

## ARCHIVES & RECORDS ASSOCIATION REGISTRATION SCHEME

### REGULATIONS & GUIDANCE NOTES

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The Guidance Notes are presented in nine parts as follows. The parts have been designed to be helpful to people at particular stages of the Registration Scheme, or can be read one after the other for a complete overview. All parts are available to download from the Archives & Records Association website.

- Part 1 - Information for people thinking of enrolling on the Scheme
- **Part 2 - Information for candidates on the Scheme [with worked examples of forms]**
- Part 3 – Information for candidates submitting their portfolio
- Part 4 – Information for mentors
- Part 5 – Information for employers
- Part 6 – Blank forms
- Part 7 – Help & Contact Details
- Part 8 – List of Assessors
- Part 9 – Summary of rules applying to the Scheme
- Change log

### **Part 2 - Information for candidates on the Scheme**

This part of the Guidance notes contains the following information, which may be accessed through these hyperlinks.

#### [2.1 The Registration Scheme: Overview](#)

#### [2.2 Learning Outcomes form](#)

#### [2.3 Evidence](#)

#### [2.4 The Registration Scheme: Development Areas](#)

##### [2.4.1 Formal Training Courses](#)

##### [2.4.2 Private Study/Professional Research](#)

##### [2.4.3 Work Achievements](#)

##### [2.4.4 Contributions to the Profession](#)

#### [2.5 The Registration Scheme: Credits](#)

##### [2.5.1 Number of credits](#)

##### [2.5.2 Activities for which additional credits may be sought](#)

##### [2.5.3 Additional information about credits](#)

#### [2.6. Personal Action Plans](#)

NB. Worked examples of Learning Outcome Forms and Registration Application forms are available to download as separate documents.

## 2.1 The Registration Scheme: Overview

The purpose of the Registration Scheme is to encourage candidates to continue their personal professional development. There are a wide variety of ways in which this may be achieved depending on each candidate's personal circumstances. Because of the wide range of learning activities that may be submitted for credits, it should be possible for candidates to undertake the Scheme whatever their work environment and resources.

There are four **development areas**: -

- Formal training courses
- Private study/professional research
- Work achievements
- Contributions to the profession.

These are explained in detail below. The portfolio must cover at least three of the four development areas.

When applying for assessment for registration, candidates must offer, in their portfolios, **twelve credits**. These must be claimed for activities relating to the development areas and are explained below. A maximum of four credits may be offered in the Formal Training Courses development area, with a maximum of seven credits in the three other areas.

Every credit must be written up on a Learning Outcomes Form with appropriate supporting evidence.

## 2.2 Learning Outcomes Form

The Learning Outcomes Form (for blank copy please see the Guidance Notes Part 6 – Blank Forms) gives the candidate the opportunity to identify how the activity has contributed to their personal professional development. **Whether an activity is successful or otherwise is not the crucial factor here, the importance lies in what the candidate has been able to learn from the experience.** Candidates may also explain what were the benefits of the activity to colleagues, customers and their employer. Candidates are encouraged to think about the practical application of their professional knowledge and explain how they would hope to use this experience in the future.

In completing their Learning Outcomes Forms candidates should reflect on the activity and consider the following:

- What was the learning experience and why did I undertake it?
- What did I achieve / learn from it?
- How can I use what I have learnt now and / or in future?

Learning Outcomes Forms must be predominantly analytical, not descriptive; candidates must ensure there is sufficient reflection and analysis of their professional development. **In particular the Follow-up/Continued benefit section must relate predominantly to the candidate, not their employer.** They must be of a professional standard in terms of content and presentation; bullet point or notes style Learning Outcome Forms are only acceptable if the necessary element of reflective

practice is not compromised. Candidates are also encouraged to use the Learning Outcome form to reflect on follow-up/continued benefit at the time of application for registration, not just at the time of the activity; the use of later dated follow-ups showing later learning outcomes is encouraged.

A Learning Outcomes Form should be completed for every activity included in the registration application and should be placed in the portfolio in front of related evidence. Although there is no set length for Learning Outcomes Forms, the expected length is about one full page of A4 paper typed at font size 12. This is a suggested length, not a maximum; the form can go onto a second side of paper.

It is suggested that the three areas of the Form should be of increasing length, with the Background/motivation section being the shortest.

Examples of completed Learning Outcomes Forms for each Development Area are available to download as separate documents.

