

Archival Education

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ABSTRACT

It is becoming more and more visible that Polish universities are departing from the training of archivists as historians with archival specialty, towards the education of archivists and specialists in documentation management. Increasingly, the knowledge, practice and professional experience of archives employees is also used in the preparation of study programs. Reflecting on optimal programme of studies, we should look at and compare the programmes offered to students by several Polish universities, which provide bachelor and master studies in the field of archival science and documentation management.

Key words: education, archival education, Bologna process, professional competence

Formazione archivistica

SINTESI

Sta diventando sempre più visibile il fatto che le università polacche stanno lasciando la formazione di archivisti come storici con specializzazione in archiviazione, per andare verso la formazione di archivisti e specialisti nella gestione della documentazione. Sempre più spesso, la conoscenza, la pratica e l'esperienza professionale degli archivisti sono utilizzate anche nella preparazione dei programmi di studio. Riflettendo sul programma ottimale di studi, dovremmo confrontare i programmi offerti agli studenti da diverse università polacche che forniscono bachelor e master nel campo della scienza archivistica e della gestione della documentazione.

Parole chiave: formazione, formazione archivistica, processo di Bologna, competenza professionale

Izobraževanje na področju arhivistike

IZVLEČEK

Vse bolj se kaže, da se poljske univerze oddaljujejo od sistema usposabljanja arhivistov kot zgodovinarjev z arhivistiko kot specializacijo in se nagibajo k izobraževanju arhivistov kot strokovnjakov na področju upravljanja z dokumenti. Vedno bolj se v pripravo študijskih programov vključujejo tudi zaposleni v arhivih s svojim znanjem, prakso in strokovnimi izkušnjami. Da bi lahko dobili optimalen študijski program, je potrebno pogledati in primerjati programe, ki jih študentom ponuja več poljskih univerz, ki v okviru svojih študijskih programov ponujajo dodiplomski in magistrski študij na področju arhivistike in upravljanja z dokumentacijo.

Ključne besede: izobraževanje, arhivsko izobraževanje, bolonjski proces, strokovna usposobljenost

Edukacja archiwalna

ABSTRAKT

Polskie uczelnie coraz wyraźniej odchodzą od kształcenia archiwistów jako historyków ze specjalnością archiwalną na rzecz kształcenia archiwistów i specjalistów od zarządzania dokumentacją. Coraz częściej też przy przygotowywaniu programów studiów wykorzystywana jest wiedza, praktyka i doświadczenie zawodowe pracowników archiwów. Zastanawiając się nad optymalnym programem studiów warto przyjrzeć się i porównać programy oferowane studentom przez kilka polskich uczelni prowadzących studia licencjackie i magisterskie z zakresu archiwistyki i zarządzania dokumentacją.

The Bologna process, initiated on the 19th June 1999 with the signing of a document by 29 ministers responsible for higher education, created the European Higher Education Area (see Internet 1, Internet 2).

In accordance with the principles included in that document, the consolidation of the European Higher Education Area takes place through the following:

- introduction of a system of allocation of point for evaluating student achievement ECTS²¹
- division of studies into two cycles;
- European cooperation in assuring the quality of teaching and development of the criteria and methods for the assessment of quality;
- promotion of mobility programs for students and teachers ;
- promotion of lifelong learning.

The Bologna Declaration assumes the introduction of a higher education system based on three main learning cycles:

- first cycle studies last at least three years (in Poland students graduate with a bachelor's degree or the title of engineer)
- second cycle studies lasts two years (in Poland they finish with the professional title of *Magister* [MA] or its equivalent),
- third cycle studies last four years, students graduate with a degree of Doctor.

Poland has been a signatory of the Bologna Declaration since its announcement in 1999. Since the early 1990s, studies in many faculties in Poland have been based on two cycles: the degree (bachelor or engineer) and complementary master programmes. Although, according to the recommendations of the Bologna Process, doctoral studies should become the third cycle of studies, the majority of doctoral dissertations are still created in the extramural learning mode. The studies educating future archivists also take place in a two-stage mode, and the distribution of subjects, including those specialized in each cycle, is at the discretion of individual universities.

Assuming that the emphasis should be placed not on the subjects which are taught, but on the content that should be mastered, that is on the competences understood as the sum of knowledge, skills, attitudes and behaviours that allow one to perform professional duties properly, the Board of the Association of Polish Archivists, adopted on the 4th November 2010 a recommended *Model of Professional Competence of Archivists and Documentation Managers* (2010). The final version of the model was created as a result of the activity of the working team of the Archival Education Section of the Association of Polish Archivists and university employees, archives and other institutions interested in the education of archivists.

