

School of Information Management

## **INFO535 MANAGING CURRENT RECORDS**

Trimester 1, 2016

### **COURSE OUTLINE**

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#### **Prescription**

Theory, tools and strategies to ensure that records in the digital working environment are created and maintained in accordance with organisational and societal requirements.

#### **Course Learning Objectives**

By the end of the INFO 535 course, a student should:

1. Have an overview of the basic concepts and theories of records management.
2. Be familiar with the environment within which records management operates in New Zealand and internationally.
3. Be able to describe the roles and responsibilities of records managers, and the relationship between their work and that of archivists and other information professionals.
4. Have an introductory knowledge of the major records management functions, principles, and techniques.
5. Understand the major considerations, tools, and processes involved in organising and managing a records management programme.

#### **Trimester Dates**

From Monday 29<sup>th</sup> February to Friday 3<sup>rd</sup> June.

#### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before Friday 11<sup>th</sup> March 2016.
2. The standard last date for withdrawal from this course is Friday 13<sup>th</sup> May 2016. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

#### **Names and Contact Details**

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### **Class Times and Room Numbers**

INFO543 will be taught over a twelve week period on Thursdays, from 6.40 pm to 8.10 pm. On campus classes will be held in [room tba] each week, in conjunction with online internet conference sessions.

### **Course Delivery**

#### *Course materials*

Powerpoints, readings and other materials will be made available on Blackboard.

#### *Online discussion*

The Blackboard online discussion board will be used to discuss course topics. Information relating to the Information Studies Programmes will be found in the Blackboard *Information Studies* Community, and through the IST-students email list.

#### *iConferencing*

iConferencing sessions will be conducted using the interactive Saba Classroom platform. You will need an Internet-connected device, microphone, headphones/speakers (webcam is optional). Further information about using the iConferencing software and the platform requirements are available in the *Information Studies* Community on Blackboard. If a scheduled session does not run, please check Blackboard for an announcement of any alternative arrangements that the lecturer may make. iConferencing session recordings will also be available on Blackboard.

### **Readings**

The following is an indicative list of readings, which may be substituted or supplemented by other key texts as the course progresses. All changes will be communicated via Blackboard.

#### *Module 1*

- Duranti, Luciana. 1989a. "The odyssey of records managers Part I: From the dawn of civilisation to the fall of the Roman Empire." *Records Management Quarterly*, 23 No. 3, 3–11.
- Duranti, Luciana. 1989b. "The odyssey of records managers Part II: From the Middle Ages to modern times." *Records Management Quarterly*, 23 No. 4, 3–11
- Higgins, S. (2011). Digital Curation: the emergence of a new discipline. *International Journal of Digital Curation*, 6(2), 78-88.
- McDonald, John. 2005. The wild frontier ten years on. in McLeod J and Hare C (eds) *Managing Electronic Records*, London: Facet Publishing

#### *Module 2*

- Reed, Barbara. 2005. "The archives." Pp101-130 in *Archives: Recordkeeping in Society*, edited by Sue McKemmish, Michael Piggott, Barbara Reed and Frank Upward. Wagga Wagga: Centre for Information Studies
- Upward, Frank. 2000. "Modelling the continuum as paradigm shift in recordkeeping and archiving processes, and beyond - a personal reflection." *Records Management Journal*, 10 No. 3, 115–139.

### *Module 3*

Shepherd, E., Stevenson, A. & Flinn, A. (2009). The impact of freedom of information on records management and record use in local government: A literature review *Journal of the Society of Archivists*, 30(2), 227-248

Archives New Zealand. F1: Make a record. <http://archives.govt.nz/f1-make-record>

Hager, N. (2001). Seeking the truth: The power and politics of using archives and records. *Archifacts*, 14-23

### *Module 4*

McDonald, J., & Léveillé, V. (2014). Whither the retention schedule in the era of big data and open data?. *Records Management Journal*, 24(2), 99-121.

National Archives of Australia. Overview of Classification Tools for Records Management. [http://www.naa.gov.au/Images/classification%20tools\\_tcm16-49550.pdf](http://www.naa.gov.au/Images/classification%20tools_tcm16-49550.pdf)

Ashton, C. and Reed, B. (2011) Reinventing records classification. *iRMA*, 1-25

State Records Authority of New South Wales. (2011). Guideline 12 Implementing a retention and disposal authority

### *Module 5*

Lappin, J. (2010). What will be the next records management orthodoxy? *Records Management Journal*, 20(3), 252-264.

Johnston, G. P., & Bowen, D. V. (2005). The benefits of electronic records management systems: a general review of published and some unpublished cases. *Records Management Journal*, 15(3), 131-140.