***IMPORTANT:** You are strongly advised to complete your learning outcomes forms and collect evidence at the time you undertake the activities concerned or shortly after. You are also recommended to revise the forms later, refreshing and reapplying what you have learned, before submitting your portfolio. Candidates who have completed the Scheme have confirmed that it is much easier to put your portfolio together as you go along rather than to do it retrospectively just before you send it off for assessment.*

### **2.3 Evidence**

The Learning Outcomes forms are the most significant components of your portfolio. Each form must be supported by appropriate evidence which should be placed in the portfolio immediately after the Learning Outcomes form to which it relates.

**Evidence must be supplied with each credit** unless there is an exceptional reason why this is not possible, in which case a signed testimony from the mentor will be accepted. A mention in the reference to the effect that an activity is the work of the candidate will not be considered a substitute for evidence.

The main purpose of the evidence is to prove that the candidate did undertake the activity and that it was his or her own achievement, either alone or as part of a team. Material used as evidence should, therefore, bear the candidate's name on it or, if it does not, the candidate should ask their mentor or line-manager to sign a short statement, supplied separately or written on the evidence or on the relevant Learning Outcomes form, to the effect that the activity was the work of the candidate. Alternatively, the mentor should explicitly verify the particular credit in the reference; but evidence must also be provided. Where the candidate's name on the page of evidence is not obvious, candidates are encouraged to use highlighter pen to make it so.

**As well as authenticating the candidate's participation in the activity, evidence should ideally also support the learning experience.** For example, although the minimum evidence for a Formal Training Course credit might be a certificate of

attendance or delegate list, it would make a stronger credit to include also a page of notes taken or work done as a result of the course. More guidance is given below under each of the Development areas.

No more than 3 A4 pages (sides) of evidence may be submitted per credit.

*Please send photocopies rather than the originals of documents to avoid the risk of loss in the event of a portfolio going missing in the post.*

Examples of evidence that could be used (photocopies only): -

- Certificate of attendance, delegate list or programme for a training course
- Page of notes taken on a course
- Certificates of qualifications attained
- Page from bibliographies relating to private study/research
- Page from article or report written by the candidate
- Letters/emails sent to or from the candidate relating to the activity
- Page from guidelines, worksheets or other written information produced in the course of the activity
- Photograph/s of an exhibition or of conservation processes
- Page from catalogue or other finding aid (including print-out from a database)
- Page from project proposal or specification
- Page of overheads or notes relating to a talk or presentation

## **2.4 The Registration Scheme: Development Areas**

There are four Development Areas: Formal training courses, Private study / professional research, Work achievements and Contributions to the profession. These are explained in the following sections.

### **2.4.1 Formal Training Courses**

What are formal training courses?

**A formal training course is:**

A structured learning event which is formally directed, characterised by clear aims and objectives planned in advance that specify learning outcomes.

This may include:

- Courses or events provided by the Association itself, for example, the Annual Conference, the Conservation Training Conference and regional training events.
- Professionally relevant courses offered by other training providers such as those which appear on the list below.
- Professionally relevant courses provided by your employer. A maximum of two such courses can be included in your application. For a list of approved general subjects for courses see below.

If a training course is not formally directed by the Association, a training provider or an employer, then candidates should think carefully about whether it counts as a formal training course. If such a course is submitted for a credit, for example a course organised by the candidate, then candidates should include information in the Learning Outcome Form and evidence to show the structured nature of the event, in particular how it was planned in advance for specific aims and outcomes, and explain why this course of action was chosen (for example lack of an alternative formal training course provided by the Association, a training provider or employer).

**Inadmissible as credits.** Case history since the start of the Registration Scheme has shown that candidates are usually asked to re-submit not because the activity was invalid as such, but because the learning outcomes were not apparent enough on the form, or the evidence insufficient.

However the following should be noted as inadmissible under Formal Training Courses:

- First Aid course – not professionally relevant, not a definite management skill.
- Registration scheme workshops – whilst they may have learning outcomes for continuing professional development techniques, they focus on the scheme and the portfolio itself.

#### How are credits awarded in this area?

The following criteria may apply to the awarding of credits for attendance on training courses:

- Courses lasting up to seven days - one credit
- Courses over seven days - two credits
- Exceptionally long or intensive courses may qualify for three credits with the agreement of the Registration Sub-committee. In such cases, please contact the Registrar. The decision of the Committee will be final.

