

ASA Course Assessment Guidelines

Purpose

The *ASA Course Assessment Guidelines* are intended for use by ASA course accreditation teams involved in assessing courses in 2007 and 2008. This document should be read in conjunction with the ASA's *Course Accreditation – Policy, Principles and Procedures*, June 2007.

Context

Extracts from *Course Accreditation – Policy, Principles and Procedures*, June 2007.

Focus

The focus of ASA course accreditation is the academic content and context of its courses in archives and recordkeeping, not the facilities of the university or its offerings in other disciplines. [page 4]

Objectives

...

In particular, the Statement of Knowledge for Recordkeeping Professionals (the Statement) will be used as a guide for assessing course objectives and course content. The ASA considers the three recordkeeping knowledge domains described in the Statement (record characteristics, context and practice), together with the underpinning knowledge domain relating to recordkeeping theories and principles as critical.

The ASA is committed to the teaching and practice of recordkeeping that is informed and illuminated by the continuum model of recordkeeping and incorporates this into the assessment criteria applied in its course accreditation activities. [page 2]

Criteria

The criteria used to assess courses for accreditation are based on:

- the ASA/RMAA Statement of Knowledge for Recordkeeping Professionals
- the continuum model
- AS ISO 15489 – 2002 Records Management

Applicability of criteria

The same criteria will be used to accredit undergraduate, graduate diploma and coursework master's degree programs. [page 3]

Mode of delivery

... The course content and learning outcomes for students are critical, not how the course is delivered. [page 4]

Mapping courses to ASA criteria

The key activity to be undertaken by the ASA accreditation team will be to map the course documentation provided by the university to the Statement of Knowledge for Recordkeeping Professionals and to any extended version of the Statement developed

for course accreditation purposes. The team will also assess whether in its opinion each course meets the university's stated objectives. [page 7]

Note: the Mapping Tool at Attachment 1 represents an "extended version of the Statement developed for course accreditation purposes".

Criteria

- The *Statement of Knowledge for Recordkeeping Professionals* (the other sources cited above are embraced by the *Statement*).
- Each course should meet the university's stated objectives.
- Graduates should possess an awareness of the research culture of the recordkeeping profession.
- Graduates should possess an awareness of the role of professional associations in the development of the recordkeeping profession in Australia.

Method

Mapping course content as described in the university documentation to the *Statement's* knowledge requirements. (see Attachment 1 for Mapping Tool)

Additional questions relating to criteria above:

Does the course accreditation team consider that each course meets the university's stated objectives?

Compare completed Mapping Tools and feedback received from students and other stakeholders with the university's stated objectives.

How are students introduced to the research culture of the recordkeeping profession during their studies?

Evidence such as course outlines, learning objectives and assessment tasks should be provided here. The university may provide a written response or may choose to discuss this question with the course accreditation team during the campus visit.

How are students introduced to the role of professional associations during their studies?

Evidence such as course outlines, learning objectives and assessment tasks should be provided here. The university may provide a written response or may choose to discuss this question with the course accreditation team during the campus visit.

Note: Information gathered from discussions with stakeholders during the accreditation process may be used to supplement the assessments made using the above criteria, but it is considered less significant when framing recommendations whether courses should be accredited or not.

Australian Society of Archivists Inc
Qualification Accreditation
**Mapping Qualification Course Content with Knowledge Units from the
*Statement of Knowledge for Recordkeeping Professionals***

University: _____

Qualification: _____

University sources on which mapping based: _____

Date of mapping: / / Name of "mapper" _____

Knowledge Domain & Topics	Identifier of Course in which taught	Comments by mapper	Comments obtained from university
Recordkeeping theories & principles			
records continuum theory, life cycle theory, theories that informed records and recordkeeping systems in the past			
mandate and ownership of business process, risk principles, administrative change,			
classification systems, systems of control,			
appraisal theories, provenance, original order, custody principles, arrangement & description			
accessibility of records,			

