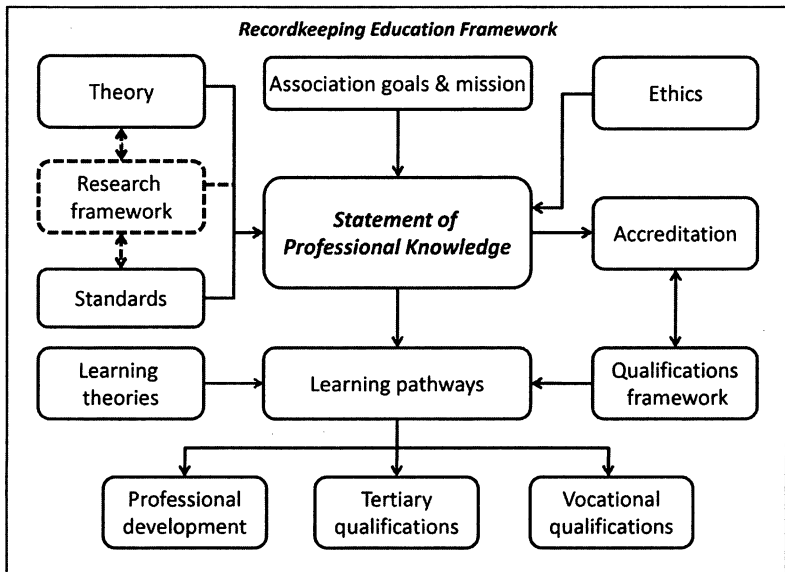


Figure 1: Place of research in recordkeeping education framework



The Statement also has a place in continuing professional development. Crockett (2007) has argued the importance of continuing professional development to assist recordkeeping professionals continue to learn and that there needs to be a framework to support this.<sup>50</sup> The Statement of Knowledge can provide a foundation for such a framework. It is not tied to any one jurisdiction, time frame, association or organisation, standard, procedure or legislation, and can help institutions and professionals target their education and training. This means it is relevant to professionals working with records and organisations, in the past, now and into the future.<sup>51</sup>

The Statement of Knowledge offers another foundation document to assist educators design and deliver recordkeeping courses. It is a complement to the competency standards, which focus more on the practical aspects of recordkeeping. A unit named 'Review recordkeeping functions' is derived from the Statement to support implementation of recordkeeping theory and principles at the operational level.<sup>52</sup> Both have a role in the education and training of the profession, but neither can provide a foundation for all approaches. A study by Pember (2005) about employment trends supports the need for different levels of knowledge. The study showed that employers were taking on both operational support personnel, as well as experienced or highly qualified professionals.<sup>53</sup>

Formal qualifications are part of the solution to building the profession, however they do not remove the need to engage in continual transfer of learning, at all levels within an organisation. Domain specific knowledge still has to be applied in context to give it meaning and to support problem-solving and knowledge transfer.<sup>54</sup> This means that whatever the level of knowledge, skills and ethical principles a new employee or contractor might bring with them, there will still be a need for 'situated learning', where the knowledge, skills and behaviours and culture relevant to that organisation need to be understood. Once understood they can be evaluated, challenged and adapted as the work practices and culture of the organisation changes.<sup>55</sup> The Statement of Knowledge facilitates this contextual learning as it is not bound by specific contexts; rather it supports the ability of professionals to interpret knowledge.

A statement focussing on knowledge offers a balance to the current focus on skills for the workplace.<sup>56</sup> One example of this focus on skills is the relatively recent inclusion of mandatory employability skills in the

competency-based training packages.<sup>57</sup> Billet (2000) argues that skills alone will not effect cultural change in the workplace or support new ways of working. Rather, knowledge underpinned by values and attitudes are better placed to support the ability of organisations and individuals to change culture and practice.<sup>58</sup>

## **Conclusion**

There is no question that competency frameworks can be complex, resource intensive and at constant risk of ceasing to be relevant for whatever purpose they were developed. The intent of the Statement of Knowledge was to give the recordkeeping profession a fighting chance of remaining a profession with a unique and valuable body of knowledge. The form and size of the Statement recognises that short documents linked to but not tied to other frameworks could offer flexibility in how it could be used, and be more manageable to review and renew over time, as it has to be. The lengthy and complex two year review of the recordkeeping competency standards clearly illustrates the importance of having a Statement that is not tied to complex government contexts and which can be updated through processes that are manageable by professional associations.