This is not an automatic tariff, and care should be taken to write up the Learning Outcomes Form in such a way that the benefits are clearly shown.

**Candidates should think very carefully about claiming credits for one-day or half-day training courses if they are unable to justify the worth of the credit in terms of its continued benefit.**

#### How do I claim credits?

Complete a Learning Outcomes form, which gives guidance on the general structure required. You should address some of the following issues on your form.

- ***Outline your reasons for taking the course***

What stimulated you to do the course?

What need did it fulfil?

- ***Assess the course***

Did the course meet the needs which you had identified?

Was the course well taught?

- ***Describe benefits gained***

What knowledge did you take away from the course?

How did it compare with your expectations?

How was it used or applied in the work place?

How did it contribute to your professional development?

Candidates should be careful to consider what they learnt themselves, rather than re-stating learning outcomes advertised in the course brochure. Candidates should try to record some form of substantive continued benefit beyond ‘networking’ or ‘feeling more confident’, although these may also be valid learning outcomes if it is explained why and how. For example, if networking was a benefit, record how it benefited you; if confidence was an issue, explain how your increased confidence assisted you in the workplace.

Examples of completed Learning Outcomes Forms for each Development Area are available to download as separate documents.

- ***Verification of your attendance***

There are various ways in which you can provide evidence that you completed the task outlined on the Learning Outcomes form:

- Provide a copy of a certificate of attendance
- Provide a copy of the conference delegates list
- Provide a certificate of qualification attained

If these are not available, other forms of evidence may be acceptable - please consult the Registrar.

- ***Other evidence***

In addition to verification of attendance, candidates are advised that assessors also find it useful to see the following where possible:

- Evidence of work done on the course (e.g. page of course notes)
- Evidence of work done as a result of the course (e.g. a summary of the course produced for office colleagues; page from a piece of work produced using knowledge from the course, etc).

Candidates are reminded that material used as evidence should bear the candidate’s name or, if it does not, the candidate should ask their mentor or line-manager to sign a short statement, supplied separately or written on the evidence or on the relevant Learning Outcomes form, to the effect that the activity was the work of the candidate. Alternatively, the mentor should explicitly verify the particular credit in the reference.

For information on bursaries available from the Association for formal training courses, please see the Association’s Training Brochure.

## **Training Providers**

For Archives & Records Association training courses, please consult the current Training Brochure and the Association’s Web site. Further information is available

from the Association's Training Officer (for contact details see the Association's website).

Training courses relevant to archivists, records managers and archive conservators are also provided by many other organisations. The following list may be useful but is not to be taken as comprehensive nor as a guarantee that the courses they offer will all be relevant.

#### Examples of non-Association Training Providers

Aberystwyth University  
Architectural Heritage Society of Scotland  
Archives and Business Records Centre, University of Glasgow  
Area Museum Councils  
ARLIS (Arts Libraries Society)  
ASLIB  
Bangor University  
British Committee for Map Information and Catalogue Systems [BRICMICS]  
British Library  
British Records Association  
Business Archives Council  
Camberwell College of Arts: Dept. of Conservation  
Capita/The Industrial Society  
Centre for Photographic Conservation  
CILIP/Library Association  
CIMTECH / UKAIIM - University of Hertfordshire  
Designer Bookbinders  
Greater London Archives Network  
Health Authorities Archives Group  
Historic Libraries Forum  
ICA  
International Records Management Trust  
International Academic Projects  
Institute of Information Scientists  
Institute of Conservation (including IPC and UKIC)  
LISC [Wales] Conservation & Preservation Group  
Liverpool University Centre for Archive Studies (LUCAS)  
MLA – Museums, Library and Archives Council  
Museums Association  
National Maritime Museum  
National Preservation Office  
Public Record Office/The National Archives  
Records Management Society  
Roehampton Institute: Dept. of Art  
Scientific Archivists Group  
Society of American Archivists  
Society of Bookbinders  
Society of Genealogists  
Scottish Archival Training School  
TFPL Ltd

University College London: School of Library, Archive & Information Studies

### **Subject areas for courses provided by employers approved for inclusion in the Archives & Records Association Registration Scheme**

These include courses provided by employers which are directly relevant to your professional post e.g. disaster management, archival cataloguing techniques or IT training on relevant systems. In addition, generic courses, such as those listed below, may also be offered provided that a definite relevance to archives and records work can be demonstrated or the course provides a recognised management skill. The total number of courses from an employer which you offer must not exceed two.

