

MANAGING PUBLIC  
SECTOR RECORDS

A Training Programme

Resources for Educators



INTERNATIONAL  
COUNCIL ON ARCHIVES



INTERNATIONAL RECORDS  
MANAGEMENT TRUST

## RESOURCES FOR EDUCATORS

---

MANAGING PUBLIC SECTOR RECORDS

A STUDY PROGRAMME

General Editor, Michael Roper; Managing Editor, Laura Millar

---

RESOURCES FOR  
EDUCATORS

---

INTERNATIONAL RECORDS  
MANAGEMENT TRUST

INTERNATIONAL  
COUNCIL ON ARCHIVES

## MANAGING PUBLIC SECTOR RECORDS: A STUDY PROGRAMME

---

Resources for Educators

© International Records Management Trust, 1999.  
Reproduction in whole or in part, without the express written  
permission of the International Records Management Trust,  
is strictly prohibited.

Produced by the International Records Management Trust  
12 John Street  
London WC1N 2EB  
UK

Printed in the United Kingdom.

Inquiries concerning reproduction or rights and requests for  
additional training materials should be addressed to

### **International Records Management Trust**

12 John Street  
London WC1N 2EB  
UK  
Tel: +44 (0) 20 7831 4101  
Fax: +44 (0) 20 7831 7404  
E-mail: [info@irmt.org](mailto:info@irmt.org)  
Website: <http://www.irmt.org>

# **MPSR Project Personnel**

## **Project Director**

Anne Thurston has been working to define international solutions for the management of public sector records for nearly three decades. Between 1970 and 1980 she lived in Kenya, initially conducting research and then as an employee of the Kenya National Archives. She joined the staff of the School of Library, Archive and Information Studies at University College London in 1980, where she developed the MA course in Records and Archives Management (International) and a post-graduate research programme. Between 1984 and 1988 she undertook an onsite survey of record-keeping systems in the Commonwealth. This study led to the foundation of the International Records Management Trust to support the development of records management through technical and capacity-building projects and through research and education projects.

## **General Editor**

Michael Roper has had a wide range of experience in the management of records and archives. He served for thirty-three years in the Public Record Office of the United Kingdom, from which he retired as Keeper of Public Records in 1992. He has also taught on the archives courses at University College London and the University of British Columbia, Canada. From 1988 to 1992 he was Secretary General of the International Council on Archives and since 1996 he has been Honorary Secretary of the Association of Commonwealth Archivists and Records Managers (ACARM). He has undertaken consultancy missions and participated in the delivery of training programmes in many countries and has written extensively on all aspects of records and archives management.

## **Managing Editor**

Laura Millar has worked extensively not only as a records and archives management consultant but also in publishing and distance education, as an editor, production manager and instructional designer. She received her MAS degree in archival studies from the University of British Columbia, Canada, in 1984 and her PhD in archival studies from the University of London in 1996. She has developed and taught archival education courses both in Canada and internationally, including at the University of British Columbia, Simon Fraser University and the University of Alberta. She is the author of a number of books and articles on various aspects of archival management, including *A Manual for Small Archives* (1988), *Archival Gold: Managing and Preserving Publishers' Records* (1989) and *A Handbook for Records Management and College Archives in British Columbia* (1989).

## **Project Steering Group**

Additional members of the Project Steering Group include

Association of Records Managers and Administrators (ARMA International):	Hella Jean Bartolo
International Council on Archives:	George MacKenzie
Project Management Consultant:	Tony Williams
University College London:	Elizabeth Shepherd
Video Production Co-ordinator:	Janet Rogers

## **Educational Advisers**

Moi University:	Justus Wamukoya
Universiti Teknologi Mara:	Rusnah Johare
University of Botswana:	Nathan Mnjama
University of Ghana:	Harry Akussah, Pino Akotia
University of New South Wales:	Ann Pederson
University of West Indies:	Victoria Lemieux

## **Project Managers**

Lynn Coleman (1994-6)  
Laura Millar (1996-7)  
Elizabeth Box (1997-8)  
Dawn Routledge (1999)

## **Production Team**

Additional members of the production team include

Jane Cowan  
Nicki Hall  
Greg Holoboff  
Barbara Lange  
Jennifer Leijten  
Leanne Nash

## **Donors**

The International Records Management Trust would like to acknowledge the support and assistance of the following:

Association of Records Managers and Administrators (ARMA International)

British Council

British High Commission Ghana

British High Commission Kenya

Caribbean Centre for Development Administration (CARICAD)

Canadian International Development Agency (CIDA)

Commonwealth Secretariat

Department for International Development (East Africa)

Department for International Development (UK)

DHL International (UK) Limited

Foreign and Commonwealth Office Human Rights Fund

Hays Information Management

International Council on Archives

Nuffield Foundation

Organisation of American States

Royal Bank of Scotland

United Nations Development Program

# **Resources for Educators**

**Compiled by Laura Millar**

## **Contributors**

Elizabeth Box

Piers Cain

Victoria Lemieux

Ann Pederson

Anne Thurston



# CONTENTS

Introduction	1
Section 1: Using the MPSR Study Programme	3
Section 2: Sample Exercises and Assignments	10
Section 3: Where to Go for More Information	39

# **INTRODUCTION TO *RESOURCES FOR EDUCATORS***

The modules in the MPSR Study Programme have been produced as generic tools; any institution wishing to use them to teach records and archives management will naturally want to adapt or modify them to suit local and regional realities. It is hoped that people will make full use of the modules and associated materials, but it is recognised that the various components in the study programme will be used differently in different situations.

Indeed, the concept of 'educator' is broadly interpreted here and may include not only university teachers but also archivists or records managers in active service and with little or no teaching experience who may be called upon to undertake tutoring for in-house training courses.

People teaching records or archives management in a university or college will want to develop formal assignments or examinations to test students' learning. People using the materials in an in-house study programme, perhaps in a national archival institution, may want to develop group activities or practical work to help students apply the principles and ideas presented.

It is recognised that this tool is only a starting point for educators; activities and assignments will need to be adapted and expanded or contracted to suit local needs. Rather than try to be comprehensive, this document provides educators with a general range of information and ideas that may be useful as they adapt the materials in the Management of Public Sector Records Study Programme. In order to be as helpful as possible, some information is included about how to use the modules in various ways. Experienced instructors may find this introduction quite general but it is hoped that teachers with more limited experience will find the overview information useful.

Included here is information about how to use the modules and associated materials, as well as sample exercises and assignments and advice on where to go for more information. This information is organised into three sections as follows:

- Section 1: Overview of the MPSR Study Programme
- Section 2: Sample Exercises and Assignments
- Section 3: Where to Go for More Information.

The first section of this tool, Overview of the MPSR Study Programme, offers some guidance on how to adapt the modules to suit different situations; in particular, it

examines different ways in which the modules and related materials may be used to teach records and archives management in different environments.

The second section of this resource tool, 'Sample Exercises and Assignments', provides instructors with a generic base of possible assignments, which they can adapt and expand as required to suit their particular needs. For example, instructors offering face-to-face instruction, such as in university-based courses, may wish to develop group exercises to allow students to work together to seek common solutions and share ideas. The sample group exercises included here may be adapted for different groups of students. Similarly, mentors involved with an in-house training programme may wish to encourage their students to do some additional reading and to write a short paper examining the ideas presented in various articles. The sample essay papers included here may be modified to suit the reading materials available to the institution.

The third section of this tool, 'Where to Go for More Information', identifies several useful educational publications and identifies a number of institutions and organisations that may be able to offer useful information about education in records and archives management. Many educational institutions have placed their course outlines and programme descriptions on the Internet; others participate in educational associations and groups. As much information as possible has been included, but users are reminded that this information changes rapidly and may quickly become out of date. Anyone interested in records and archives education is strongly advised to contact the International Council on Archives' Section on Archival Education (ICA/SAE), which maintains valuable information about archival education around the world. For information on the ICA/SAE, see <http://www.gslis.utexas.edu/~issa/>.

# **OVERVIEW OF THE MPSR STUDY PROGRAMME**

The Management of Public Sector Records (MPSR) Study Programme was initiated in 1994 by the International Records Management Trust (the Trust). The Programme seeks to define international solutions to the management of both paper and electronic records systems and to develop local mechanisms to implement these solutions. In 1997, it became a joint enterprise between the Trust and the International Council on Archives (ICA).

The MPSR Study modules are intended to address the needs of people who may not have access to training and education in records and archives management or who have limited access to publications, conferences, professional programmes or other educational opportunities. The goal has been to raise the standard of records and archives education and thus to improve the care of those information resources that comprise essential evidence of public accountability and that help society preserve its documentary heritage.

The Project's objectives include

- the development of an integrated series of educational modules on records and archives management, which may be used for self-study, as part of a distance education programme or as resource tools for face-to-face or workshop teaching
- the development of associated training tools, including case studies, manuals and resource kits for educators, to enhance the potential use of the modules
- the production of documentary and instructional video films illustrating issues of relevance to information and records management
- the delivery of seminars to raise awareness among archivists, senior managers and decision makers about the role of information and records to support accountability, transparency and efficiency in government, protect the rights and entitlements of citizens and enhance society's cultural memory.

In developing the MPSR Study Programme, the aim has been to draw on global best practice but to adapt it to the realities of countries which have limited resources to invest in records management systems. The modules have been developed with extensive international input, initially to address the concerns of records and archives personnel in English-language countries, particularly Commonwealth countries that have emerged from or adopted an English common law model of governmental and judicial administration.

# NATURE OF THE STUDY PROGRAMME

The organisers of the MPSR Study Programme recognised from the outset that no single learning approach will suit all the countries that require training and education in the field of records and archives management. Therefore, rather than develop a complex educational programme that might not be sustainable internationally, it was decided to create a 'building block' programme.

The modules endorse the model of an 'integrated records and archives management programme.' Such a programme advocates planning and managing a continuum of care that ensures that records are created efficiently, used effectively and protected for both organisational and cultural purposes. The modules cover the most important principles of records and archives management so that users may establish a clear understanding of the spectrum of records issues. They then guide users to other valuable information, including references to books, journals, magazines and other educational and professional resources. The inclusion of diverse references allows users to move more easily beyond the modules to seek out and use supplementary information suitable to their own situation.

The primary client for the MPSR Study Programme's educational tools – the modules, case studies, manuals and associated training materials – is the record-keeping specialist, particularly but not exclusively the records manager or archivist working in the public sector. The materials are especially useful in helping to raise the level of expertise and competence amongst working professionals who may not have the opportunity to leave their positions for extended periods of study. Many components in the study programme are also designed to be of value to officials and senior managers in central and local government who need to understand the critical role record keeping plays in assuring the quality of their operations. While the modules address many public sector record keeping issues, they should also be useful for record keepers in the private sector.