The Statement of Knowledge has the potential to support the profession at research, institutional, educational and individual levels. However, both the Statement and the recordkeeping competency standards will remain at risk if not fully embraced by the profession. They are not just pieces of information, but invaluable tools for everyone while they study, when at work, undertaking research, when promoting the profession, and for professional development. The Statement of Knowledge and the recordkeeping competency standards cannot remain unchallenged. They will only be relevant as long as there is a will to continually critique and renew them, especially as research reveals over time what constitutes the underpinning domain-specific body of theory and practice.

There is concern at the amount of work involved in the continuing commitment to competency frameworks; however, they are an integral part of the identity, education and training of the profession and the commitment has to be made. If the profession ignores the Statement and the recordkeeping competency standards, they will become out of date very quickly, not reflect research into theory and practice and eventually

the knowledge unique to the recordkeeping profession will be absorbed or changed by others or just disappear.

The recordkeeping profession needs to be able to move across multiple environments for today's and tomorrow's challenges, be recognised by employers, the community, its 'political masters'; and be able to take a stand in society.<sup>59</sup> How professionals embrace and apply the knowledge depends on the context of the workplace, and values, and ethical principles. This knowledge will be interpreted every day, sometimes challenged, other times lead to new knowledge or just to be more clearly understood.<sup>60</sup>

What professionals cannot do is let their knowledge remain the same; they must continue to research and to learn, however that is achieved, so they can adapt and develop new knowledge at theoretical and practical levels. So too the Statement will need renewal over time to reflect the domain-specific body of knowledge that defines the profession.

## Endnotes

<sup>1</sup> This article is an expanded and updated version of a paper presented at the Records Management Association of Australasia (RMAA) 23<sup>rd</sup> International Convention, 9-12 September 2007, Wellington, New Zealand. The author would like to thank Dr Sigrid McCausland and Ms Kate Walker for their comments in the preparation of this article and the two referees for their invaluable suggestions.

<sup>2</sup> ASA/RMAA Joint Education Steering Committee, 'Statement of Knowledge for Recordkeeping Professionals', 2006. Retrieved 7 December 2007 at <<http://www.archivists.org.au/course-accreditation>>. The Statement can also be found on the Records Management Association of Australasia (RMAA) website (retrieved 7 December 2007) at <<http://www.rmaa.com.au/docs/profdev/StatementKnowledge.cfm>>.

<sup>3</sup> Archives and Records Education Stakeholders (ARES) Forum, 'Facilitator's summary: Statement of intent', *Proceedings of the Archives and Records Education Stakeholders Forum*, Melbourne, Australian Society of Archivists, 2003. Retrieved 7 December 2007 at <<http://www.archivists.org.au/events/ARES2003/ARES.html>>.

<sup>4</sup> Innovation and Business Skills Australia (IBSA), *BSB07 Business Services Training Package*, Commonwealth of Australia, Canberra, 2008. The new Business Services Training Package was endorsed in December 2007 following a 2 year review and first published in 2008. Changes to the recordkeeping

competency standards include the merging of overlapping units, new and abolished units. See IBSA website at <http://www.ibsa.org.au/content/business/index.html>, for a detailed mapping and explanation of changes from the superseded BSB01 to the new BSB07 package. The content of the qualifications has remained essentially the same.

<sup>5</sup> A Picot, 'The story of the Australian recordkeeping competency standards', *Records Management Journal*, vol. 11, no. 3, December 2001, pp. 146-148.

<sup>6</sup> M Pember, 'The classic attributes of a profession: Does recordkeeping qualify?', *Proceedings of the 24<sup>th</sup> Records Management Association of Australasia (RMAA) International Convention*, 9-12 September 2007, Wellington, New Zealand, pp 4-5.

<sup>7</sup> Picot, p.147.

<sup>8</sup> R Burns, *The adult learner at work*, 2<sup>nd</sup> Edition, Allen & Unwin, Crowes Nest, 2002, p. 54.

<sup>9</sup> Burns, p. 56.

<sup>10</sup> A Edwards & P Knight (eds), *Assessing competence in higher education*, Kogan Page, London, 1995, p. 19.

<sup>11</sup> K Anderson, 'Access and partnerships: issues in professional education', *Proceedings of the Archives and Records Education Stakeholders Forum*, Melbourne, Australian Society of Archivists, 2003, p.10. Retrieved 7 December 2007 at <<http://www.archivists.org.au/events/ARES2003/ARES.html>>. Several other papers at this forum debated the complexity of competency-based education.

<sup>12</sup> M Hoy, 'Professional Development and Competency Standards', *Conference proceedings of the International Council of Archives Congress*, Vienna, 23-29 August 2004. Retrieved 7 December 2007 at <<http://www.wien2004.ica.org/fo/speakers.php?ctNv1=48&ctNv2=&IdSpk=225&AlphSpk=H&p=&SpkV=2>>. The issues surrounding positivist and humanist competencies are debated in this paper.

