



Professional Registration

Progress your career to the next level. Become ARA qualified.

ARA professional registration is a key milestone in your career. It demonstrates to employers, clients, peers, related professions and the public that you have met the highest standards of knowledge and competence set by the ARA. It shows you are committed to maintaining that competence through continuing professional development and reflective practice.

In an increasingly competitive sector, professional registration will help to develop your career prospects and increase your earning potential. It is an investment in your career providing the following benefits:

- An independent validation by the ARA of your professional practice, experience and development;
- Post nominal letters equal to many other professions;
- A demonstration to employers, colleagues and the public that you have the competences, expertise and ethical behaviours that they value and trust;
- Enhances your professional standing and employability, as many employers look for recognition by professional bodies;
- Help you develop your career and earning potential;
- Increase your influence in the profession and earn recognition from your peers;
- Widen your professional networks and introduce you to new opportunities;
- Ongoing improvement through reflective practice.

This guidance provides all the information you need to enrol, progress and qualify in your chosen level of professional registration.

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1. Three levels of professional registration

We offer three levels of registration; Foundation, Registered and Fellow. They are available to anyone working or volunteering in the archives, archive conservation and records management disciplines. Enrolment is open to all, regardless of academic qualification or experience. To be eligible to apply candidates must be Individual Members of the ARA.

1.1 Foundation Member of the ARA (FMARA)

Foundation Membership is the first level of professional registration. It is open to all those at the beginning and early stages of their career, regardless of academic qualification. This includes administrative staff, volunteers, apprentices, recent graduates and existing professionals. We recommend candidates gain a minimum one years' work experience, which can include volunteering, before submitting their application for assessment. Applicants must submit;

- Six competency forms, each with a maximum of 1000 words, at a minimum of competency levels 1-2. A maximum of three competencies may demonstrate level 1, the remaining competencies must demonstrate level 2 or higher. At least one competency should be chosen from each of the three competency framework areas;
- A mentor reference;
- At least one piece of supporting documentation, up to a maximum of three, for each competency form;
- A current CV.

1.2 Registered Member of the ARA (RMARA)

Registered Membership is the second level of professional registration and the established level of excellence in the profession. It is open to all those at the early to mid-career stage and beyond, regardless of academic qualification. The ARA recommends that candidates gain a minimum of three years' work experience before submitting their application for assessment. Applicants must submit;

- Eight competency forms, each with a maximum of 1000 words, at a minimum of competency levels 2-3. A maximum of three competencies may demonstrate level 2, the remaining five competencies must demonstrate level 3 or higher. At least two competencies should be chosen from each of the three competency framework areas;
- A mentor reference;
- At least one piece of supporting documentation, up to a maximum of three, for each competency form;
- A current CV.

1.3 Fellow of the ARA (FARA)

The highest level of professional registration. Applicants must be a Registered Member of the ARA and have completed at least one CPD Review. The ARA recommends that candidates hold a minimum of nine years work experience following their admission to Registered Membership of the ARA. Applicants must submit;

- Six competency forms, each with a maximum of 1500 words, at a minimum of competency levels 4-5. A maximum of three competencies may demonstrate level 4. The remaining competencies must

demonstrate level 5. Competencies should be chosen from a minimum of two competency framework areas;

- A contribution to the profession statement (a maximum of 750 words);
- A professional development statement (a maximum of 750 words);
- A proposer statement or supporting documentation (the same criteria as with Foundation and Registered applications);
- A current CV.

2. Self-assessment and choosing competency levels

Use our competency framework¹ to self-assess your career experience. There are five Levels of attainment for each competency. Each Level gives brief examples of some activities undertaken at that Level. By reviewing the skills and experience that you already have, you will understand where that puts you in terms of Foundation, Registered or Fellow status. To help you self-assess consider the following;

Think about the knowledge you need for your work. Is it sufficient (Level 1), or have you gained wider knowledge of how your tasks contribute more broadly? (Level 2). Do you require broad general knowledge sufficient to solve straightforward problems? (Level 2). Do you need comprehensive and detailed knowledge that enables you to solve fairly complex problems? (Level 3). Do you require complex/expert/specialist knowledge? Do you need to create unique solutions to problems? (Level 4). Are you able to use your expert knowledge to innovate, or go beyond commonly accepted boundaries? (Level 5).

Think about your roles and responsibilities. How far do you work on your own or with others on set and closely supervised tasks? (Level 1). Does your work involve having a good understanding of the wider workplace in order to achieve it successfully? (Level 2). Are you involved in achieving overall organisational/project objectives? (Level 3). Does your work involve setting or working to long term goals and/or working with comparator organisations? Are you making important professional contributions? (Level 4). Do you horizon scan, focus on delivering mission and goals or achieve substantial professional impact? (Level 5).