The document distinguishes three levels of professional competence: basic, specialist and scholarly. The recommendation includes the profile and professional competencies for the basic and specialist levels². It is supposed, according to the authors, to be the starting point for the creation of educational programmes taking into account the capabilities of individual universities, leaving the names of subjects, the number of hours or form of classes to the discretion of individual universities.

Let us quote the *Model of Professional Competence of Archivists and Documentation Managers*: 'The recommendation contains the profiles and systematized lists of competencies for basic and specialist levels in two spheres: a) documentation created since the beginning of the 20th century; b) information, education and promotion. It encourages the construction of new specialist models for the creation of which the universities should be free.

Basic level of competence

Graduates should possess general education in the humanities and be prepared to administrative

1. For each course concluded with positive result, the student receives a fixed number of points, which is aimed to enable easier continuation of their education at other European universities, educating in accordance with the Bologna education system.

2. As the authors of the document have indicated , the academic level, implemented within the framework of doctoral studies requires separate regulations.

work in the office and beyond, and to the management of different types of documentation at each stage of its 'life'. They should have basic training for the work of an archivist, regardless of the type of the archive, in the collection, storage, analysis and sharing of archival materials, as well as for the work of a specialist in the field of document management, and therefore for a proper and systematic control of the reception, circulation, storage and use of the documentation created by various types of institutions, with the exception of tasks requiring the preparation obtained at the specialist level.

In the current Polish conditions, the basic level can be implemented at the first cycle studies (bachelor) and the second cycle studies (master), which are a supplement to historical studies without the archival specialization at the undergraduate studies³ (...)

Specialized level of competence

Graduates have a thorough knowledge and skills in the field of archiving, records management, as well as advanced general knowledge in the humanities. They are prepared to perform independently the tasks of an archivist and specialist in the field of document management, regardless of the type of archive or institution, both in the traditional file and non-file documentation, as well as in modern forms of collection, storage, processing and access to archival materials. They are also able to promote and popularize archival resources, use them for educational and regional purposes, prepare source editions and manage information. They are also fully prepared to conduct academic research concerning archival theory and methodology as well as documentation management. Graduates can continue their education in the third cycle studies (PhD).

The implementation of specialist level can currently be recommended for the second cycle studies (master degree).

Thus, the model of education of future employees of archives of various types, recommended by the Association of Polish Archivists assumes that, in principle, the first cycle of education (undergraduate studies) gives the students basic knowledge and skills, which are subsequently broadened and strengthened in the next cycle (master's degree). Regardless of the assessment of such philosophy of education of archivists, let us have a look at the programmes of study at archival specialization or documentation management at a few selected Polish universities⁴. Everywhere, in parallel with the specialist subjects, students also take courses in history and auxiliary sciences of history, as well as professional practice in archives (see Internet 3, Internet 4, Internet 5, Internet 6, Internet 7, and Internet 8).

In the case of the Nicolaus Copernicus University in Toruń, it should be mentioned that the archival and records management specialisation at this university was the first of its kind in Poland, basing on a long-standing tradition of archival specialisation for students majoring in history, also one of the oldest specializations.

The programme of the first cycle studies includes the following specialist courses:

- I year: basic issues of management and organization; basis of social communication and public relations; basis of documentation management in institutions; development of forms of chancery; contemporary archival domain; introduction to archival sciences ; introduction to jurisprudence; methodology of the collection, distribution and storage of archival resources; basis of administrative law; archival law ; contemporary forms of documentation. Additionally, in the second semester the following specializations are introduced - Archival Specialisation: archives on the Internet; archival information description. Document management specialisation: social communication within institutions; basic statistics for managers of documentation. Source specialisation: municipal offices; private law firms.
- II year: history of the political system until the end of the 18th century; scientific information; administrative proceedings; protection and maintenance of archives; contemporary

3. The document describes in detail the competencies in: research techniques, history, and the history of archives, law and management, records management in institutions, collecting and shaping of archival resources and preservation of archival materials, the analysis of archival resource, information and sharing of documentation, cooperation with other remembrance institutions.