# USES OF THE MPSR STUDY PROGRAMME

## **Self-Study**

At its simplest, the MPSR Training Programme serves as a self-study programme for anyone interested in learning about records and archives management. The modules are organised to allow review and self-assessment by students. Each module includes a section on 'Method of Study and Assessment', indicating the number of lessons in the module and the amount of study time the student should plan to spend.

Each module also includes a description of aims and objectives. This section indicates what the module sets out to teach (the aims) and what the student should expect to learn (the objectives). Students are advised to review these aims and objectives before beginning and after completing the module, to ensure they are achieving the learning objectives.

Also included in the modules are self-assessed activities, that allow the student to take the ideas in the module and examine them in the light of the realities of his or her own organisation. A series of study questions helps the student focus on key issues in each lesson and serves as a valuable tool for ensuring the information in the lesson has been understood.

If students are following this programme without formal supervision, they may benefit from identifying a mentor within their organisation: someone who can answer questions, discuss study questions and help determine schedules and deadlines for completing modules.

## **Distance Education**

The training modules are ideally to be used within a formalised and accredited distance education programme, offered through a university, college, institute or other educational agency. To be used as a distance education programme, the modules would be supplemented with such local materials as

- examinations
- graded exercises or assignments
- regionally based case studies, videos or audio tapes.

Registration, marking and supervision systems would be required to ensure the viability of such a programme at a regional or national level.

## **Face-to-Face Instruction**

The modules may also be adapted to face-to-face instruction, either as part of a regular university or college course, or through short seminars or training sessions, such as those offered by professional associations. The modules may also be used for in-house training within archival institutions or government or corporate offices.

## **Reference Tools**

The modules and related resources will also be useful reference tools, particularly for institutions with established archives or records training programmes, which can use the materials to supplement existing readings and activities.

# MPSR STUDY PROGRAMME MATERIALS

The MPSR Study Programme includes eighteen self-study modules on records and archives issues, organised to address core, advanced and specialist topics. Each of the modules follows the same structure and format, with text; figures, charts and graphs; self-assessed activities; self-study questions; and summaries. In each module, the main text is divided into lessons, based on a logical division of subjects or issues.

## Modules

The modules are as follows:

- The Management of Public Sector Records: Principles and Context
- Organising and Controlling Current Records
- Building Records Appraisal Systems
- Managing Records in Records Centres
- Managing Archives
- Preserving Records
- Emergency Planning for Records and Archives Services
- Developing Infrastructures for Records and Archives Services
- Managing Resources for Records and Archives Services
- Strategic Planning for Records and Archives Services
- Analysing Business Systems
- Understanding Computers: An Overview for Records and Archives Staff
- Automating Records Services
- Managing Electronic Records
- Managing Financial Records
- Managing Hospital Records
- Managing Legal Records
- Managing Personnel Records.

## Manuals

Accompanying the MPSR Study Programme modules are a series of best practice and training manuals, complete with forms, charts and checklists, designed to demonstrate

at least one practical application of the concepts, theories and principles addressed in the modules.

The manuals will be particularly useful for in-house educational programmes in governments, where adaptation of the content of the manuals can serve as part of the educational exercise and result not only in enhanced understanding but also improved systems.

Specific manuals have been developed on

- Managing Current Records: A Procedures Manual
- Restructuring Current Records Systems: A Procedures Manual
- Managing Records Centres: A Procedures Manual
- Managing Archives: A Procedures Manual
- Planning for Emergencies: A Procedures Manual
- A Model Records and Archives Law
- A Model Scheme of Service for a Records and Archives Class.

## **Case Studies**

The modules in the MPSR Study Programme are supplemented by a series of case studies, intended to illustrate key issues of theory and practice through real-life examples from around the world. A total of 34 case studies have been developed, illustrating situations in such countries as Australia, Canada, Ghana, Jamaica, Malaysia and the United Kingdom. The case studies are designed to relate directly to specific modules, so that they may be easily used as supplementary teaching materials.

## **Writing Case Studies: A Manual**

This short manual offers guidance on how to write useful case studies in records and archives management. The manual examines the structure and elements of a case study and the structure and elements of the related teaching notes. It then follows the construction of a sample case study from beginning to end, providing both examples and commentary on the nature of the various elements included. A similar construction is provided for the teaching notes. The manual concludes with a discussion of the importance of evaluating case studies for their continued relevance and suitability.



## Introduction to The MPSR Study Programme

This document is included in all MPSR Study Programme kits, to provide an overview of the programme and indicate where people may go to obtain more information.

## Glossary

A separate glossary draws upon the work of the Project Group on Terminology of the International Council on Archives (ICA/DAT), which is preparing a completely revised version of Walne, Peter (ed.). *Dictionary of Archival Terminology*. ICA Handbooks Series 7. 2d ed., München, Germany: KG Saur Verlag. This glossary also draws on terminology developed by the Information and Documentation Terminology Subcommittee of the International Organization for Standardization (ISO/TC46/SC3), which is revising ISO 5127.

This glossary has also taken account of Australian and American terminologies as found in the following glossaries:

- US Environmental Protection Agency, *Glossary of Common Records Management Terms* (adapted from National Archives and Records Administration, *A Federal Records Management Glossary*, 1993) (Washington, DC, USEPA, October 1997)
- State Records Authority of New South Wales, *Government Recordkeeping Manual: Glossary of Recordkeeping Terms* (Sidney, AUS: State Records Authority of New South Wales, March 1999)
- Glenda I Acland, *Glossary of Australian Usage of Archival Terminology* (Dickson, ACT, AUS: Australian Council of Archives, 1993).

The glossary also includes terms drawn from various sources of legal, medical, financial and management terminology.

## Additional Resources

The *Additional Resources* document provides information about a range of resources available in the field of records and archives management and in other fields related to the modules in The MPSR Study Programme. This tool focuses on the major English-language sources for records and archives management practice in Australia, New Zealand, the United Kingdom and North America. Information from other countries or regions is included as appropriate.

This tool only includes references to significant publications, major organisations or general works related to records and archives management. It is organised into five sections:

Section 1: International and National Organisations

- Section 2: Periodical Publications
- Section 3: Core Publications, by Module Topic
- Section 4: Online Sources
- Section 5: Video Films.

## **Resources for Educators**

This tool is designed to help instructors determine the most appropriate way to use the various tools in this programme. It includes sample exercises and assignments and contact information for organisations and institutions that can provide more information for educators.

## **Videos**

The MPSR Study Programme has been enhanced by the development of a series of video films aimed at creating a greater awareness of records and information issues. The videos highlight the importance of managing records and archives as strategic information resources. They deal with such topics as the importance of efficient records management for citizens' rights, good government and accountability and with the management of records in the transition to an era of electronic government.

*For information on specific videos, see the list in the Additional Resources document.*

## **SAMPLE EXERCISES AND ASSIGNMENTS**

This section contains a number of sample exercises and assignments. First there is a description of how materials such as activities or readings may be adapted for use with exercises or assignments. This information is followed by assignments or exercises specific to various modules in the study programme.

These exercises and assignments are designed so that they may be evaluated as part of a formally assessed study programme. Unlike the activities included in each module, which are intended to help students absorb the information presented, the exercises and assignments included in this section are designed to allow instructors to develop the means to measure objectively how well a student is progressing and whether or not the student understand the lessons.

Some of the exercises and assignments are short and require little additional research or practical work. Others may take a very long time and may result in a major research paper or essay. Some are practical tasks that can be done over several weeks, while others involve discussions and debates among groups of learners. Regardless of which type of exercise or assignment they used, instructors should consider the following suggestions.

Each exercise should emphasise a different learning point or skill. Some may be intended to illustrate a principle; others may be to practice a skill or reinforce facts. Many are designed to stimulate the student to think independently and to consider options to a problem or to understand both sides of an issue. Instructors can revise the samples as required to ensure that particular learning objectives are met. Since this tool includes sample exercises or assignments only, instructors will need to adapt the suggestions according to the purpose and scope of the course being taught and the resources available, including publications and readings, study time and educational facilities.

Where readings are recommended, instructors will need to determine appropriate readings to supplement the information in the modules. No specific readings are identified here because it is recognised that instructors in different parts of the world will have access to different types of readings. Instructors are advised to identify readings that best enhance the modules or demonstrate the particular theories or principles addressed. Students can then review those readings in conjunction with exercises or assignments. Note that the *Additional Resources* document included information about core publications that instructors may use; each module also identifies valuable readings on the topic in question.

Many exercises or assignments can be used in different ways. For example, students might complete some exercises as essays. Other exercises might be useful for group discussion or role plays, and others might be well suited to research and field work, such as investigating practices in the institution and comparing these with suggestions in the modules. In reality, all the exercises, assignments and activities identified here and in the modules could be adapted for a wide range of uses; therefore only one or two possible uses are identified in this section.

To identify possible uses of each exercise or assignment, the following terms have been added to the end of the appropriate paragraph:

- essay (activity usually undertaken by one person, perhaps involving research but resulting in a written document)
- role play/group work (may include a written component, but done by more than one person as a project)
- field work (may include research, practical work or activities undertaken with sample or fictitious materials; it does not necessarily mean students must travel to another location or spend extensive time in an archival repository or other institution)

Instructors are encouraged not to be limited by the information provided here about possible use; the best assignments are those that not only stress learning points but also challenge the creativity and knowledge of the students.

It is important to remember that not all students, or instructors, are comfortable with certain learning formats. Role play in particular is difficult for some people, who may be too shy to 'act' in front of others. Role play may also be more acceptable in some cultures than in others. In environments where students are encouraged to discuss and debate, role plays and group work can be highly effective, but in environments where students are taught to listen to the instructor and not ask questions, role play can be much more difficult for all concerned.

However, the designers of this study programme believe that intelligent and thoughtful discussion can only lead to learning and, eventually, to an improvement in the student's understanding and his or her ability to work effectively. Therefore, this study programme encourages interactive learning whenever possible, including role play, interviews, discussions and debates.

The exercises and assignments should not be used until students have studied the appropriate sections of the module in question. In some cases, students may be able to complete assignments after reading one or two lessons; in other cases, they will need to complete the entire module before attempting the exercises. Instructors are advised to consider carefully the student's workload and learning objectives when adapting these exercises and assignments for use.

Many of these exercises are based on the assumption that students have access to a records or archives management unit within their organisation or otherwise have regular involvement with records and archives work. If students are not in such an environment, the instructor may choose to develop hypothetical situations as needed.