<sup>13</sup> ARMA International, 'Records and Information Management Core Competencies', 2007, p. 1. Retrieved 7 December 2007 at <<http://www.arma.org/competencies/index.cfm>>.

<sup>14</sup> IBSA, *BSB07 Business Services Training Package Volume 4*, Commonwealth of Australia, Canberra, 2008, p. 483.

<sup>15</sup> Special Libraries Association (SLA), 'Competencies for Information Professionals of the 21<sup>st</sup> Century', 2003, p. 2. Retrieved 7 December 2007 at <[http://www.sla.org/PDFs/Competencies2003\\_revised.pdf](http://www.sla.org/PDFs/Competencies2003_revised.pdf)>.

<sup>16</sup> M Hoy, 'Record-keeping competency standards: The Australian scene', *Journal of the Society of Archivists*, vol. 28, no. 1, April 2007, pp. 47-65. This article has references to a wide range of competency frameworks and how they are used in different approaches.

- <sup>17</sup> M Hoy, Record-keeping competency standards, p. 57.
- <sup>18</sup> IBSA, *Business Services Training Package Volume 4*, p. 665.
- <sup>19</sup> ASA/RMAA, 'Statement of Knowledge', p. 3.
- <sup>20</sup> Society of Archivists, 'Revised Accreditation Criteria for Post-graduate Courses', 2005. Retrieved 7 December 2007 at <<http://www.archives.org.uk/careerdevelopment/startingout/postgraduatecourses/revisedaccreditationcriteriaforpostgraduatecourses.html>>.
- <sup>21</sup> Special Libraries Association (SLA), 'Competencies for Information Professionals of the 21<sup>st</sup> Century', 2003, p. 5.
- <sup>22</sup> R Summerrell, 'Improving the education and professional development of reference archivists', *Archives and Manuscripts, Journal of the Australian Society of Archivists*, vol. 27, no. 1, May 1999, p. 77.
- <sup>23</sup> Australian Library and Information Association (ALIA), 'The library and information sector: Core knowledge, skills and attributes', 2005. Retrieved 7 December 2007 at <<http://www.alia.org.au/policies/core.knowledge.html>>.
- <sup>24</sup> ARMA International, 'Records and Information Management Core Competencies', p.15.
- <sup>25</sup> M Procter, 'On the Crest of a Wave or Swimming Against the Tide? Professional Education in an Information-conscious Society', *Journal of the Society of Archivists*, vol. 26, no. 1, April 2005, p. 64.
- <sup>26</sup> Standards Australia, AS ISO 1548--1: 2002 *Information and Documentation - Records Management - Part 1: General*, Standards Australia, Melbourne, 2001, 6.3.
- <sup>27</sup> See M Hoy, 'Record-keeping competency standards: The Australian scene', for a detailed analysis of the history, purpose, structure and dilemmas associated with these competency standards and their relationship to the Australian Qualifications Framework.
- <sup>28</sup> IBSA, *BSB07 Volume 1*, p. 483.
- <sup>29</sup> IBSA, *BSB07 Volume 1*, passim for requirements of the qualifications and *BSB07 Volume 4*, pp. 557-688 for detailed descriptions of each recordkeeping unit of competency.
- <sup>30</sup> IBSA, *BSB07 Volume 1*, pp. 473-482.
- <sup>31</sup> Australian Qualifications Framework (AQF), 'About the Australian Qualifications Framework', 2007. Retrieved 8 December 2007 at <<http://www.aqf.edu.au/aboutaqf.htm>>.
- <sup>32</sup> National Finance Industry Training Advisory Body, *Records and Archives Competency Standards*, Commonwealth of Australia, Canberra, 1997.
- <sup>33</sup> Picot, p. 146.

<sup>34</sup> S McCausland, 'Accreditation: Purpose, Process and Value', *Proceedings of the Australian Society of Archivists Conference*, Brisbane, Australia, 29-31 July 1999, p. 55; Picot, p. 148.

<sup>35</sup> ARES Forum, 'Facilitator's summary'.

<sup>36</sup> K Anderson, 'Access and Partnerships: Issues in Professional Education', in *Proceedings of the Archives and Records Education Stakeholders Forum*, Melbourne, Australian Society of Archivists, 2003, p.10. Retrieved 8 December 2007 at <<http://www.archivists.org.au/events/ARES2003/speakerspapers.html>>.

<sup>37</sup> M Crockett, 'Continuing professional development and the hallmarks of professionalism: an overview of the current environment for the record-keeping profession', *Journal of the Society of Archivists*, vol. 28, no. 1, April 2007, p. 84.