4. Currently in Poland over a dozen universities offer archival studies, as well as post-graduate studies.

forms of documentation; document management in a law firm ; history of the 19th century political system; archival information on the Internet; documentation management in the current archives; management of network resources. Archival specialisation: anthropology of the word, writing, archives; archival information description; methodology of dealing with private files; library and museum manuscripts. Document management specialisation: elements of promotion and self-presentation; modern technology in the office and current archive; contemporary instructions on the organization and scope of activities of current archives. (There is no source specialization).

- III year: archival and documentation institutions; political system of the Third Republic (contemporary Poland); methodology of dealing with case files; methodology of archival resources sharing; protection of intellectual property. Archival-academic specialisation: German neography; Latin palaeography, Ruthenian palaeography and Russian neography. Document management specialisation: current archives, social communication, modern technology in the office; elements of promotion and self-presentation; modern technology in the current archives; archival technology. (There is no source specialization).

The second cycle studies include:

- I year: archival theory; selected problems of archival information; electronic documentation; non-file documentation; archival science in the work of a documentation manager; contemporary problems of management and organization; editing archival sources; methodology of dealing with non-file documentation. Archival/source specialisation: German neography; Latin palaeography, Ruthenian palaeography and Russian neography Document management specialisation: systems of electronic management of documentation; information management; elements of management of the quality of documentation processes; management of file document.
- II year: contemporary issues of administration and administrative law; selected issues of social communication and public relations in institutions; editing archival sources; international archival life; contemporary problems of documentation management in institutions; public work of archives. Archival Specialisation: methodology of dealing with Prussian files; methodology of dealing with Old Polish files. Specialty document management: managing documentation. Source specialization: Prussian chancery; Old Polish chancery.

Adam Mickiewicz University in Poznań offers a two cycle studies in history - specialisation: archival science and records management

The first cycle studies include the following specialised courses:

- I year: basics of archiving; contemporary forms of chancery; scientific information; elements of entrepreneurship.
- II year: contemporary documentation management; contemporary chancery; history of Polish archives.
- III year: archives in the information society; administrative law; protection and maintenance; methodology of dealing with contemporary documentation; archival law; archival information tools.

The second cycle studies include:

- I year for students who have had this specialization at the first cycle studies: e-administration; development of chancery forms; archive management; electronic archives; archival theory and methodology; Latin palaeography; Russian neography; German neography. I year for students who choose this specialisation for the first time in the second cycle studies: e-administration; introduction to archival science; development of chancery forms; archive management; documentation management; electronic archives; archival theory and methodology; history of archives; archival law.
- II year: archival information; editing of historical sources; foreign archives and archives and international archival cooperation; scientific information; popularization and public relations in the archives; regional studies.

Pedagogical University of Krakow is currently conducting two-cycle studies in history, specialisation: archival science and documentation management, where specialisation subjects do not start until the second year of undergraduate studies. As for the academic year 2014/2015, recruitment is conducted for the first cycle studies in: info broker, documentation management and archival science (instead of archival specialization at history studies), but the school curriculum not yet given.

The first cycle studies include the following specialised courses:

- II year: archival law; modern office management and chancery systems (with and without journaling); organization of the company archive and dealing with documentation; archival theory and methodology (Polish and foreign standards); electronic management of documentation; digital archives and libraries (cyber archival science and electronic document); sharing and protection of information in institutions.
- III year: history of political and administration systems (19th century); sources (20th century); chancery systems in the 19th and 20th century; company archive, computer editing; editing of historical sources; archival pro-seminar; IT in the archives; history, organization and resources in archives; history of political and administration system (20th century); Gothic neography; archival protection and maintenance; iconography; the archives of the Institute of National Remembrance.

The second cycle studies include:

- I year (specialisation subjects start in the second semester): electronic document; digital libraries; archival science seminar.
- II year: German neography; editing sources; archival science seminar; contemporary office management; contemporary documentation management; Polish archives abroad.

Pontifical University of John Paul II in Krakow is a Church University with the prerogatives of a public university; therefore, the subjects in the field of history and organization of church archives in Poland are strongly represented in the curriculum. The University offers two-cycle studies in history, specialization: archival science, until the end of the academic year 2013/2014. Starting from the academic year 2014/2015, archival science will be an independent field of study. The university has not provided the schedule for archival studies for the next academic year yet, so the list below presents the subjects for historical studies with archival specialization in the current academic year.