How independently do you work? Is routine and close supervision important (Level 1) or do you work independently at times and make decisions without consultation? (Level 2). Can you work proactively using your own initiative and judgement? (Level 3). Do you initiate and lead projects or other work, or manage, evaluate and monitor performance? (Level 4). Are you involved in leading, influencing, negotiating and advocating for your service or project? (Level 5).

You may find that your experience in some competencies falls between Levels (for example, between Level 2 and Level 3). Relating your experience to the competency levels will help you decide whether you have sufficient experience to apply for your chosen level of registration, or whether you need more development and/or experience before doing so. You are expected to take ownership of your learning and development, seek out opportunities for professional development, and progress your application at your own pace. Each competency level is independent of the others; you may claim a competency at level 3 without having first achieved levels 1 or 2 for that competency.

Self-assessment will also help identify your strongest competencies, as well as those you might like to develop in order to enhance your career prospects. For example, what kinds of jobs or types of

¹ <https://archivesandrecords.smapply.io/res/p/competencies/>

employment interest you? What can you learn from the job descriptions and person specifications, and which competencies should you then develop to help progress your career?

If the examples given in the five competency levels do not relate to all of your career experience, then you can develop your own examples using the competency level descriptions table (see appendix). This table was used to develop the competency framework and may help you better understand where your experience fits. You can also create your own competency by choosing the 'Developing specialist knowledge and skills' option. This appears in each of the three areas of the framework to help candidates meet the application criteria. Candidates choosing this option should ensure their professional activity relates to the relevant competency area. For example, if competency A11 Developing Specialist Knowledge and Skills is selected, then the content you use should reflect the focus of the Organisational area of the framework. This is described in page 3 of the [competency framework](#) document. A copy of the framework and self-assessment form are available from the [professional registration programme website](#).

2.1 Progression from Foundation to Registered to Fellow

Candidates may progress between each level of professional registration by building on the successes of their previous application. For example, a candidate who successfully applied for Foundation Membership may decide to reuse some or all of their Foundation level competencies in an application for Registered Membership. Any candidate considering this option should contact ARA for advice before developing their application. If the application is successful and passes its assessment, then the candidate transfers from Foundation to Registered status.

3. Finding a mentor

Candidates applying for Foundation and Registered Membership need a mentor. Your mentor is a critical friend. They can offer an objective viewpoint on the outcomes of your self-assessment, helping you consider what competencies and levels you should choose for your application. They can offer insights and advice on additional learning or development that you might need. Mentors will also encourage you reflect on your career experiences and ways to improve your practice.

It is important that you try to identify your own mentor. The more professionals you can connect with, the better for you and your career. Before you start looking there are a few points to consider;

- Your mentor needs to be someone who you feel comfortable discussing your development;
- Your mentor can be a colleague or person known to you at your workplace. A mentor can be a line manager, if no other options are available, but we recommend that candidates find someone who is not in a line management relationship with them;
- If you are not currently working or do not have anyone suitable at your organisation, there may be people you have worked with in the past who you could approach to be your mentor, or who may be able to put you in touch with someone willing to mentor you;
- If you have a friend or colleague with a mentor, then that mentor might be willing to take on another candidate. If there is no one suitable within your current network of contacts, then attending ARA Nation/Region events and meetings is a good way to meet more ARA members and

develop your network. To make contact with your local ARA Nation/Region please visit the ARA website;

- Any candidate without a mentor may request a list of mentors once they have enrolled onto the programme. The mentor list contains contact details of ARA members willing to mentor candidates. Please note that we are unable to guarantee the availability of individual mentors;
- Mentors do not need to be located near you. You can meet via video call or phone, whatever suits both you and your mentor. This is particularly useful for mentors and candidates located in different geographical areas, or different countries;
- There are no restrictions on who can become a mentor. The ARA however recommends that mentors be a Registered Member or Fellow of the ARA.

You might also consider discussing the outcomes of your self-assessment with your employer. They may be able to help you acquire additional experience, or include your chosen competencies in your annual appraisal or performance review. You might consider developing your own professional development plan (also known as a personal development plan). This will help you structure the steps you will need to take to meet any development goals. There is plenty of information available online to help you develop a plan. We have also published our own guidance in a Blog post².

Once you have chosen the level of registration you wish to apply for, discuss with your mentor the competency and levels you will demonstrate in your application. It may be that you work remotely, or be the only archive/records employee or volunteer at your place of work. This might make it harder when thinking of competencies that relate to your workplace and wider organisation. Your mentor's objective opinion will help you relate current and previous roles and experience to the competency framework.