### *Module 6*

Upward, Frank, Barbara Reed, Gillian Oliver, and Joanne Evans. 2013. "Recordkeeping informatics: re-figuring a discipline in crisis with a single minded approach." *Records Management Journal*, 23 No. 1, 37-50.

### *Module 7*

State Records NSW (2007) Step B - Analysis of Business Activity. Available at <http://www.records.nsw.gov.au/recordkeeping/dirks-manual/step-by-step-through-dirks/step-b/step-b-analysis-of-business-activity>

Smith, K. (2008). Information survey. In *Planning and implementing electronic records management: A practical guide* (pp. 71-86). London: Facet.

Foscarini, F. (2010). Understanding the context of records creation and use: 'Hard' versus 'soft' approaches to records management. *Archives & Museum Informatics*, 10(4), 389-407.

### *Module 8*

Bell, A.R. (2011). Standards and standards culture: understanding the nature and criticisms of standardisation. *Comma*, 25-38

Oliver, G. (2014). International records management standards: the challenges of achieving consensus. *Records Management Journal*, 24(1), 22-31.

### *Module 9*

Oliver, G., & Foscarini, F. (2015). The value of international standards for records management: perspectives from education and training. *Archives and Manuscripts*, 43(3), 181-193.

### *Module 10*

Oliver, G. (2007). Implementing international standards: First, know your organization. *Records Management Journal*, 17(2), 82-93.

Goh, E. (2012). What's In It for Me: The Role of People in Developing and Implementing a Recordkeeping System: Research on Organizational Culture by InterPARES 3." Archival Outlook (March-April 2012).

#### Module 11

Andolsen, A. A. (2008). The pillars of vital records protection. Information Management Journal, 42(2), 28-32.

Shepherd, E. & Yeo, G. (2003). Implementing records management: Practical and managerial issues. In Managing records: A handbook of principles and practice (pp. 246-269). London: Facet

#### Module 12

Archives New Zealand (2015). Chief Archivist's Annual Report on the State of Government Recordkeeping 2014-15. Available at <http://archives.govt.nz/chief-archivists-annual-report-state-government-recordkeeping-2014-15>

### **Expected Workload**

To achieve satisfactory grades, you should expect to spend around twelve hours per week on INFO535 (including time spent in the weekly sessions or watching the recorded seminars). You will be expected to contribute to the class discussion, in the synchronous classes and on the INFO535 Blackboard discussion forums. The balance of your time should be spent reading material posted on Blackboard <http://blackboard.vuw.ac.nz/> and doing any preparation work required for the seminars and assignments.

### **Assessment**

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>

<b>Assignment</b>	<b>Date due</b>	<b>Value</b>	<b>Length</b>
1. Discussion Board and/or Blog posts	Various	20%	200-500 words max
2. Review of a national or international standard relevant to records management <i>Assessment 1 assesses learning objectives 1, 2, 5</i>	9 May 2016	40%	2000 words max.
3. Report either documenting the context of an organisation or discussing the recordkeeping implications of cloud computing <i>Assessment 2 assesses learning objectives 2 and 4</i>	3 June 2016	40%	2000 words max.

### **Materials and Equipment**

The INFO535 Blackboard course pages will contain a Web-based forum for discussion of issues related to the course, links to sites of interest, course readings, assignment information and submission links and course announcements etc. You should read the appropriate module pages weekly.

*You should prepare any work listed in the relevant Blackboard section before the relevant tutorial or seminar sessions. The tutorial/seminar sessions should not be regarded as a time to catch up on reading and/or exercises not done. Active participation in these sessions will be expected.*

All students will also be automatically enrolled in the Information Studies community under 'My Organizations' on Blackboard. General announcements and information will be posted here, and students should check this site regularly. If you have any difficulties logging on to the Blackboard site please contact the ITS Help Desk at [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz)

### **Internet conferencing**

Distance tutorial sessions are conducted using Voice-over-IP software; in order to participate, you will need an Internet-connected device, microphone, and headphones/speakers. Further information about using the iConferencing software is available in the Information Studies Community on Blackboard.

If, for some reason a scheduled class session does not run, check on Blackboard for an announcement of any alternative arrangements that the lecturer is making. Recordings of all distance sessions are also available for downloading from Blackboard.

### **Student feedback**

Student feedback on INFO535 is generally very positive, and has not indicated that changes to structure or assessments are necessary.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

### **Class Representative**

The IST programmes have a student committee which provides a communication channel to liaise with the Programme Director and course coordinators on behalf of students.

### **Communication of Additional Information**

Further details about the course, and additional information, will be made available through Blackboard.

### **Link to general information**

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

### **Note to Students**

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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