The first cycle studies include the following specialised courses:

- I year: introduction to archival sciences; structure and organization of the Church in the Polish lands until the 18th century; archival information on the Internet; state and church legislation concerning the archives; history of the state archives in Poland; structure and organization of the Church in the Polish lands in the 19th and 20th century; archival database; development of forms of chancery; history of diocesan archives on Polish land.
- II year: dealing with Old Polish resources; development of forms of chancery; semiology of culture; Polish palaeography; history of the archives of religious orders, religious order chancery; former chancery instructions.
- III year: German and Russian neography; Latin palaeography; company archives; history and resources of singled out archives; management of modern digital resources; protection of historic archival resources; human resources management.

The second cycle studies include:

- I year: archiving of oral history documents; history of the political system and administration of the Polish lands until the 18th century; editing sources; dealing with special resources and case files; history of the political system and administration of the Polish lands in the 19th and 20th century; contemporary chancery instructions
- II year: chancery instructions; non-file documentation; structure and organization of religious order communities; regulations and statutes of state and church archives; methodology of sharing archival resources; promotion of archives and archival resources; methodology of dealing with non-file documentation, digitization of resources, digital archive; contemporary documentation management; methodology of shaping archival resources.

As can be seen from this presentation, out of necessity limited to a few universities, which shows the programmes of study for future archivists, indeed, each of these universities creates the curriculum and schedule of classes according to its capability, deciding about individual names of subjects, the number of hours and form of classes. Each of these universities also places special emphasis on specific groups of subjects. It is important that each of them (and not only them) in archival studies program offers apprenticeships in the archives⁵, as well as classes carried out in the course of studies in the archives by the archive employees⁶. Thus, the universities give students the opportunity to have practical contact with archival institutions and collections, alongside the theoretical one.

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SUMMARY

For a long time now, in Polish archival environment, the discussion has been going on of what an education programme for future archivists should look like and what competences and vocational training the studies should provide. An attempt at an answer is, prepared by the Archival Education Section of the Association of Polish Archivists, *Model of Professional Competence of Archivists and Documentation Managers*. As the authors admit, the stimulus for the development of the document were the problems related to the education of archivists resulting from the introduction of the Bologna Process. Therefore, work was started 'on the preparation of a model of professional competence as a starting point for programme standards for the first and second cycle

5. In the course of study, students are required to serve two-stage apprenticeship, from 80 to 120 hours (depending on the university) for each cycle studies.

6. Universities are free to decide which courses they want to entrust to archive employees, so at various universities various courses are taught by archivists.

studies.’ Similarly, (as can be seen from the programmes of studies presented above) the existing diversity of programmes, including not only the names of subjects, the number of hours, but also the content and form of education, as well as the position of archival science and records management once as stand-alone courses, once as a specialization at the historical studies, have shown the need for preparation of such a document. It was supposed to sort out issues related to the model of professional competence and the profile of a graduate from archival studies and records management, as well as give a boost to the preparation of new study programmes. As the authors of the document claimed, ‘The recommendation contains an optimal and target model, being the starting point for the creation of educational programmes taking into account the capabilities of individual universities. In some cases, it will be possible to implement the model in its full scope, in others it should be ensured that the given issues are at least signalled in the content of training programmes. They should, however, be present in the educational offer of each school, which will enable student mobility and mutual recognition of education.’ The authors also argue that ‘the presented model of competence stems from the university nature of the studies in the field of archiving and document management, as well as the need to maintain a close relationship with historical sciences. (...) The model also takes into account a wide range of achievements of other sciences: administrative, legal, economic, informational.’ Moreover, in modernized curricula, especially in the increasingly frequent instances of separation by universities of archival science and records management as distinct subjects, however without their detachment from historical sciences, one can see a regularity. I cannot assess how much of the influence was brought about by the document elaborated by the Association of Polish Archivists, but it must be admitted that the changes seem to be going in the right direction. Of course, a separate problem, worth thinking of, is the distribution of specialisation subjects within the curricula of first and second circle studies. That is - the preparation for which duties and tasks should be given at each cycle of studies, if really for the same, firstly, at the basic level, and then at the advanced one. Another issue is the role of archivists and archives in the learning process, namely whether studies should provide only theoretical knowledge, as a basis for gaining practical experience, which is to be obtained only the later at work in the given profession. Last but not least, the matter of specialized textbooks. Definitely, they need updating, which should only be made by the academic staff, having undoubtedly vast, but theoretical knowledge. The textbooks, transmitting not only the theory, but giving a basis for the learning of the archival craft, should be developed by practitioners.

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