# GENERIC EXERCISES AND ASSIGNMENTS

The various components of the MPSR Study Programme can be adapted for use as exercises and assignments, as indicated below. The components discussed include self-study questions; activities; manuals; cases; videos; and readings.

## Activities

Each module includes a number of self-assessed activities. These are designed to allow students to practice the principles or tasks outlined or consider in more depth the information presented. Many of the activities in the modules may be adapted to serve as assessed exercises or assignments. In particular, many activities can be adapted to field work assignments, allowing students to compare their own situations with the ideas presented in the modules.

## Self-study Questions

At the end of each lesson in the modules are a number of self-study questions. These questions are designed to highlight important points introduced throughout the lesson; unlike the activities, the questions do not seek interpretation or opinion from students. If students are able to answer each of these study questions accurately without referring back to the module or to associated readings, they very likely have a clear grasp of the information communicated in the module.

Some of these self-study questions could be used in an examination to assess students' understanding of the module. Instructors may wish to have students complete a short oral or written test at the end of each lesson, to answer several or all of the questions listed. This test could be repeated at the end of the module in a larger examination, with questions drawn from each of the lessons.

## Manuals

The seven procedures manuals included with this study programme are designed to illustrate 'best practice' approaches to specific procedural work, such as managing current records, developing an emergency plan or managing processes in a records centre. The most logical use of these manuals is in an in-house training environment, where staff are required to read and study modules and then develop new procedures and practices, using the manuals for guidance.

However, the manuals can also be used as study tools. Students may be asked to review sections of the manual and, using information or records from their own institution, complete certain tasks using the forms or procedures outlined. Students may also be asked to develop or revise procedures, comparing their institution's

practices with those suggested in the manuals. Below are two generic assignments that could be adapted and used with the MPSR procedures manuals.

1. *Applying procedures:* In this assignment, students are asked to read appropriate sections of the module and associated manual and extract the procedural information necessary to complete a specific task, such as accessioning records, identifying missing records or developing a contact list for emergencies. After completing the reading, students would follow the procedures outlined in the manual for a specific and limited task. They would make and use copies of the appropriate forms if necessary. As well as completing the assigned procedure, students would also write a short analysis of the process. They should comment on whether the institution's processes require improving; they should also indicate whether the procedure as outlined in the modules and manuals would work well or whether it needs improvement to suit their own institution's needs.
2. *Reviewing procedures:* This assignment extends beyond the previous one. Students are asked to read appropriate sections of the module and associated manual and extract the procedural information necessary to complete a specific task, such as accessioning records, identifying missing records or developing a contact list for emergencies. After completing the reading, students would examine the procedures outlined in the manual for the specific and limited task outlined. They would also examine their own institution's existing procedures for the same task. Then they would write a comparative analysis, indicating where the institution's existing procedures should be amended or expanded and where the procedures as outlined in the study materials should be altered to suit the needs of the institution. Students may be asked to develop or revise new forms and document new procedures, explaining throughout their reasons for suggesting changes.

## Cases

The case studies included with this study programme may be used for a wide variety of purposes. All cases come with their own teaching notes, and so instructors can use these cases as outlined to demonstrate various issues or ideas. For example, a case may outline a particular problem but may not offer any solutions. The student may have to identify possible solutions to resolve the problem. Similarly, a case may simply present a situation in a particular region of the world and show how records and archives staff dealt with it. In this case the student may simply need to read the case and consider whether the approach taken would be applicable in his or her own environment.

Even though these cases are intended to be used as described in the introduction to the *Case Studies* document, each can also be used for a range of other assignments or exercises. By expanding on the use of the case studies, instructors can encourage students to broaden their understanding of the issues presented.

It may be difficult to assess answers to case study exercises. Because of the unique nature of case studies and the diverse number of possible actions, students may come up with a wide range of solutions, some practical and some less so. Instructors should give credit for creative and thoughtful solutions and should be careful not to penalise students for proposing ideas that may not be easily applied in practice.

The main benefit of the case studies is that they are usually based on real situations. Some cases demonstrate effective management practices; others show actions that may not always be appropriate. Instructors should use the cases as a means of demonstrating both good and bad practice. It is important, therefore, to encourage students to identify problems and not assume that cases are presenting a 'best practice' model for action.

There are many other ways to use the information presented in the case studies in ways beyond those recommended in the cases themselves. Consider the following applications.

1. *Directed reading:* In this exercise, students are asked to read a particular case and then write a brief description of it. The description should be no more than one page long and should answer the following questions.
  - What is the main problem presented in the case?
  - Was the problem solved and how?
  - Does the student believe the solution was appropriate? Why?
  - What other solution would the student consider? Why?
2. *Comparative research:* In this assignment, students are asked to read a case study and then compare the problem and solution to their own institution. The student should compare the case study with his or her institutional situation by answering the following questions.
  - What is the main problem presented in the case?
  - Was the problem solved and how?
  - Does the student believe the solution was appropriate? Why?
  - Would the problem appear in the student's own institution? Why or why not?
  - How might the problem be solved in the student's institution?
3. *Role play and discussion:* In this exercise, two or more students are asked to review the case and present it as a role play for the rest of the students. The other students are asked to pay close attention to the situation as the role play develops. Before the situation is resolved, the role play ends and the other students are asked to explain the main problem presented and how it could be resolved.
4. *Student-led analysis:* In this exercise, one or two students are asked to read a case study and present it to the students as a narrative. The rest of the students are then asked to answer the following questions.
  - What is the main problem presented in the case?

- Was the problem solved and how?
- Do the students believe the solution was appropriate? Why?
- What other solution would the students consider? Why?

The student presenters are asked to facilitate the discussion; the instructor simply watches the discussion evolve. This exercise not only allows students to examine the case in question but helps them understand how to facilitate discussions and seek solutions with their classmates.

5. *Debate:* This exercise expands on the above; in this situation one or two students present the case study; then each one presents his or her own proposed solution to the case. The rest of the students are then asked to debate the suitability of both proposals and indicate any strengths or weaknesses. This exercise encourages all students to participate in determining solutions to the case and encourages the sharing of ideas.

## Videos

As noted earlier, the International Records Management Trust has produced a number of videos on records and archives management topics. As well, other organisations have produced valuable documentary or teaching videos. Instructors who have access to these videos may wish to use them as teaching tools. Students may be asked to watch the videos and then write a short essay explaining the main points presented in the video or to answer specific questions arising from the material presented. They should be encouraged to comment on professional and cultural issues. Two video-related assignments may be as follows:

1. *Directed viewing:* In this assignment, students are asked to view a video and then write a brief description of it. The description should be no more than one page long and should indicate
  - the main thesis or argument presented in the video
  - the key points raised to demonstrate that thesis or argument
  - whether or not the student believes the video presented this argument effectively
  - whether the presentation or style of the video (music, sound, quality, language and so forth) affected the student's perception of the validity of the argument presented.

The student may wish to offer his or her own argument to counter that presented in the video, but this should take up no more than one paragraph out of the entire assignment. One of the purposes of this exercise is to help the student learn how to evaluate the video quickly but clearly and then outline his or her findings and opinions succinctly.

2. *Viewing and discussion:* In this exercise, the instructor should watch the video first and then watch it again with the students in a group. Students should be instructed to devise at least two or three questions while they are watching the video and to discuss



them after it has been shown. The instructor should also have a number of questions to hand. Once the video has been shown, students should be asked to pose their questions and other students should be encouraged to offer their own answers or opinions. The instructor should endeavour to facilitate discussion here, not offer answers to every question. The main purpose of this exercise is to engage the students in the learning process and to encourage them to explore ideas in a comfortable environment. Ideally, students should not be marked on their answers in this situation but rather for their participation in the discussion and analysis.

## Readings

This study programme includes references to relevant articles and publications. Instructors will have to determine whether they have access to these readings before developing associated activities, exercises or assignments. It may be difficult for instructors in some locations to obtain readings, but it is hoped that over time access will become easier, particularly with the growth of the Internet and electronic publishing. In the meantime, instructors are encouraged to obtain suitable readings whenever possible and incorporate them into the study programme as appropriate.

It is hoped that students will be able to read at least two or three different articles or publications on a particular module topic. This will broaden their understanding of the subject addressed. In order to encourage students to read carefully and thoroughly, instructors may develop a number of related assignments. Two useful assignments are described below; these can be adapted to suit any topic or set of readings.

1. *Directed reading:* In this assignment, students are asked to read a selection and then write a brief description of it. The description should be no more than one page long and should describe
  - the main thesis or argument presented by the author (what is the author trying to prove?)
  - the key points raised to demonstrate that thesis or argument (how is the author trying to prove his or her point?)
  - whether or not the student believes the author succeeded in presenting his or her argument effectively.

The student may wish to offer his or her own argument, but this should take up no more than one paragraph out of the entire assignment. One of the purposes of this exercise is to help students learn how to evaluate readings quickly but clearly and then outline his or her findings and opinions succinctly.

2. *Comparative reading:* In this assignment, students are asked to read at least two selections on the same topic, ideally each presenting a different approach to the topic. The student should compare the two readings by describing
  - the main thesis or argument presented by each author

- the key points raised by each author to demonstrate his or her thesis or argument
- how the perspectives of the two authors are similar or different
- whether or not the student believes either of the authors succeeded in presenting his or her argument effectively and which perspective the student supports more based on the readings.

The student may wish to offer his or her own argument in a brief summary. Again, one of the purposes of this exercise is to help students learn how to evaluate readings quickly but clearly and then outline his or her findings and opinions succinctly.

## MODULE-RELATED EXERCISES AND ASSIGNMENTS

Below are a number of exercises and assignments that relate specifically to different modules in the study programme. No more than four or five suggested exercises or assignments have been included for any given module, sometimes there are six or more but instructors may find it easy to adapt or expand on these suggestions. Whenever exercises suggest readings, the instructor may want to select them from the publications identified in either the module in question or the *Additional Resources* tool; instructors may also select other readings relevant to their own region.