- Budget management
- Change management
- Coaching
- Customer service
- Data protection
- Disability awareness
- Effective speaking and presentation
- Equal opportunities
- Health and safety
- Information security
- Interviewing
- Introduction to management
- Letter writing
- Management of meetings
- Managing people
- Managing teams
- Marketing
- Political awareness
- Project management
- Public relations and media training
- Recruitment skills
- Report writing
- Time management

#### **2.4.2 Private Study / Professional Research**

What is private study / professional research?

**Private study / professional research is:**

- Carried out by the candidate (although others may have some input into your activity)
- Of professional relevance
- Directed towards a particular purpose

Private study / professional research may be directed towards a work activity. However a scholarly approach and method is required, which goes above and beyond the level of research required in day to day work. The Learning Outcome form and evidence should demonstrate that some or all of the following has taken place:

- 1) sifting through masses of information
- 2) compiling/collating it into a useful form
- 3) a scholarly approach taken (evidence of bibliographies, books & other sources consulted etc)
- 4) presentation of the results in some meaningful scholarly or archival form (publication, exhibition, tour etc).

If the research is not extensive enough to demonstrate this approach, consider placing the activity under Work Achievements instead.

### **Examples of private study / professional research**

National Vocational Qualification

A Certificate in Management Studies

Diploma Course: Single Module Certificate

Professionally relevant evening class or open learning type study of e.g. foreign language, financial management skills, etc. (see note below)

Learning to use a new software package

Extensive research for a professional presentation or teaching workshops, etc.

Extensive research for an article in a professional publication

Extensive research for a new initiative in the work place

Extensive research for an exhibition

Area of interest to develop skills

Professionally relevant research for a higher degree such as a PhD or Masters degree (provided it was undertaken after initial professional qualification and while working as an archivist, records manager or archive conservator).

### **Inadmissible as credits.**

Case history since the start of the Registration Scheme has shown that candidates are usually asked to re-submit not because the activity was invalid as such, but because the learning outcomes were not apparent enough on the form, or the evidence insufficient.

However the following should be noted as inadmissible under Private Study/Personal Research:

- Routine reading of professional literature
- A Masters in Archive Administration (or equivalent) taken after the award of a Diploma cannot be included as a credit in a registration application. This is because not all students on archive courses have the opportunity to obtain an MA/MSc by dissertation.

It is important to demonstrate that private study or research which does not obviously have a professional relevance is definitely relevant to your professional work. This is particularly relevant to learning a foreign language, which may be professionally relevant if used in particular job situations (e.g. learning Spanish may be professionally relevant if you are cataloguing a Spanish collection, or going on secondment to a Spanish archive), but not if you merely wished to learn it for its own sake.

In the case of a research degree taken after professional qualification but while the candidate was a research student and not employed as an archive professional, the candidate must clearly demonstrate that the research is professionally relevant. Historical research per se would not be acceptable. However, the period during which the research was undertaken could not be included in the candidate's minimum three year post qualification work experience because s/he was at that time a research student and not employed as an archive professional.

#### How are credits awarded in this area?

In the majority of cases one credit will be awarded for each study project or period of research.

However, if the period of study was particularly prolonged and intensive, you may wish to claim additional credits. Please seek advice from your Mentor and, if you wish, from the Registrar. Where candidates are claiming credits for single modules taken from the university archives courses for CPD purposes, up to 1, 2 or 3 credits may be claimed for modules assigned 10, 20 or 30 university credit units respectively. This is not an automatic tariff, and candidates must be sure to identify the continuing benefits in their Learning Outcomes Forms.

It is also possible that this category might offer the opportunity to apply for an additional credit relating to one already claimed in another category, such as Work Achievement or Contributions to the Profession, if the project involved a significant amount of research. Please consult your mentor first and, if necessary, the Registrar.

#### How do I claim credits?

There is no need to submit your study material to gain a credit, although this should be available for assessment if requested. Complete a Learning Outcomes form, which gives guidance on the general structure required. You should also address some of the following issues on your form.

- ***Describe the study/research***

Why did you decide to research this topic?

What was the aim of the private study undertaken?

- ***Describe your methods***

How did you conduct your research/private study?

How was the research presented?

How was the study assessed?

- ***Describe the outcome of your research***

How did you use the information which you discovered?

How did the study contribute to your professional development?