Knowledge Domain & Topics	Identifier of Course in which taught	Comments by mapper	Comments obtained from university
ethics and codes of practice,			
advocacy and education of value of records for memory			
Purposes and characteristics of records and recordkeeping systems			
Purpose of records is to provide evidence of and information about social and business activities - accountability and memory			
characteristics of records are contingent on the social and business activities that they document and the purposes which the records serve			
Records are: Captured - comprehensive, - identifiable, - complete: accurate, understandable & meaningful - authentic Maintained - preserved: inviolate, coherent, auditable - Removable Useable, - exportable - accessible: available, renderable, evidential - redactable			

Knowledge Domain & Topics	Identifier of Course in which taught	Comments by mapper	Comments obtained from university
Purpose of recordkeeping systems is as enablers of process and practice through:			
- the capture, management and preservation of records			
- being mechanisms for ensuring the characteristics of records are maintained;			
- capturing and maintaining recordkeeping metadata that relates to records;			
- the management of records as entities, in aggregations and contexts;			
- enabling accessibility of records to meet business requirements and community expectations.			
Recordkeeping systems are characterised by being: Accountable - responsible - implemented - reliable			
Context			
This domain is about understanding: - the broader environment that is needed to support the creation and maintenance of records. - ethical consideration of community expectations, - legislative and regulatory mandates, - governance frameworks, - the business environment, and - recordkeeping principles and standards.			

Knowledge Domain & Topics	Identifier of Course in which taught	Comments by mapper	Comments obtained from university
expectations and needs of individuals, organisations, communities and society in the past, now and in the future;			
characteristics of the jurisdictions in which recordkeeping activities occur;			
influence of technology on recordkeeping;			
influence of advances in best practice on recordkeeping;			
influence of continuity and change on recordkeeping and the value of records;			
culture and language of individuals, organisations or communities;			
principles of risk management;			
perspectives and needs of stakeholders in that domain where there is a responsibility to identify requirements and educate;			
expertise and knowledge of agents and users of records;			
role of recordkeeping processes, practices and recordkeeping systems.			
respect for provenance;			
legal mandates and ownership of business process;			
information management frameworks;			
principles of administrative change where records follow function;			
principles of preservation.			

Knowledge Domain & Topics	Identifier of Course in which taught	Comments by mapper	Comments obtained from university
Recordkeeping processes and practices			
defining recordkeeping roles and responsibilities;			
determining records to be captured into a recordkeeping system;			
identify requirements to support recordkeeping functionality in business systems;			
classifying business functions, activities and transactions;			
maintaining persistent links between records and other entities through recordkeeping metadata;			
documenting recordkeeping processes and practices;			
documenting context; including administrative change;			
defining how long to retain records;			
design of language control systems;			
storing and handling records;			
enabling access to records;			
establishing and maintaining recordkeeping capabilities.			
designing and implementing recordkeeping processes and systems;			
capturing records;			

Knowledge Domain & Topics	Identifier of Course in which taught	Comments by mapper	Comments obtained from university
registering records into a recordkeeping system;			
protecting and preserving records;			
implementing disposal;			
Knowledge of recordkeeping processes and practice is underpinned by an understanding of: custody and storage;			
functional approaches to recordkeeping			
arrangement and description;			
metadata schemas			
appraisal of records and functions;			
preservation;			
business and systems analysis;			
reference and access.			

Mapper please comment on the coverage of the *Statement* topics by the course work: _____

Mapper please indicate by placing a circle around your chosen option, the degree to which you judge the course work to be adequate to “produce graduates who possess knowledge commensurate with the level of the qualification to enhance their existing skills or to develop new skills that will equip them to select, preserve the necessary physical and evidentiary characteristics of, and to manage the use of, records with on-going value, according to accepted standards of professional archival practice and administration.”

Not adequate

Marginally adequate

Adequate

More than adequate