### **The Management of Public Sector Records: Principles and Context**

1. Ask students to read selected writings about the life cycle and continuum concepts. Then ask them to write a detailed description of each concept and explain how they are similar and how they are different. Also ask students to discuss how the two concepts can work together to ensure the appropriate care of records and archives. **(essay)**
2. Ask students to study the current state of records and archives management in their organisations or institutions. Have them assess the state of records care and report on current practices, with recommendations for possible future action. **(essay, field work)**
3. Ask students to examine two or three codes of ethics from those discussed in the module and identify a number of similarities and differences. Have students examine two or three particular clauses and discuss how those clauses might or might not be applicable in their own institution and how the clauses, or the code of ethics as a whole, might or might not be enforced. **(essay)**

4. Ask students to study the current state of the records and archives professions in their country and the existing opportunities for education or training in the field. Have them report on their findings, with recommendations for action. **(essay, field work)**
5. Ask students to review the entire module and prepare a presentation for discussion and debate on the issue of integrated records management. Some students could defend the concept and others could argue against it. Have at least two students debate the issue and the rest of the students discuss the issue and ‘vote’ on who has presented the most persuasive argument. **(role play/group work)**

## **Organising and Controlling Current Records**

1. Have students draw flow charts for the management of selected tasks within their organisations, such as the receipt and processing of mail, the preparation and circulation of memoranda or correspondence or the production and completion of reports. Then ask students to review those flow charts and develop proposals – accompanied by new flow charts if possible – for improved systems. **(field work)**
2. Ask students to develop a classification system for the management of the records maintained by one unit or small department. If necessary, the instructor could develop a fictitious department, complete with series of records, and have students develop a classification system. This exercise should be as realistic as possible and students should be encouraged to work closely with colleagues and discuss their plans throughout the exercise, to help them identify the range of issues involved. **(field work)**
3. Ask students to develop a keyword list for the records of a unit or a department. The students should produce an alphabetically arranged list and show the relationships between index terms. As with the previous exercise, this task should be as realistic as possible and students should be encouraged to work closely with colleagues and discuss their plans throughout the exercise. They should make every effort to keep the number of terms to the minimum necessary to provide efficient retrieval. **(field work)**
4. Ask students to write a proposal explaining the importance of effective records and archives management and outlining how they would reorganise their own organisation to improve systems. This proposal might include a short history of record keeping in the organisation and a discussion of specific issues within that institution that would need to be addressed. If students do not have access to an actual records and archives management unit or are not part of an organisation, they could write a general essay on the importance of integrated records management and the efficient care of records from the point of creation. **(essay)**
5. If instructors have access to photocopying facilities, they could copy papers from existing files, such as inactive files scheduled for destruction, or create fictitious documents and ask students how the records should be arranged on files and what sort of file classification system would be most appropriate. The students could then develop that system in a simple form. **(group work, field work)**

6. Ask students to prepare a presentation for the senior management in the civil service department or its equivalent explaining why records management is essential to the aspirations for good governance and to accountability and transparency. **(essay)**

## **Building Records Appraisal Systems**

1. Have the students read at least two substantial readings on appraisal theory, such as H Booms, T Cook, A Menne-Haritz, H Samuels or T Schellenberg. Then ask them to explain the main theories or ideas presented by each author and compare the two with each other. What are the strengths and weaknesses of each perspective? **(essay)**
2. Ask students to write an essay explaining the concept of macroappraisal. Have them discuss its meaning and purpose, how it can be applied in an organisation and whether or not they believe it is a useful concept in their own institution and why. **(essay)**
3. Present the students with a body of real records, including a range of material from documents of high value to materials with little utility. Many institutions may have a range of records at hand awaiting processing that could be used for such an exercise. Ask the students to appraise the records, identifying which records they feel should be kept and why and which should be removed and why. If the records used for this exercise have been scheduled for destruction, there may be no records of high value, but students could be asked to consider in what instances such records might be worth keeping (for example, if more valuable documents have been lost or destroyed and these are the only records left). (This exercise can be used in conjunction with arrangement or description projects to provide students with an opportunity to process a body of records.) **(field work, group work)**
4. Ask students to review one or two retention schedules developed by their organisation or by a national archives and discuss whether they feel the schedules ensure that valuable records are protected and unneeded records are removed from the system. Alternatively, students could compare two or more schedules from different organisations and comment on their various qualities. **(essay, field work, group work)**

## **Managing Records in Records Centres**

1. Ask students to investigate the current process for managing semi-current records in their organisation and write a report with recommendations for future action. This report should examine all aspects of semi-current records care, from their initial transfer into a records centre or storage area to their ultimate disposal as obsolete or archival records. This exercise requires students have access to actual records but they do not necessarily have to have access to a functioning records centre. **(field work, group work)**

2. Ask students to write a proposal for a new records centre. Based on the information provided in Lesson 2 of this module, they should develop a plan for a fictitious records centre and discuss how they will
  - establish an administrative structure
  - collect information about records systems
  - decide on a physical site for the records centre
  - construct or adapt a building for use as a records centre
  - conduct a pilot project to manage the records of selected agencies
  - establish a full records service
  - care for records in different formats
  - determine a plan for costing services.

This exercise invites a degree of creativity from students; instructors should be careful to assess assignments for the logic and plausibility of the proposals as well as for the creativity or imagination demonstrated.

3. Ask students to write an essay on management issues related to records centre administration. They should explain why good management is needed and the steps involved with establishing a good management structure. Much of this essay will be based on the information provided in Lesson 3 of this module and should address
  - liaising with records offices
  - transferring records to the records centre and accessioning records
  - retrieving and using records held by the records centre
  - disposing of records, including destruction or transfer of records to the archival institution
  - compiling statistical controls
  - measuring performance.

## **Managing Archives**

1. Present the students with at least two examples of descriptive standards. One should be the General International Standard Archival Description (ISAD(G)), published by the International Council on Archives in 1993. Another could be the Canadian *Rules for Archival Description* or the UK's *Manual of Archival Description*. Ask the students to examine the standards and write an essay comparing elements of each, such as ways of identifying title, name or biographical or historical information. Instructors should encourage students to look beyond minor differences such as punctuation or format to more substantial issues, such as whether the different approaches may result in greater or lesser access to the information found in the records or archives.

Instructors may wish to choose a small section of each standard for students to examine in depth, so that the exercise does not become too time consuming. **(essay)**

2. Present the students with examples of descriptive standards. Ask them to explain the purpose of descriptive standards and identify, with examples from their reading, at least two or three issues or problems they see with the implementation of these standards. Ask them to describe each problem and explain why it is an issue and how it might be addressed.
3. Ask students to identify four essential reference and access services a records and archives institution should provide. Students should explain why these services are essential and what factors (finances, physical space, staff time and so on) should be considered in order to deliver these services adequately. **(essay, role play/group work)**
4. Ask students to consider the following scenario and explain whether they feel the system proposed below is appropriate and why or why not. **(essay, role play/group work)**

You are the manager of reference services for the National Archives. Each year for the last four years the demand for your services has doubled. It takes eight months for reference correspondence to be answered; reference photocopying takes eight weeks; and users may wait up to six hours to receive materials in the reference room. A member of your reference staff has suggested that you categorise users according to their reference needs: government officials would be in Category A; academic historians would be in Category B; genealogists and members of the general public would be in Category C. Category A would receive immediate service; Category B would be served next; and Category C would be served last.

5. Ask students to choose one or the other statement in the pairs of statements listed below and explain why. Because this exercise explores opinions, rather than examining one 'right' or 'wrong' answer, it may be possible to hold a group debate, where two or more students are asked to discuss either side of the question and the rest of the class listens to the debate and then discusses the positions and perhaps 'votes' on the winning presentation. **(role play/group work)**

National Archives reading rooms should only be open to people over 18 years of age  
*or*

National Archives reading rooms should be open to everyone regardless of age.

Access to archival materials should not be permitted if materials are unprocessed or in poor condition  
*or*

Access to archival materials should always be permitted, regardless of their physical condition, as long as users are careful.

An archival institution should provide unlimited photocopying of unrestricted materials provided users can pay for the copies.  
*or*

An archival institution should set limits on the number of copies made for users within a certain time (such as a month or year).

Reference archivists should spend as much time as necessary answering telephone or mail enquiries

*or*

Reference archivists should limit the amount of time spent answering telephone or mail enquiries.

Archivists should always tell users about other researchers interested in the same topic or papers

*or*

Archivists should never tell users about other researchers interested in the same topic or papers.

The archival institution should charge a fee for providing research services after a set time has elapsed, such as one hour

*or*

The archival institution should never charge a fee for providing research services, no matter how much time is involved.

6. If there is access to a photocopier, the instructor can photocopy a number of documents on the same subject, each with different provenance. The students are provided with a list of the different departments that might have created the records and asked to determine which papers came from which department. This exercise helps emphasise the fact that records are not and ought not to be arranged by subject. **(group work, field work)**
7. Provide students with a small group of records that have not yet been arranged. Have the students try to reconstruct the original order, working in collaboration with the creating agency or the national archives. (This exercise can be used in conjunction with appraisal or description projects to provide students with an opportunity to process a body of records.) **(field work)**
8. Ask students to prepare a list or similar type of finding aid for a body of records, such as the unlisted holdings of the national archives or the unlisted papers of any private institution. The instructor will need to provide a format for the description and indicate what information must be included. Students can also decide what level of detail they feel is necessary to provide sufficient information for researchers. (This exercise can be used in conjunction with appraisal or arrangement projects to provide students with an opportunity to process a body of records.) **(field work)**
9. Ask students to identify a particular topic of interest and prepare a guide of records relating to that topic. They can be asked to prepare a summary of relevant groups and of the relevant series within those groups. They can also prepare an index to the guide entries. Students can also decide the most appropriate format for the guide and the best means of updating it or they can be given a recommended form and be asked to ensure consistency of presentation. **(field work)**

## Preserving Records

1. Ask students to select two different media, such as photographs and sound recordings or computer disks and paper, and write an essay describing the nature of each medium and explaining the preservation and conservation concerns associated with protecting each medium from deterioration or loss. Note that this exercise and the one below are very similar; this one draws on information provided in Lesson 1 of the module; the next one draws on information in Lesson 3. Instructors may wish to combine these exercises into one long essay; or they may wish to ask the questions several times for different media, perhaps as examination questions. **(essay)**
2. Ask students to select another two media, different from those chosen for the previous exercise, and write an essay explaining how the media should be stored and handled in order to protect it from deterioration or damage. See the note above about how to relate this exercise to the previous one. **(essay)**
3. Ask students to imagine they are responsible for developing a preservation programme for their organisation's records and archives unit. Ask them to write a proposal outlining the actions they would take to develop a preservation programme, including
  - conducting a preservation survey
  - transferring and accessioning selected records
  - storing and handling material properly
  - maintaining environmental conditions
  - providing access
  - maintaining good housekeeping
  - determining whether conservation actions are required
  - maintaining disaster control plans.

Students should be as specific as possible; if they can relate this exercise to a real situation they should do so. If not, the instructor may wish to develop a scenario and have students complete this exercise based on that hypothetical situation. This exercise is based in large part on information conveyed in Lesson 2; instructors should ensure students move beyond simply repeating information in the lesson to applying that information to a real or hypothetical situation. **(essay)**

4. Divide students into small groups and have each group prepare a proposal for reprography using one of the following methods: photographic copying, photocopying, microfilming and digitisation. Then have students present their proposal to the rest of the class and debate and discuss which method is most appropriate and why. At the end of the debate, have the class 'vote' on which method should be followed based on the presentations given. **(role play/group work)**
5. Ask students to consider the following case study.