- ***Verification of your professional study / research***

There are various ways in which you can provide evidence that you completed the work outlined on the Learning Outcomes form:

- ❑ Photocopy of page from something associated with your research e.g. notes, correspondence, etc. which has your name on it
- ❑ If it does not have your name on it, ask your mentor or appropriate manager to sign it to confirm that it is your own work

If these are not available, other forms of evidence may be acceptable - please consult the Registrar.

Candidates are reminded that material used as evidence should bear the candidate's name or, if it does not, the candidate should ask their mentor or line-manager to sign a short statement, supplied separately or written on the evidence or on the relevant Learning Outcomes form, to the effect that the activity was the work of the candidate. Alternatively, the mentor should explicitly verify the particular credit in the reference.

### 2.4.3 Work Achievements

What are work achievements?

**Work achievements are:**

- Projects or responsibilities undertaken in the workplace which are beyond the scope of your routine activities
- Additional duties which enhance your existing knowledge and skills

Note: Work achievements may include activities which are new and therefore a challenge and a learning experience the first time the candidate tackles them, even though in time the activity may become routine.

The following list of examples of possible work achievements is not exhaustive. If you have any queries, please consult your mentor first and, if necessary, also consult the Registrar.

*Examples of Work Achievements*

#### ***Project work***

Developing retention schedules  
 Extensive, complex cataloguing  
 Producing / updating & testing a disaster plan/emergency plan  
 Extensive, complex appraisal  
 Dealing with a large records deposit e.g. negotiations, delivery, accessioning, initial sorting etc  
 Organising annual stock-taking exercise  
 Involvement in developing IT systems  
 Undertaking survey/inspection work  
 Producing guidelines/training programme for handling and preservation of documents  
 Organising a digitisation / media conversion project  
 Designing new storage facilities  
 Producing HLF or other fund-seeking application  
 Income-generation projects e.g. conservation  
 Conservation of series of archives with full documentation

***Outreach***

- Giving talks or demonstrations of your work to visitors
- Setting up an inter/intra net site
- Writing information leaflets/booklets
- Organising / teaching on training courses for users e.g. local history research
- Organising an exhibition
- Organising an “open day” type event
- Editing a newsletter or other publication
- Producing educational packs

***Supervisory/management***

- Writing procedures
- Supervising microfilming programme
- Organising a conservation programme
- Writing future business plan or policy document
- Training new staff
- Managing a budget (or part of a budget)
- Writing non-routine reports
- Hosting a volunteer

**How are credits awarded in this area?**

In the majority of cases one credit will be awarded for each project or task.

However, if a project is particularly challenging or lengthy, and provides a more extensive learning opportunity, you may wish to claim additional credits.

When assessing how many credits to claim, consider whether the project can be broken down into more than one component. For example, you could claim two separate credits for 1) the planning and preparation for a project and 2) its implementation and evaluation. You are welcome to consult the Registrar about this if you wish.

**Inadmissible as credits.** Case history since the start of the Registration Scheme has shown that candidates are usually asked to re-submit not because the activity was invalid as such, but because the learning outcomes were not apparent enough on the form, or the evidence insufficient.

Where a credit is claimed for an activity carried out by a team, candidates are advised to make the learning outcome form and/or evidence explicit as to their actual role in the activity, and to make their personal learning outcomes clear.

**How do I claim credits?**

There is no need to submit extensive material from the project itself in order to gain a credit, although this should be available for assessment if requested. Complete a Learning Outcomes form, which gives guidance on the general structure required. You should address some of the following issues on your form.

- ***Describe the project***

Why did you undertake this project?

Who was the project being prepared for?

- ***Describe your methods***

How did you set about the work required?

What decisions had to be made?

What were the problems, and how did you overcome them?

- ***Describe the outcome of the work***

What were the benefits to your workplace?

How did you benefit from the project?

How would you approach such a project in the future?

- ***Verification of your work achievement***

There are various ways in which you can provide evidence that you completed the task outlined on the Learning Outcomes form:

- Photocopy of page from something associated with your work achievement e.g. project plan, report, worksheet, with your name on it
- If it does not have your name on it, ask your mentor or appropriate manager to sign it to confirm that it is your own work

If these are not available, other forms of evidence may be acceptable - please consult the Registrar.

Candidates are reminded that material used as evidence should bear the candidate's name or, if it does not, the candidate should ask their mentor or line-manager to sign a short statement, supplied separately or written on the evidence or on the relevant Learning Outcomes form, to the effect that the activity was the work of the candidate. Alternatively, the mentor should explicitly verify the particular credit in the reference.