3.1 Your first mentor meeting

You should forward a copy of your current CV to your mentor. This will help them get a better understanding of your professional experience to date. Ideally, you will have completed an initial self-assessment, which you should also share with your mentor. Some candidates may prefer to undertake the self-assessment process after their first mentor meeting. Whatever you decide, we recommend that you confirm the competencies you will demonstrate in your application as soon as possible. This will help you focus on the development of your application.

We suggest you agree an agenda for your meeting, which should include a proposal for a timetable that you will follow. You might also include any additional experience or learning requirements that you identify and the drafting of competency forms. We recognise that candidates will progress at different speeds. Some may require additional support from their mentor before they can commit to a timetable. Whatever the outcomes of the first meeting, we recommend that you agree to make contact at regular intervals to discuss progress and resolve any questions or queries as they arise.

Remember that your mentor is your critical friend; you are responsible for your own professional development and for the development of your application. Meetings and discussions between you and your mentor are confidential and play no part in the assessment of your application. By enrolling onto

² <https://arapdp.blog/2020/02/04/professional-development-plans/>

the programme you are making a commitment to yourself and your mentor. It is therefore important that you meet deadlines and timeframes agreed at meetings. If necessary, timetables should be amended to accommodate unexpected events, such as a change in employment, taking maternity/paternity leave or other caring responsibilities. Amendments to timetables should always include new dates for contact with your mentor.

The relationship between mentor and mentee is one of mutual trust and respect. Good rapport and understanding need to exist. You may also decide to broaden your support network by seeking advice from colleagues at your place of work, or other professionals known to you. This may be of real benefit to your development, but the advice and guidance provided by your mentor should always take precedence.

The ARA recognises that occasionally there will be a need to end the mentoring relationship. One party might relocate or there is a change in their professional/personal circumstances. In all cases, the outgoing mentor should provide a brief overview of the mentee's progress for the new mentor, so that they can continue from the point where the mentoring relationship ended. The mentor who is in place at the time the application is submitted for assessment is the mentor who should write the reference.

4. Enrolling onto the programme

The self-assessment exercise will have shown how your career achievements and experience relate to the application criteria for Foundation membership, Registered membership or Fellowship of the ARA. Some candidates may choose to qualify for the level of membership that closely matches their current level of experience. Others may prefer to spend time developing their experience. For example, if a candidate believes that they have 6 or 7 competencies at level 2, they have the option of applying for Foundation status, or continue to develop their competencies and levels until they meet or exceed the minimum criteria for Registered Membership.

The first step is to register with the professional registration platform archivesandrecords.smapply.io. You then select the level of registration you wish to apply for and complete the enrolment form. If you do not have a mentor then you can request a copy of the ARA's mentor list, which will be sent to you once you have enrolled. If you have a mentor in place then you should provide their name, employer and email address in the enrolment form. An automated email will then be sent to your mentor inviting them to collaborate with your application. Once your mentor has registered with the platform they will be able to access and view your application. They will also be able to add their mentor reference to your application.

Once the enrolment task is completed, you will then be able to open your competency forms and begin drafting the content. If your application advises that the competency forms '*cannot be started at this time*', then you will need to return to the enrolment form and ensure it is completed by selecting '*mark as complete*'. Please refer to the [programme website user guide](#).

5. Starting your application

Candidates develop their application online with the support of a mentor, and submit it when ready for assessment via the programme website. The application will consist of the application criteria set out in page 2 of this guide. Your application is accessible 24 hours a day, 7 days a week from any device with an internet connection.

5.1 The competency forms

The competency form provides the structure you will use to demonstrate how your experience meets the example(s) given in your chosen competency levels. The structure of the competency form is as follows;

- **Context:** give a brief outline of the context in which you developed the competency level, for example, your previous and current job roles or responsibilities. We suggest that 5% of the total word count is used for this heading.
- **Activity:** you must briefly describe how your professional activity meets your chosen competency level. We recommend you demonstrate no more than two of the examples given in the competency level. The examples given are a guide only and you may use other examples. To discuss this please contact chris.sheridan@archives.org.uk. We recommend 25% of the total word count be used for this heading.
- **Progression & Learning:** explain how your skills, knowledge and experience within this competency level have developed or been maintained during the period of your professional activity. Include examples of the different skills, knowledge and experience developed and the types of learning undertaken, such as formal training, study or research, work achievements and contributions to the profession. We recommend that 30% of the total word count is used for this heading.
- **Reflection:** reflect on and evaluate what you have learned from the activities you have undertaken to develop or maintain this competency. For example, what went well and what did not? What would you do differently next time? You should reflect on both positive and negative experiences, as we learn from mistakes as well as successes. We recommend that 30% of the total word count in used for this heading.
- **Follow up:** What do you intend to do next to maintain or further develop this competency? Show how this learning continues to be of benefit, or may be used in the future. It is also acceptable to advise that you have no plans to develop the competency, but please explain why. We suggest that 10% of the total word count in used for this heading.