A very prominent academic in your community has come to the archival institution to do research, and you are the officer on duty at the reference desk. You notice that this



professor has brought her briefcase into the reading room with her; this is against the rules and is a breach of security. You notice that she is leaving the room frequently, taking the briefcase with her. What should you do?

Ask the students to describe the course of action they would take here. Would they approach the academic? What would they say? Should they be concerned? (**essay, role play/group work**)

6. Ask students to choose one or the other statement in the pair of statements and explain their opinion about the following statements. Because this exercise explores opinions, rather than examining one 'right' or 'wrong' answer, it would be suitable for a group debate, where two or more students are asked to discuss either side of the question and the rest of the class listens to the debate and then discusses the positions and perhaps 'votes' on the winning presentation. (**role play/group work**)

National Archives must always have fully equipped conservation laboratories

*or*

National Archives do not need fully equipped conservation laboratories.

Access to archival materials should not be permitted if materials are physically damaged

*or*

Access to archival materials should always be permitted, regardless of their physical condition, as long as users are careful.

## **Emergency Planning for Records and Archives Services**

Several of the activities included in this module lend themselves easily to assessed or marked exercises or assignments. For example, students could conduct risk assessments, draft emergency plans and draw up lists of vital records. The instructor should use the module extensively as the basis for exercises. Beyond those already included in the module itself, instructors may wish to adapt the following exercises.

1. Using the *Security and Safety Report Form* included in the module, have students conduct security and safety examinations for various locations throughout their institution. They should report back on findings and prepare a formal proposal for improvements. (field work)
2. Ask students to work in groups, or in one large group, to develop a draft emergency plan for a fictitious or real organisation. The instructor might have students work in small teams to prepare various sections of the report, such as
  - introduction and objectives of the plan
  - a brief description of possible emergencies or disasters
  - a description of preventive measures that can be taken

- emergency procedures, including initial response
- a list of key contacts
- a description of items of special concern that should be rescued or protected
- a description or graphic plan of the building layouts
- a list of emergency equipment and supplies
- guidelines for salvage of records.

Students can then liaise with each other to put the final report together. (**field work, group work**)

3. Ask students to research the availability of various items listed in the essential or ideal emergency supplies lists included in the module. Are particular items readily available and, if not, where can they be found and how much do they cost? It may be particularly useful to students to determine the purchase price of various items so they can understand the expense that can be involved with emergency planning and appreciate the importance of securing needed equipment and then protecting it from loss or damage. (**field work, group work**)
4. Ask each student to develop a proposal for identifying a set of vital records in their own organisations or, if necessary, in a fictitious organisation. Have the students discuss and debate their proposals and then ‘vote’ on which records they accept as vital and why or why not. (**role play/group work**)
5. Ask students to choose one or the other statement in the pair of statements and explain their opinion about the following statements. Because this exercise explores opinions, rather than examining one ‘right’ or ‘wrong’ answer, it would be suitable for a group debate, where two or more students are asked to discuss either side of the question and the rest of the class listens to the debate and then discusses the positions and perhaps ‘votes’ on the winning presentation. (**role play/group work**)

National Archives must always have a complete, written emergency plan

*or*

National Archives do not need a complete emergency plan if several staff are well trained in emergency procedures.

The first priority in emergency planning should be to develop a written emergency plan

*or*

The first priority in emergency planning should be to improve storage conditions so records are protected.

## Developing Infrastructures for Records and Archives Services

Several of the activities included in this module lend themselves easily to assessed or marked exercises or assignments. For example, students could review and revise their

organisation's mandate, assess legislation and organisational structures and examine staffing issues. The instructor should use the module extensively as the basis for exercises. Beyond those already included in the module itself, instructors may wish to adapt the exercises below.

1. Ask students to explain the importance of developing a sound legislative framework to support the life-cycle management of public sector records and archives. Students should research existing legislation in their jurisdiction and discuss its effectiveness; it is important to ensure that if possible they reach beyond general statements here to specific proposals relating to their own situation. **(essay)**
2. Ask students to imagine they are responsible for staffing an entirely new records and archives management unit. They can have any staff they want to do whatever they want. Have them develop a proposal for a staffing structure and discuss this with their classmates. If doing this as a role play, the instructor could then advise students that their budget has been cut in half and they have to reduce their staffing complement. Students can then debate and discuss this again. **(essay, role play/group work)**
3. Ask students to assess the existing archival legislation in their jurisdiction and determine whether it is adequate to meet the challenges of record keeping in the light of reforms in government and the requirements of the electronic age. Students will need to explain precisely how the legislation is or is not adequate and comment on changes they might make. (essay)
4. Ask students to write an essay on the various stages of legislative review and illustrate each with a fictitious or real scenario. At each stage they should identify risks to the process if it is not managed well. **(essay)**
5. Ask students to choose one or the other statement in the pair of statements and explain why. Because this exercise explores opinions, rather than examining one 'right' or 'wrong' answer, it would be suitable for a group debate, where two or more students are asked to discuss either side of the question and the rest of the class listens to the debate and then discusses the positions and perhaps 'votes' on the winning presentation. **(role play/group work)**

National Archives must always have up-to-date legislation

*or*

National Archives do not need up-to-date legislation as long as they operate with the best interests of the records and society in mind.

The first priority in staff restructuring is to establish separate posts for managers with different responsibilities

*or*

The first priority in staff restructuring is to conduct an assessment of all current positions.

## Managing Resources for Records and Archives Services

1. Group the students into pairs and ask one student to imagine that he or she is a new employee in the institution; ask the other to play the role of the supervising employer. Have them work together to develop a short-term plan for the first two or three months of the job.

This exercise will help students understand the importance of clear directives and procedures; the new employee may not know what he or she should be doing, how often to report on progress, whether performance is going to be measured and if the new employee is on probation. **(role play/group work)**

2. Ask students to imagine they are responsible for hiring a new records officer to care for current records in the office. Ask them to develop a list of questions they would ask prospective employees for the position. Then have them present their questions to the class for discussion or conduct a mock interview as a role play.

If desired, instructors could diversify this exercise by having several students develop questions for different positions, such as records officer, reference archivist, conservation manager and so on and comparing the different questions developed. **(role play/group work)**

3. Ask students to research their organisation's current policies and practices on health and safety, equal opportunities, training and development and staff assessment. For each area, students should write a report on the current practices and offer recommendations for improvements or changes. Students should be encouraged to look at specific issues and not simply make general statements. **(essay)**
4. Ask students to work together as a team to carry out a factual investigation as part of a problem solving exercise such as the one described above. Ask the students to develop a team approach and document how they decided who would do what. At the end of the project, ask them to report not only on the actual investigation but also on how their team work progressed and what worked and what did not. **(essay, group work)**
5. Ask students to document their time spent on a particular activity, such as completing a research project, with clear indications of how much time they spent on which tasks. Then have the students discuss their findings and consider their time management skills. **(group work)**
6. Ask students to imagine that they are responsible for procuring new equipment for their organisation, such as

- records and archives storage equipment
- conservation equipment
- reprographic equipment
- information technology systems
- transport

- office equipment.

Ask them to outline the steps they would take to determine what equipment to purchase, how to price and select it and how to ensure it is received and installed appropriately. They should document all the questions they would ask and issues they would consider. The proposal should be encouraged to think beyond the basic information provided in the module and apply their studies to specific situations. **(essay, field work)**

## Strategic Planning for Records and Archives Services

1. Ask students to consider the following case study.

The single most important body of records in your archival institution is over 60 years old and is deteriorating badly. The body of records is heavily used and always in great demand. You need to take steps to protect the records, either by copying the information to another medium (such as paper, microfilm or electronic) or restricting access to the originals. Any form of reproduction will cost approximately \$10,000, and senior management believes restricting access will damage the credibility of the institution.

Ask the students to imagine they are managers in their organisation. They must describe what they would need to do determine what action to take. How would they decide whether or not to copy? How would they decide which copying method to use, if they choose to copy? How would they seek support from senior management for any work to be done? The instructor would need to emphasise to students that this exercise is intended to focus on the decision-making process, not the technical aspects of the problem. **(essay, role play/group work)**

2. Ask students to write an essay explaining the concept of change management. Specifically, they should examine why organisations sometimes need to change and the steps that should be taken to ensure change is done effectively and in a cooperative environment. **(essay)**
3. Ask students to select a particular department or unit in their organisation and conduct a SWOT analysis of it, based on the information provided in the module. The instructor may prefer to develop a fictitious organisation, in which case it is important to ensure the organisation demonstrates both strengths and weaknesses. **(essay, field work)**
4. Ask students to write an essay on the various stages of project management and illustrate each with a fictitious or real scenario. At each stage they should identify risks to the process if it is not managed well. **(essay)**
5. Ask students to consider the following scenario:

You are a senior manager responsible for the administration of the National Archives in your country. You believe it is necessary to restructure your National Archives into an integrated National Records and Archives Institution, responsible for current

records, semi-current records and archives. The government does not accept this thinking yet, and your job is to convince them of the soundness of your approach.

Ask students to write a proposal to their senior managers explaining why they should redefine the archival institution from a historical records facility into an integrated information agency. The proposal should be as detailed as possible. Instructors may wish to provide additional information, such as size of government or historical data, to provide the students with more background. Alternatively, instructors may encourage students to develop the entire scenario themselves. **(essay)**

6. Using the above exercise, instructors may have students present their proposals to the class and then discuss and debate the presentations, to allow students to share their ideas. **(role play/group work)**
7. Ask students to consider the following mission statement for a National Archives:  
'Ensuring that Evidence is Preserved for Organisational and Cultural Effectiveness'

Have students describe the strengths and weaknesses of this mission statement, then ask them to rephrase the statement to suit their own institution or a fictitious institution that they develop as part of their course work. **(essay)**

## **Analysing Business Systems**

1. Either have students examine their own institutions and any other institution and find at least one example of a situation where business systems analysis is being used. The students should explain why the analytic process is being undertaken. They should also identify the kinds of activities underway as part of the exercise and describe whether the activities match those outlined in the module. **(field work)**
2. If students cannot identify a situation in their own institution and any other institution where business systems analysis is being used, they should find at least one example of a situation where business systems analysis could be used. The students should explain why the analytic process should be undertaken. They should also identify the kinds of activities that would take place as part of the exercise. **(essay)**
3. Ask students to identify a particular function, such as conducting and documenting a meeting, responding to a request for information or completing and reporting on a project and have students apply business systems thinking to that function to analyse its nature, origins and purpose and to determine the records required to support it. **(essay, examination)**
4. Using either the real or fictitious example of business systems analysis in Question 1, ask students to prepare a detailed Gantt chart to illustrate all the activities that make up the whole project, from the planning stage through to implementation of any system designs. Then ask students to undertake a certain amount of data gathering in order to have enough information to prepare the charts and diagrams. Students could then

draw various charts and diagrams to illustrate the analytical process being undertaken. **(essay, group work, field work)**

5. To expand on the work above, ask students to select one process within the function being analysed and prepare a detailed process of map showing each activity within the process with inputs, outputs and control flows. They can then draw functional analysis diagrams of the function showing the activities, information flows, data stores and external bodies at each level. They should take the diagrams down to level three for each activity. **(essay, group work, field work)**
6. Ask students to choose one or the other statement in the pair of statements and explain their opinion about the following statements. Because this exercise explores opinions, rather than examining one 'right' or 'wrong' answer, it would be suitable for a group debate, where two or more students are asked to discuss either side of the question and the rest of the class listens to the debate and then discusses the positions and perhaps 'votes' on the winning presentation. **(role play/group work)**

Organisations must always prepare written process maps when conducting business systems analyses

*or*

Organisations do not need written process maps as long as they understand the general flow of activities.