#### **2.4.4 Contributions to the Profession**

What are contributions to the profession?

**A contribution to the profession is:**

- Taking a role which actively advances the work of the Archives & Records Association or another professional organisation relevant to archives, records management or archives conservation e.g. BRA, BAC, RMS, ICON, etc.
- This also includes promoting the role and work of the archive professional to other professions that have a relevance to archives, records management or archive conservation e.g. museum, library and other information and / or heritage professions.

The following list of examples of possible activities is not exhaustive. If you have any queries, please consult your mentor first and, if necessary, also consult the Registrar.

#### **Examples of Professional Contribution**

Taking office at a regional or national level in the Association or another recognised professional organisation

Contributing a full-scale article to a professional journal  
 Editing a professional journal  
 Giving a lecture, arranging an event or seminar for a professional organisation  
 Serving as a member of a panel, committee or working party of a professional organisation  
 Serving as the Archives & Records Association representative to another professional organisation  
 Promoting the profession at a careers fair, Open Day, or in a careers video

**Inadmissible as credits.** Case history since the start of the Registration Scheme has shown that candidates are usually asked to re-submit not because the activity was invalid as such, but because the learning outcomes were not apparent enough on the form, or the evidence insufficient.

However the following should be noted as inadmissible under Contribution to the Profession:

- Writing up a training course or other event for ARC. Articles submitted for publication should ideally be properly researched and scholarly in nature; merely writing up a short account of a training day or similar for ARC is not enough on its own, unless an exceptionally strong case can be made for learning and continued benefit. (Such articles might instead be submitted as evidence for credits claimed in areas 1, 2 or 3).

Candidates are also advised that many work achievements constitute, to a greater or lesser extent, a contribution to the profession. Before submitting a work-based credit in the Contribution to the Profession section, candidates should consider whether the focus of the activity really is sufficiently on the profession rather than their employer, and demonstrate the benefits clearly on the LOF. Particular examples may include hosting a volunteer placement and giving a talk to students on the professional courses.

#### How are credits awarded in this area?

In the majority of cases one credit will be awarded for each activity.

However if the contribution made was particularly extensive, you may wish to claim additional credits. Please seek advice from your mentor and, if you wish, from the Registrar.

#### How do I claim credits?

Complete a Learning Outcomes form, which gives guidance on the general structure required. You should also address some of the following issues on your form.

- ***Describe the contribution made***

Why did you choose this activity?  
 What did it involve?

- ***Assess your contribution***

How did your professional organisation and/or professional colleagues benefit from the work?

What were the problems encountered, and how were they overcome?

How did you benefit?

- ***Verification of your contribution***

There are various ways in which you can provide evidence that you completed the task outlined on the Learning Outcomes form:

- ❑ Photocopy page from any minutes, correspondence or email which demonstrates your involvement by including your name
- ❑ Photocopy page from an article or report which includes your name on it. If it does not have your name on it, ask your mentor or appropriate manager to sign it to confirm that it is your own work

If these are not available, other forms of evidence may be acceptable - please consult the Registrar.

Candidates are reminded that material used as evidence should bear the candidate's name or, if it does not, the candidate should ask their mentor or line-manager to sign a short statement, supplied separately or written on the evidence or on the relevant Learning Outcomes form, to the effect that the activity was the work of the candidate. Alternatively, the mentor should explicitly verify the particular credit in the reference.

## **2.5 The Registration Scheme: Credits**

Credits are sought for each activity included in a registration application portfolio. Activities for which credits are claimed must come from at least **three** of the development areas, with a **maximum of four** credits in the formal training course development area, and a **maximum of seven** credits in any of the other three areas (private study/professional research, work achievements and contribution to the profession). [Prior to 1 January 2008, the rule was a maximum of six from any one area; candidates could submit under the new rule before this date].

Candidates should aim to include a range of different types of activities within any of the development areas. All the activities must have been undertaken in the period following professional qualification. None should have been undertaken more than ten years ago.

Note that candidates who have enrolled on the scheme under the procedure for those without a professional qualification in archives or records management should include activities which have taken place after any related activities submitted as evidence for enrolment, unless there are particular circumstances (which should be fully explained on the appropriate learning outcome form).