<sup>38</sup> M Pember, 'The classic attributes of a profession: Does recordkeeping qualify?', pp. 2-3.

<sup>39</sup> S McCausland, 'ASA Education Update', *Australian Society of Archivists Bulletin* 3, June 2006, pp. 9-11. The December 2007 issue of the Bulletin reported that courses at Curtin University had been accredited. Feedback from these accreditation processes will be invaluable for the 2008 scheduled review of the Statement of Knowledge. See also, Records Management Association of Australasia (RMAA), 'Recognition of Courses in Records and Information Management'. Retrieved 8 December 2007 at <<http://www.rmaa.com.au/docs/profdev/recognition.cfm>>. The RMAA also recognises courses provided at the vocational level.

<sup>40</sup> Australian Qualification Framework (AQF), 'Register of Recognised Education Institutions & Authorised Accreditation Authorities in Australia', 2007. Retrieved 8 December 2007 at <<http://www.aqf.edu.au/register.htm>>.

<sup>41</sup> Australian Public Service Commission (APSC), 'Integrated Leadership System', 2006. Retrieved 8 December 2007 at <<http://www.apsc.gov.au/ils/index.html>>. ALIA's 'Statement of core knowledge and skills' and ARMA International's core competency set also include generic skills, such as communication, leadership and management.

<sup>42</sup> A Gilliland, A Lau, Y Lu, S McKemmish, S Rele & K White, 'Pluralizing the Archival Paradigm through Education: Critical Discussions around the Pacific Rim', *Archives and Manuscripts*, vol 35, no 2, November 2007, p. 32.

<sup>43</sup> M Pember, 'The classic attributes of a profession: Does recordkeeping qualify?', p. 6. Domain-specific body of knowledge, skills and expertise is one of six criteria in a model of a profession.

<sup>44</sup> K Anderson, 'Education and training for records professionals', *Records Management Journal*, vol. 17, no. 2, 2007, p.103.

<sup>45</sup> M Procter, p. 70.

<sup>46</sup> M Pember & R Cowan, 'Promoting Records Management and Archives Research in Australia', *IQ: Informaa Quarterly*, vol. 23, issue 4, November 2007, p. 34.

<sup>47</sup> K Anderson, 'Education and training for records professionals', p. 104.

<sup>48</sup> K Anderson, 'Global archive and record-keeping research agendas: Encouraging participation and getting over the hurdles', *Journal of the Society of Archivists*, vol. 28, no. 1, April 2007, pp. 35-46.

<sup>49</sup> The original diagram, without the research component, can be found in the Statement of Knowledge, 2006, p. 2. There is also a strong link between research and ethics, but is difficult to link in this diagram. When the Statement of Knowledge is reviewed in 2008 all the components of this diagram will be assessed and updated as appropriate.

<sup>50</sup> Crockett, p. 100.

<sup>51</sup> ASA/RMAA, 'Statement of Knowledge', p. 2.

<sup>52</sup> IBSA, *BSB Volume 4*, pp. 587-592.

<sup>53</sup> M Pember, 'What Employers Really Want when Recruiting Recordkeeping Practitioners: Expectations in the Western Australia State Sector', *Archives and Manuscripts*, vol. 33, no. 2, November 2005, pp. 130-59.

<sup>54</sup> S Billett, 'Performance at work: identifying smart work practice', in R Gerber & C Lankshear (eds), *Training for a smarter workforce*, Routledge, London, 2000, p. 133.

<sup>55</sup> R Gerber & C Oaklief, 'Transfer of learning to strengthen workplace training', in R Gerber & C Lankshear (eds), *Training for a smarter workforce*, Routledge, London, 2000, p. 178.

<sup>56</sup> K Wain, *The learning society in a postmodern world*, Peter Long, New York, 2004, p. 65.

<sup>57</sup> Department of Education, Science and Training (DEST), 'Incorporating Employability Skills into Training Packages', 2006. Retrieved 8 December 2007 at <[http://www.dest.gov.au/sectors/training\\_skills/policy\\_issues\\_reviews/key\\_issues/es/incorporating\\_es.htm](http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/es/incorporating_es.htm)>. *Recordkeeping units of competency in Business Services Training Package* BSB07 include the now mandatory employability skills.

<sup>58</sup> Billett, p. 135.

<sup>59</sup> Crockett, p. 100; S Larson, 'Lifelong and life-broad learning' in R Gerber & C Lankshear (eds), *Training for a smarter workforce*, Routledge, London, 2000, p. 204.

<sup>60</sup> Larson, p. 203.