Business systems analysis projects must always have a team leader and full complement of members

*or*

Business systems analysis projects can be undertaken by one or two people without a leader.

## **Understanding Computers: An Overview for Records and Archives Staff**

1. Ask students to write a report on how computers are presently used in their organisation. Students could investigate a particular department or, if possible, two or three departments and determine (1) how computers were selected; (2) why they are used; (3) what records issues are created and (4) whether or not computer selection and use has been or can be coordinated among different departments. Students could write up their findings and write a proposal for improvements in the selection, use and maintenance of computer equipment. **(field work)**
2. Ask students to choose one or the other statement in the pair of statements and explain their opinion about the following statements. Because this exercise explores opinions, rather than examining one 'right' or 'wrong' answer, it would be suitable for a group debate, where two or more students are asked to discuss either side of the question and

the rest of the class listens to the debate and then discusses the positions and perhaps 'votes' on the winning presentation. (**role play/group work**)

All organisations should computerise as many activities as possible

*or*

Organisations should avoid computerisation until all potential problems, such as erratic power supplies or poor environmental conditions, are eliminated.

Finding information on the Internet is easy if a person knows how to search properly

*or*

The Internet is poorly organised and finding information is very difficult.

3. Ask students to set up a computer directory for their files and discuss how they named files and why.
4. Ask students to plan the selection and installation of a new computer system for their office: what software would be included, what would be the budget, what licences would be required, what training would be needed? (**essay, field work**)
5. Ask students to evaluate the potential use of different software packages to carry out the same function, such as word processing, database management or accounting. They could read articles about different packages and discuss them with colleagues. They should consider the following questions among others. How easy is the software to learn? How effective are the manuals? Is training available and is it expensive? What is the cost of installing the software? How often is the software upgraded? (**essay, field work**)

## Automating Records Services

1. Ask the students to consider the following scenario: An international donor agency has given the records and archives institution the funds to purchase four new computers. No conditions have been placed on these funds, except that they must be used to purchase computers or computer-related equipment or supplies. Have students work alone or in groups to develop a plan for using these funds. Ask them to describe all the issues they considered as they determined a course of action. For example, did the students consider what other computers were already in use in the institution? Did they consider staff training, equipment maintenance, environmental conditions and so on? They should have completed an extensive analysis of their organisation's needs and present status before making a decision. Therefore, the list of questions they considered will be more significant in answering this question than their final decision. (**essay, role play/group work**)
2. The above exercise could be converted to a research or field work project by asking students to consider the donor's gift in the light of the actual needs of their own institution. The students would have to interview various members of the institution and determine the best possible uses for the computer equipment and report back on their decisions. They should document the interview and research process thoroughly,



again to demonstrate the thought processes they went through to make an informed decision. **(field work)**

3. Have students read at least two articles on digitisation. If no such literature is available, have them consider a planned or actual scanning project. Ask them to write an explanation of the concept of scanning and describe at least three or four advantages and disadvantages. Ask them to outline the criteria they would want to put in place before commencing a scanning programme. **(essay)**
4. Ask students to use their own organisation as an example and complete the ARM Technology Checklist for a fictitious plan to develop an automated records management programme. Ask them to discuss how difficult it is to complete the checklist. **(essay)**
5. Ask students to outline a planning process for a digitisation project, referring back to the planning process described in the module. **(essay)**
6. Ask students to consider the steps involved with automating the registry system in their own organisation. What types of administrative, technical and descriptive metadata would they need to create? **(essay, group work)**

## **Electronic Records**

1. Have students conduct a study of how electronic records are being created, used and stored in one or more departments within their institution or any other institution. Ask them to write a description of the processes in place and to describe (1) any issues of concern they have identified and (2) the steps they would take to improve the situation. **(field work)**
2. If students have access to computers and the Internet, have students search for various websites, such as the sites of archival institutions or professional records-related organisations. They may also search for various terms or other information, for instance about electronic records care or providing reference services. Ask them to write a report on how easy or difficult it was to search for this information and whether they felt the information they obtained was valuable. **(essay, group work)**
3. Have students read at least two articles on the care of electronic records and review their work for this module. Then have them describe the main arguments for and against applying traditional archival principles such as *respect des fonds*, provenance and original order to the care of electronic records. How might the application differ? If additional readings are available on these issues, have students read these before writing the essay. **(essay)**
4. Have students select a typical records or archives management function, such as appraisal, arrangement, description, preservation or access. Then have them examine in as much depth as possible how that function is or will be changed or affected when applied specifically to the care of electronic records. Have them be as specific and

detailed as possible, discussing not only how the function may be affected but what actions might be taken to ensure it can still be performed satisfactorily. **(essay)**

5. Ask students to write an analysis of the legal implications of retaining a particular series of records (such as case files or contracts) in electronic form versus paper form. What issues would need to be considered? How could the integrity of the records be protected? **(essay)**
6. If possible, ask students to discuss the development of electronic records systems with systems designers or IT specialists. Have them discuss whether or not these specialists are considering the legal requirements for retaining electronic records over time, and how they are addressing the protection of recorded information. **(essay, field work, group work)**
7. Ask students to examine their institution's ability to preserve and make available records in electronic form. What steps would the institution have to take to ensure records are protected? **(essay, field work)**

## **Managing Financial Records**

1. Ask students to identify all laws or regulations controlling their government's financial management system. If the students work in a private-sector organisation, have them identify their organisation's policies and procedures relating to financial management as well as any laws or regulations to which the organisation must conform. Students can also be asked to comment on whether these laws or regulations are effective or how they could be improved to ensure records are well protected. **(field work, essay)**
2. Ask students to write an essay on the following statement: Accountability to citizens is fundamentally dependent upon reliable accurate financial records. How can the records manager contribute to the national institutional infrastructure (laws, regulations, stakeholders responsibilities) for financial accountability? **(essay)**
3. Have students identify their own organisation's main accounting records. Have them develop a retention schedule for those records. Ask them to identify whom they would consult when developing an actual retention schedule and what factors they would consider when determining retention periods for accounting records. **(field work, essay)**
4. Ask students to consider the following scenario: Members of the Accountant General's Department have been falsely accused of embezzling state funds and the Minister of Finance has decided that the introduction of an integrated financial management system will deter future fraud.

Ask students to explain how they would convince the Accountant General that there are records management issues that need to be considered? Have students outline the key issues involved and to explain the benefits of improved records management for the department. **(role play/group work, essay)**

5. Ask students to consider the following scenario: The Auditor General is complaining that his staff cannot obtain payment vouchers within a reasonable time; this is

preventing completion of the annual audit of accounts. Some records in the Accounting storeroom are in complete disorder and others have accumulated in government offices. The Accountant General is introducing a new computerised accounting system in the next few months.

Ask students to explain how they would develop the procedures to (1) provide access to information needed to complete the annual audit and (2) prepare records in order to assist with the introduction of the automated accounting system. What information would they need to develop an action plan? Who would need to be involved with the project in order to ensure its success? **(role play/group work, essay)**

6. Ask students to consider the following scenario.

Your national archives has just received a transfer of about 20 linear metres of invoices and receipts from the finance department, dating from 1980 to about three years ago. The records relate specifically to payments made to international consultants to advise senior government officials on international development issues, a topic that has been highly controversial for some years. Newspapers have been reporting on suspected government corruption and 'kickbacks' paid to consultants.

The National Archives has the room to accept these records but has realised that accepting them may not be wise. The finance department claims it has no further use for these records, but it has not confirmed that any information may be needed to counter accusations made in the newspapers. There are audited financial statements available for each year in question, but they are presently housed in the finance department not the archival institution.

The following options are available:

- accept all the records
- select a sample and destroy the rest
- microfilm all the records and destroy the originals
- reject all the records and authorise their destruction
- return the records to the finance department.

Ask the students to decide which of the above options they would choose. Ask them to explain why they chose the option they did and why they did not choose the other options. If students determine another option, ask them to explain their reasoning. **(essay, role play/group work)**

## **Managing Hospital Records**

1. Ask students to consider the following scenario.

Your national archives has just received a transfer of 10,000 case files from the nation's oldest mental hospital, which was opened in 1910 and closed five years ago. All of the patients who had been in the hospital when it closed were transferred to other hospitals, along with their relevant records.

The transfer includes over 10,000 case files, taking up over 200 linear metres of space. Each case file includes personal and family history about the patient and information on his or her state of health both at the time of admission and throughout his or her stay in the institution. Also in the files are correspondence with the patients and their families, photographs of the patient, logs of visitors who came to see the patient and documentation on treatments given to the patient.

The National Archives has the room to accept these records but has realised that accepting them may not be wise. Accepting these materials might set a precedent, leading other hospitals to think that they could deposit their old records with the archival institution as well. According to the government's laws on personal privacy, no information in these records may be released to the public for 75 years.

The following options are available:

- accept all the records
- postpone a decision until the records are 75 years old and leave the records unprocessed in storage
- select a sample and destroy the rest
- microfilm all the records and destroy the originals
- reject all the records and authorise their destruction.