### **2.5.1 Number of credits**

Activities included in the portfolio must add up to **twelve** credits. No more than twelve credits should be included. **If any candidate includes more than twelve credits, only the first twelve will be assessed.** Candidates must not include more than twelve in the hope of extra credits acting as 'insurance' against one failing. Any candidates who are worried about the validity of certain credits can instead have

alternative credits ready prepared to substitute at short notice if advised to do so once the assessment is underway.

### **2.5.2 Activities for which additional credits may be sought**

Candidates may claim between one and three credits for each activity. Normally one credit per activity is appropriate, however there are occasions when additional credits are justified. Complex and large-scale activities may be broken down into separate components and submitted individually in one or more than one development area provided that no more than three credits are sought for the activity overall.

For activities other than formal training courses, the justification for claiming more than one credit will depend on the extent of the effort or responsibility involved. Activities justifying additional credits are likely to be those which are particularly complex and challenging and which probably extend over at least several months. They will have provided extensive learning opportunities. When claiming more than one credit for an activity, a candidate should ask their mentor to support the claim by a specific mention in the reference. When seeking more than one credit for a long-term and complex work achievement, such as a special project, candidates are strongly recommended to sub-divide the activity into separate components or phases (up to a maximum of three) and to submit each of these as separate individual credits. Some possible examples of activities which might merit more than one credit are given below but each real-life case will be judged on its own merits by the assessors.

#### **Formal training courses**

The following criteria may apply to the awarding of credits for attendance on training courses:

- Courses lasting up to seven days - one credit
- Courses over seven days - two credits
- Exceptionally long or intensive courses may qualify for three credits with the agreement of the Registration Sub-committee. In such cases, please contact the Registrar. The decision of the Committee will be final.

This is not an automatic tariff, and care should be taken to write up the Learning Outcomes Form in such a way that the benefits are clearly shown.

#### **Private study/professional research**

A recognised qualification, such as a S/NVQ or Diploma, related to your professional work such as management studies, customer service or local history, etc.

A Single Module Certificate from the Society of Archivists' Diploma Course. Up to 3 credits may be claimed for completion of a single module certificate from the Society of Archivists' Diploma course, but the Learning Outcomes Form must still be written up in such a way that the benefits are clearly shown: 3 credits is not an automatic tariff.

Undertaking extensive research through literature, Web sites, correspondence, etc. into a area of current professional concern or specialist conservation technique, followed by leading a series of workshops on the subject and/or writing a journal article or guidance notes for circulation to the profession. (*Note: this could be submitted as two activities, one under professional research and the other under contribution to the profession*).

Single modules taken from the university archives courses for CPD purposes: it is suggested that up to 1, 2 or 3 credits may be claimed for modules assigned 10, 20 or 30 university credit units respectively. This is guidance, not an automatic tariff, and candidates must be sure to identify the continuing benefits in their Learning Outcomes Forms.

### **Work achievements**

Co-ordinating a large-scale exhibition including involvement in activities such as selection of material, design, conservation, reproduction, mounting and construction, liaison with venues, transport, writing captions and catalogue, organising publicity, etc. This could be sub-divided into separate components relating to preparation and publicity.

Organising an extensive survey exercise involving initial planning of the work programme, contacting sites to be visited, training survey staff, carrying out the survey, recording work progress, analysing and reporting results. This could also be sub-divided into preparation/training and implementation/reporting phases.

Carrying out a complex and long-term work project concerning, for example, any of the following: large-scale appraisal, relocation or refurbishment of premises, mass digitisation of catalogues or preservation filming of records, or conservation projects including assessment, treatment, repackaging, relocation and documentation. Such projects could involve activities such as initial planning, staff training, managing IT applications, organising work programmes, monitoring and reporting and might be sub-divided by phases (e.g. planning, implementation, analysis) or, if tackled by a project team, by the special responsibilities of the project team members.

Developing a service-wide emergency/disaster plan incorporating the needs of each service point including liaison with emergency services, purchase and maintenance of supplies, training staff in emergency procedures and handling of disaster affected material, periodic review and testing of the plan. This could be sub-divided into the initial production of the plan and its periodic testing/review.

### **Contributions to the profession**

Holding an honorary officer post for a professional organisation at national level e.g. Archives & Records Association newsletter editor or assistant treasurer. Besides the heavy time commitment involved, these posts provide the opportunity for in depth learning about editing and production or financial management, in addition to gaining an insight into operations and priorities of the professional body.