Ask the students to decide which of the above options they would choose. Ask them to explain why they chose the option they did and why they did not choose the other options. If students determine another option, ask them to explain their reasoning. **(essay, role play/group work)**

2. Ask students to write an essay discussing the issues involved with introducing a unitary file systems for hospital-based casenotes, as discussed in Lesson 2 of this module. **(essay)**
3. Ask students to write an essay discussing the issues involved with training medical records staff. What information would such a staff person need to know? How might they obtain that information? **(essay)**
4. Ask students to identify all the stakeholders involved in introducing new records systems in a hospital. Have the students identify the main concern each of those stakeholders might have about records. **(essay, group work)**

## **Managing Legal Records**

1. Ask students to consider the following scenario. This scenario is deliberately very similar to the scenarios presented for other specialist records, in order to allow students to consider how the management of case files may differ depending on the purpose behind the creation and use of the files.

Your national archives has just received a transfer of 10,000 case files from the government's prosecution department, responsible for prosecuting criminal cases in a court of law. The records date from 1950 to about three years ago.

The transfer includes over 10,000 case files, taking up over 200 linear metres of space. Each case file includes the entire history of the legal case, including personal information about the accused and the victims and the prosecution's research notes and evidence. Also in the files are correspondence with the defence lawyers and with others in the court system, photographs of the accused and related records.

The National Archives has the room to accept these records but has realised that accepting them may not be wise. According to the government's laws on personal privacy, no information in these records may be released to the public for 75 years unless it was disclosed in open court during any trial of the case. The prosecution department claims it has no further use for these records, but it has not confirmed that the country's statute of limitations means that no further action can happen in any of these cases.

The following options are available:

- accept all the records
- postpone a decision until the records are 75 years old and leave the records unprocessed in storage
- select a sample and destroy the rest
- microfilm all the records and destroy the originals
- reject all the records and authorise their destruction
- return the records to the prosecution department.

Ask the students to decide which of the above options they would choose. Ask them to explain why they chose the option they did and why they did not choose the other options. If students determine another option, ask them to explain their reasoning. **(essay, role play/group work)**

2. Ask students to consider the consequences to an organisation and to individuals if court files were not available and easily accessible. Have students examine as many issues as possible. **(essay, group work)**
3. Ask students to examine the issues involved with preserving paper-based legal records over time. What concerns must be addressed? What steps might have to be taken within the institution? **(essay, group work)**
4. Ask students to examine the issues involved with preserving electronic legal records over time. What would happened to citizens' rights of the electronic records could not be preserved over time? What concerns must be addressed? What steps might have to be taken within the institution? **(essay, group work)**

## Managing Personnel Records

1. Ask students to consider the following scenario. This scenario is deliberately very similar to the scenarios presented for other specialist records, in order to allow students to consider how the management of case files may differ depending on the purpose behind the creation and use of the files.

Your national archives has just received a transfer of 10,000 case files from the government's personnel department. The files date from 1950 to the present day, including files on employees still with the government. The personnel department has instituted an automated personnel management system and so feels it no longer needs the paper records at all.

The transfer includes over 10,000 case files, taking up over 200 linear metres of space. Each case file includes personal and professional information, including the career history of the employee, correspondence with the employee and his or her family about health issues, annual leave, work conditions, rate of pay and raises, promotions and demotions and similar employment-related information.

The National Archives has the room to accept these records but is not sure if accepting these materials is a wise idea. According to the government's laws on personal privacy, no information in these records may be released to the public for 75 years. The personnel department's automated system was launched one month ago and there are still some problems with ensuring the system is running smoothly and that it contains accurate information.

The following options are available:

- accept all the records
- postpone a decision until the records are 75 years old and leave the records unprocessed in storage
- select a sample and destroy the rest
- microfilm all the records and destroy the originals
- reject all the records and authorise their destruction
- return the records to the personnel department.

Ask the students to decide which of the above options they would choose. Ask them to explain why they chose the option they did and why they did not choose the other options. If students determine another option, ask them to explain their reasoning. **(essay, role play/group work)**

2. Have the students investigate the arrangements for managing personnel information in the civil service. Is there an integrated human resource information system? How does it relate to the paper system? Has any thought been given to the linkages between them and the degree to which the two systems correlate? **(essay, field work)**
3. Have the students investigate the systems for organising paper-based personnel records in their organisation or another suitable institution. Are the systems effective? What actions might be taken to improve them? **(essay, field work, group work)**

4. Have the students investigate the retention requirements for personnel records in their jurisdiction. What is the statutory period for the retention of personnel records? If there is one, have them consider whether it is appropriate and why. If there is not, what period is required and why? **(essay, field work, group work)**
5. Using the same questions in the above exercise, have students investigate the retention requirements for pension records in their jurisdiction. What is the statutory period for the retention of pension records? If there is one, have them consider whether it is appropriate and why. If there is not, what period is required and why? **(essay, field work, group work)**
6. Ask students to consider the need to preserve electronic records over time. Ask them to discuss what would happen if electronically created personnel records were not preserved and paper-based personnel records did not exist. **(essay, group work)**
7. Ask students to consider the following scenario. You are a records manager in a medium-sized country working in the Ministry of Public Service. You know that the personnel files in your custody are not complete and the pensions department relies on personnel records in line ministries to make up gaps in information. Your department has recently set up an automated personnel records system but there are questions about the reliability of the data. Management is keen to free up space occupied by paper personnel records. You are asked to advise on how to achieve this space savings. How will you ensure that the rights of civil servants are protected? **(essay, role play/group work)**

## **WHERE TO GO FOR MORE INFORMATION**

The best sources for additional information on teaching records and archives management are the universities and institutions that already teach the subject. Beyond that, various educational associations and institutions offer valuable information about teaching in general. There follows a selected list of organisations and institutions that could be contacted.

*See the Additional Resources document for information on other organisations and associations involved with records and archives management generally.*

### **Archival Associations and Organisations**

Following is a selected list of archival associations and organisations that are significantly involved with education and training issues. This list is by no means comprehensive and users are encouraged to review the various websites and publications indicated in this study programme to identify other organisations or institutions not mentioned here.

#### **Association of Canadian Archivists Education Committee**

PO Box 2596, Station D

Ottawa, Ontario, Canada K1P 5W6

Tel: +1 613 445 4564

Fax: +1 613 445 4565

Email: [aca@magmacom.com](mailto:aca@magmacom.com)

Website: <http://www.archives.ca/aca/committee/educ/index.htm>

The Association of Canadian Archivists education committee website includes links to such information as *Guidelines for the Development of Post-appointment and Continuing Education and Training Programmes*, *Guidelines for the Development of a Two-year Curriculum for a Master of Archival Studies* and *Guidelines for the Development of a Curriculum for an Archives Technician Programme*.



### **The Association for Information Management (ASLIB)**

Staple Hall  
Stone House Court  
London EC3A 7PB UK  
Tel: +44 0 20 7903 0000  
Fax: +44 0 20 7903 0011  
Email: [membership@aslib.co.uk](mailto:membership@aslib.co.uk)  
Website: <http://www.aslib.co.uk/aslib/>

ASLIB offers a number of educational and training courses, mostly for UK-based professionals.

### **Association of Records Managers and Administrators (ARMA International)**

4200 Somerset Dr., Suite 215  
Prairie Village, KS  
66208-0540 US  
Tel: +1 800 422-2762 / +1 913 341 3808  
Fax: +1 913 341 3742  
Email: [hq@arma.org](mailto:hq@arma.org)  
Website: <http://www.arma.org/>

The ARMA website includes links to other professional associations involved with record keeping and includes an extensive 'bookstore' with a wide range of advice and information, from introductory to expert. Prices for publications vary and there are significant discounts for ARMA members. The bookshop lists are accessible at <http://commerce.shreve.net/armahqstorem/>.

### **Australian Society of Archivists Inc.**

PO Box 83  
O'Connor ACT  
Australia 2601  
Website: <http://www.archivenet.gov.au/asa>

The Australian Society of Archivists (ASA) is particularly interested in professional training and archival qualifications.

### **International Council on Archives Section on Archival Education (ICA/SAE)**

60, rue des Francs-Bourgeois  
75003 Paris, France  
Tel: +33 0 1 40 27 63 06  
Fax: +33 0 1 42 72 20 65  
Email: [100640@compuserve.com](mailto:100640@compuserve.com)  
Website: <http://www.archives.ca/ICA/>

This ICA section is very active in archival education around the world. Its website includes valuable information about a range of educational issues.

### **Records Management Society (RMS)**

Woodside  
Coleheath Bottom, Speen  
Princes Risborough  
Bucks HP27 0SZ, UK  
Tel: +44 1494 488599  
Fax: +44 1494 488590  
Email: [bulletin@rms-gb.org.uk](mailto:bulletin@rms-gb.org.uk)  
Website: <http://www.rms-gb.org.uk>

The Records Management Society is developing its own training programmes and extending its range of technical and information publications.

### **Society of Archivists**

40 Northampton Road  
London EC1R 0HB, UK  
Tel: +44 20 7278 8630  
Fax: +44 20 7278 2107  
Email: [societyofarchivists@archives.org.uk](mailto:societyofarchivists@archives.org.uk)  
Website: <http://www.archives.org.uk>

The Society of Archivists aims to promote the care and preservation of archives and the better administration of record repositories; it is active in advancing the training of its members. It has developed in-service training courses for archivists and archival conservators which lead to formal qualifications.

### **Society of American Archivists**

527 S. Wells Street 5th Floor  
Chicago, IL  
60607-3922 US  
Tel: +1 312 922 0140  
Fax: +1 312 347 1452  
Email: [info@archivists.org](mailto:info@archivists.org)  
Website: <http://www.archivists.org>

The Society of American Archivists offers continuing education courses and career opportunities, particularly for archivists in the United States. The website has useful contacts and links and especially an extensive list of publications which can be ordered by mail or electronically.

## **Archival Educators**

What follows is a selected list of educational institutions around the world that offer extensive records and archives management programmes. The institutions shown below teach primarily in English; this list is by no means comprehensive and users are encouraged to review the various websites and publications indicated in this study programme to identify other organisations or institutions not mentioned here.

### **Edith Cowan University**

External Studies  
PO Box 830  
Goldsworthy Road  
Claremont, WA 6010 Australia  
Tel: +618 9273 8500  
Fax: +618 9442 1330  
Email: extstudi@cowan.edu.au  
Website: www.ecu.edu.au

### **Hebrew University of Jerusalem. School of Library, Archive and Information Studies**

POB 1255  
Givat Ram Campus  
Jerusalem, 91904 Israel  
Tel: 972 2 658 5045  
Fax: 972 2 658 5705  
Website: <http://sites.huji.ac.il/slais/libschl.htm>

### **Moi University**

Faculty of Information Sciences  
PO Box 3900  
Eldoret, Kenya  
Tel: +254 321 45001  
Fax: +254 321 22914  
Email: fismembers@rinaf.mufis.moiuniversity.ac.ke  
Website: <http://www.tcol.co.uk/orgs/moi/moi.htm>

### **Monash University**

School of Information Management and Systems  
Victoria, Australia  
Tel: +3 9905 2959  
Fax: +3 9905 2952  
Email: seclar@fcit.monash.edu.au  
Website: <http://dlar.fcit.monash.edu.au>

**Universiti Teknologi MARA**

Faculty of Information Studies  
Shah Alam  
40450 Selangor Darul Ehsan  
Malaysia  
Tel: +603 556 4149  
Fax: +603 559 6159  
Email: [rusnah@salem.itm.edu.my](mailto:rusnah@salem.itm.edu.my)  
Website: [www.itm.edu.my](http://www.itm.edu.my)

**University of Botswana**

Department of Library Studies  
Private Bag 0022  
Gaborone, Botswana  
Tel: + 267 357151  
Fax: +267 355 2279  
Email: [mjjanm@noka.ub.bw](mailto:mjjanm@noka.ub.bw)  
Website: <http://www.ub.bw>

**University of British Columbia, School of Library, Archival and Information Studies**

831 – 1956 Main Mall  
Vancouver, BC V6T 1Z1 Canada  
Tel: 604 822 2402  
Fax: 604 822 6006  
Email: [slais@interchange.ubc.ca](mailto:slais@interchange.ubc.ca)  
Website: <http://www.slais.ubc.ca/>

**University of Ghana**

Department of Library and Archival Studies  
PO Box 60  
Legon, Ghana  
Tel: +233 21 500 467  
Fax: +233 21 502 701  
Email: [dlas@ug.apc.org](mailto:dlas@ug.apc.org)  
Website: <http://www.ghana.com/republic/education/legonhan.html>

**University of London, School of Library, Archive and Information Studies**

University College London  
Gower Street  
London WC1E 6BT UK  
Tel: +44 20 7679 7204  
Fax: +44 20 7383 0557  
Email: [o.manager@ucl.ac.uk](mailto:o.manager@ucl.ac.uk)  
Website: <http://www.ucl.ac.uk/slais/body.htm>

**University of Manitoba. Archival Masters Programme**

Department of History  
University of Manitoba  
St. Paul's College  
Winnipeg, MAN R3T 5V5 Canada  
Tel: 204 474 8559  
Fax: 204 474 7620  
Email: tom\_nesmith@umanitoba.ca  
Website: <http://www.umanitoba.ca/faculties/arts/history>

**University of Michigan, School of Information**

304 West Hall  
Ann Arbor, MI 48109-1092 US  
Tel: +1 734 763 2285  
Fax: +1 734 764 2475  
Website: <http://www.si.umich.edu/about-SI/>

**University of New South Wales, School of Information, Library and Archive Studies**

Faculty of Commerce and Economics  
Sydney, New South Wales, AUS 2052  
Tel: +61 2 9385 3590  
Fax: +61 2 9385 3430  
Website: <http://www.silas.unsw.edu.au>

**University of Pittsburgh, School of Information Sciences**

135 North Bellefield Avenue  
Pittsburgh, PA 12560 US  
Website: <http://www2.sis.pitt.edu/>

**University of Texas at Austin, Graduate School of Library and Information Science**

52B 564, D7000  
Austin, Texas  
Tel: +512 471 2742  
Fax: +512 471 3971  
Email: [info@gslis.utexas.edu](mailto:info@gslis.utexas.edu)  
Website: <http://www.glis.utexas.edu>

**University of Toronto, Faculty of Information Studies**

140 St. George Street  
Toronto, ON M5S 3G6 Canada  
Tel: 416 978 3234  
Fax: 416 978 5762  
Email: [enquire@fis.utoronto.ca](mailto:enquire@fis.utoronto.ca)  
Website: <http://www.fis.utoronto.ca>

## **University of the West Indies, Department of Library Studies**

Mona  
Kingston 7  
Jamaica  
Fax: +876 977 0622  
Email: artsanded@uwimona.edu.jm  
Website: <http://isis.uwimona.edu.jm>

## **Educational Associations and Organisations**

The following institutions and associations offer valuable information on educational issues, particularly in the areas of distance education, self-study and flexible learning.

### **Commonwealth of Learning**

600-1285 West Broadway  
Vancouver, BC V6H 3X8  
Canada  
Tel: +1 604 775 8200  
Fax: +1 604 775 8211  
Email: [info@col.org](mailto:info@col.org)  
Website: <http://www.col.org/>

### **International Extension College**

95 Tenison Road  
Cambridge CB1 2DL UK  
Tel: +44 1223 353 321  
Fax: +44 1223 464 734  
Email: [iec@dial.pipex.com](mailto:iec@dial.pipex.com)  
Website: [www.iec.ac.uk](http://www.iec.ac.uk)

### **National Extension College**

18 Brooklands Avenue  
Cambridge CB2 2HN  
UK  
Tel: + 44 1223 450 200  
Fax: +44 1223 313 586  
Email: [info@nec.ac.uk](mailto:info@nec.ac.uk)  
Website: [www.nec.ac.uk](http://www.nec.ac.uk)

### **Open Learning Institute**

Queensland, Australia  
Tel: +61 7 3259 4111  
Email: [oli.info@tafe.net](mailto:oli.info@tafe.net)  
Website: <http://www.oli.tafe.net>

## **Open University**

Walton Hall

Milton Keynes MK7 6AA

UK

Tel: +44 1908 858 785 / 653815

Fax: +44 1908 655 690

Email: [ouweng@open.ac.uk](mailto:ouweng@open.ac.uk)

Website: [www.open.ac.uk](http://www.open.ac.uk)

## **ADDITIONAL RESOURCES**

There are not many publications available specifically related to archival education. Users are encouraged to examine general publications in educational theory and practice to expand on the few resources listed below.

*Refer to the Additional Resources document for information on more general publications on records and archives management.*

### **Directories of Archival Associations and Institutions**

Burnstein, Susan, et al. *Directory of Archives in Australia*. Sydney, AUS: Australian Society of Archivists, 1992.

Bureau of Canadian Archivists. *Directory of Canadian Archives*. 3d ed. Ottawa, CA: Bureau of Canadian Archivists, 1986.

Fang, Josephine R and Alice H Songe, comps and eds. *World Guide to Library, Archival and Information Science Associations*. Munich, GER: KG Saur, 1995.

Foster, Janet and Julia Sheppard, comps. *British Archives: A Guide to Archives Resources in the United Kingdom*. Basingstoke, UK: Macmillan, 1995.

International Council on Archives. *International Directory of Archives*. *Archivum* 38, 1992.

Mortimer, Ian, ed. *Record Repositories in Great Britain*. 10th ed. London, UK: PRO Publications (for Royal Commission on Historical Manuscripts), 1997. Also available electronically at [www.hmc.gov.uk/archon/archives.htm](http://www.hmc.gov.uk/archon/archives.htm).

United States National Historical Publications and Records Commission. *Directory of Archives and Manuscript Repositories in the United States*. 2d ed. Phoenix, AZ: Oryx Press, 1988.

## Educational Publications and Tools

Peterson, Trudy Huskamp. *Basic Archival Workshop Exercises*. Chicago, IL: Society of American Archivists, 1982.

Pardo, Thomas C. *Basic Archival Workshops: A Handbook for the Workshop Organizer*. Chicago, IL: Society of American Archivists, 1982.

## RAMP Studies

Bowden, Russell. *Guidelines for the Management of Professional Associations in the Fields of Archives, Library and Information Work*. (RAMP Study PGI-89/WS/11). Paris, FR: UNESCO, 1989. Available electronically through the UNESCO website.

Cook, Michael. *Guidelines for Curriculum Development in Records Management and the Administration of Modern Archives: A RAMP Study*. (RAMP Study PGI-82/WS/16). Paris, FR: UNESCO, 1982.

Cook, Michael. *Guidelines on Curriculum Development in Information Technology for Librarians, Documentalists, and Archivists: A RAMP Study*. (RAMP Study PGI-86/WS/26). Paris, FR: UNESCO, 1986.

Cook, Michael. *The Education and Training of Archivists: Status Report of Archival Training Programmes and Assessment of Manpower Needs*. (RAMP Study PGI-79/CNF.604/COL.2). Paris, FR: UNESCO, 1979.

Couture, Carol. *The Impact of Ramps Studies in the Field of Education: An Assessment Report*. (RAMP Study PGI-93/WS/12). Paris, FR: UNESCO, 1993. Available electronically through the UNESCO website.

*Curriculum Development for the Training of Personnel in Moving Images and Recorded Sound Archives: A RAMP Study*. (RAMP Study PGI-90/WS/9). Paris, FR: UNESCO, 1990. Available electronically through the UNESCO website.

Delmas, Bruno. *The Training of Archivists: Analysis of the Study Programme of Different Countries and Thoughts on the Possibilities on Harmonization*. (RAMP Study PGI-79/CONF.604/COL). Paris, FR: UNESCO, 1979.

Fontaine, France, and Pauline Bernhard. *Guidelines for Writing Learning Objectives in Librarianship, Information Science and Archives Administration*. (RAMP Study PGI-88/WS/10). Paris, FR: UNESCO, 1988. Available electronically through the UNESCO website.

Rastas, Pirkko. *Manuals and Textbooks of Archives Administration and Records Management: A RAMP Study*. (RAMP Study PGI-92/WS/11). Paris, FR: UNESCO, 1992. Available electronically through the UNESCO website.

Savard, R jean. *Guidelines for the Teaching of Marketing in the Training of Librarians, Documentalists and Archivists*. (RAMP Study PGI-88/WS/1). Paris, FR: UNESCO, 1988. Available electronically through the UNESCO website.



UNESCO. PGI. *Meeting of Experts on the Harmonization of Archival Training Programmes, 26-30 November, Paris, 1979. Final Report.* (RAMP Study PGI-79/CONF.604/COL.7). Paris, FR: UNESCO, 1980.

## **Online Directories**

### **Peterson's Guides: Peterson's Guide to Distance Learning**

<http://www.petersons.com/dlearn>

### **Distance Education World Wide Web Sites**

<http://ollc.mta.ca/disted.html>

### **100 Distance or Short Residency Degree Programs**

<http://calcampus.com/colleg-3.htm>

### **CASO Internet University**

Index to College Courses by Computer

<http://www.caso.com/index.html>

### **Global Network Academy**

<http://www.fwl.org/edtech/CollegeDistanceEd.html>

### **Distance Learning on the Net**

<http://www.interaccess.com/users/ghoyle/>

### **Index of WWW Sites: Distance Education**

<http://www.public.iastate.edu/~mikealbr/links/distance.html>

### **University of Wisconsin Distance Education Clearinghouse**

<http://www.uwex.edu/disted/sources.htm>