### 2.5.3 Additional information about credits

**Spread of credits across time and areas.** Candidates are encouraged, wherever possible, to spread their credits evenly over the period between qualification and application for registration and to try to include at least one credit which crosses the boundaries between the three professions within the Association (e.g. management or self development courses, general topics such as public speaking, public relations or exhibition skills, or preservation related activities).

All activities for which credits are claimed must have been undertaken in the period following professional qualification. The Scheme does not allow for accreditation of prior learning for the following reasons:-

- The difficulty in deciding whether a candidate has been working at a professional level in the period before they achieve a professional qualification.
- The difficulty in setting a time limit e.g. should activities undertaken before archive work or study was commenced be included or not?
- The difficulty for candidates to provide evidence of activities undertaken before they were aware of the need to collect evidence for inclusion in their portfolios.

Please note: A Masters in Archive Administration taken after the award of a Diploma cannot be included as a credit in a registration application. This is because not all students on archive courses have the opportunity to obtain an MA by dissertation.

Please remember that the three year minimum work experience period runs from the start of professional work post qualification and not from the date of enrolment on the Registration Scheme. Activities undertaken after qualification but before enrolment can be submitted for credits.

**Cross domain credits.** In some circumstances candidates may have work responsibilities which do not relate to archives or records but a related type of area, for example, a small museum or exhibition, an art collection or specialist library. If candidates wish to include activities concerning these in their portfolios they need to demonstrate their relevance to professional archival or records management work. For example, the activity, though not strictly concerned with archives or records, must have provided knowledge or skills which could clearly be re-applied in an archival or records management context. It is also important that the activity should be carried to the relevant professional standards. For example, curatorial activities related to a museum should be to the standard that would be required by the Museums Association.

**Similarity of credits.** Each portfolio is judged as a whole, and if separate credits are to be claimed for activities which seem similar to each other then it is crucial that candidates use the Learning Outcome Forms to show the ways in which they have derived different learning outcomes. It is perfectly acceptable to include credits for similar activities (for example if a second activity corrected mistakes made in the first) but the differences between the learning outcomes should be made clear.

**Team activities.** When a candidate is claiming a credit for something they have achieved as part of a team they need to be particularly careful to write up the Learning

Outcome form in such a way that their personal contribution and individual learning outcomes are made clear, and that the evidence supports this.

## 2.6. Personal Action Plans

Personal Action Plans are useful tools for candidates on the Registration Scheme, although they are not part of the Registration Scheme portfolio. They could be used as a guide to help plan and identify professional development both for the Registration Scheme and after registration. They may also be used as a reference tool when candidates meet with their mentor / line manager, to discuss progress and identify any action points.

For an example of a blank personal action plan, see the Guidance Notes Part 6 – Blank Forms.

### How can I plan my learning and development?

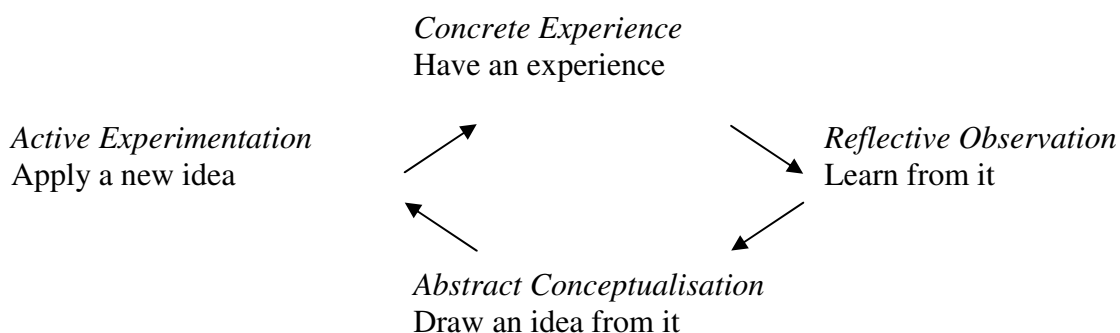
You should take ownership of your learning and development

- set your own realistic goals
- decide how you will learn
- what you want to learn

Learning is more likely to occur where the material is relevant to the individual and/or where it can be linked to what is already known.

The skill with which an individual stores, retrieves and applies new knowledge is the significant factor

### Learning Cycle



How would you apply something in practice where you have gained new knowledge?

In practical terms “learning” may be described both as a process and its outcomes. It involves a change in an individual’s knowledge, skills, values or attitudes and lasts over a period of time.