Foundation and Registered applications have a 1000-word limit applied to each competency form. Fellowship applications have a limit of 1500 words per competency form. We allow an excess of up to 10%. We advise you incorporate the key words from the competency framework document (appendix) into your competency for to help strengthen your evidence and keep within the word limit. Writing concisely is a skill that the application process encourages. Candidates must adhere to the word limit or risk their submitted application being returned to them before assessment for editing.

The Activity, Progression & Learning and Reflection headings are the three key parts of the competency form. The success of your application is dependent on your ability to respond to these headings. Our suggested word count percentages are for guidance only and candidates may vary the percentages to suit the strengths of their application. You should discuss the drafting of your competency forms with your mentor, as their objective opinion will be invaluable. Your mentor will be able to view your competency forms via the programme website. There is no set time limit on how long you should take to develop your application. The more competencies you need to develop, the longer your application will take.

In addition to current experience, you may use work experience gained over the most recent 10-year period to demonstrate how you meet your chosen competency levels. However, you must ensure that the experience is within 10 years of your chosen application submission deadline. Experience gained outside of this 10-year period will not be assessed, which may result in your application failing the assessment.

5.2 Supporting information

Applications must include supporting information to validate and substantiate the content presented in each competency form. You may submit up to three pieces of information for each competency, with each piece of information containing no more than three sides of A4. You are free to use any type of information, such as listing web links to online content in a word document, pictures and images, extracts from larger documents, emails, and other information that you and your mentor believe will validate or support your competency form. An appropriate person, such as a line manager or mentor, must validate the documentation. They must state their name and date, sign and describe their relationship to you on the document or a copy of it. If it is not possible to sign original documents, then they may email a short statement to you, clarifying which documents are validated, with their email signature and contact details.

If you move to a new employer during the development of your application, make sure supporting documentation relating to your existing employer is signed/validated before you leave.

You should convert supporting information to PDF files before adding them to your competency forms. Candidates who submit applications with excessive amounts of supporting documentation risk having their application returned to them for editing. For further advice please contact chris.sheridan@archives.org.uk.

5.3 Fellowship; the proposer statement

Applicants for Fellowship can choose to provide either supporting information, a proposer statement, or both. A professional colleague, who has known the applicant professionally for a number of years, should provide the proposer statement. The statement should include an explanation of the nature of the relationship with the applicant, how long they have worked with them or been aware of the work of the applicant, and confirm that they support the application. We recommend a maximum word limit of 500.

5.4 CV

Applications must include a CV, which is a useful tool that helps the assessor navigate your competency forms. There is no preferred style of CV but please ensure it is current and linked clearly to the experience that you have used in your competency forms.

6. Mentor reference

Applications for Foundation and Registered Membership of the ARA must include a mentor reference produced in accordance with the requirements set out in the ARA's [Guidance for Mentors](#). References to support applications for Fellowship are optional. The mentor reference must include:

- A brief explanation of how the mentor and candidate know one another

- A brief commentary on the candidate’s development journey
- An overview of the candidate’s progress across the three competency areas
- 1000 word limit
- Include the following three statements:
 - I have read the ARA Code of Ethics and believe the candidate’s professional conduct reflects the values of the ARA and the Code of Ethics
 - That I corroborate the candidate’s work as described in their application
 - I am prepared to answer any supplementary enquiries concerning this statement
- Be signed by the mentor.

7. The assessment process

You must submit your application via the programme website. Each assessment round will take approximately three months to complete, but some rounds may take longer depending on the number of received submissions and the number of available assessors. The assessment process will determine;

- Whether the application demonstrates how the candidate has met their chosen competency levels.
- Whether the candidate has demonstrated professional development and reflective practice.

You should check your application for spelling errors and make every effort to present your application to a professional standard. You must also make sure that each competency form is within the required word limit. Assessors will consider spelling errors and excessive word counts during the assessment process. This may have a negative impact on the assessment outcome, which becomes important with borderline applications. As advised, candidates may also have their submitted application returned to them for editing. Candidates with English as a second language should work closely with their mentors and take whatever additional steps necessary to ensure a strong and well-presented application.

After the submission deadline has passed, your application is allocated to two assessors who independently assess your application. Assessors are volunteers recruited from the ARA’s membership. They hold ARA professional registration and receive training and support in the assessment of applications for professional registration. As part of our quality assurance, we hold an annual meeting with assessors to share experiences and maintain assessment standards.

The assessment process will either confirm that you have demonstrated your chosen competencies at the level you have claimed, or award you levels lower than those claimed. If a competency is awarded a level lower than that claimed (for example, level 3 claimed by the candidate, level 2 awarded by the assessor), then we will explain the reasons why. Candidates awarded competency levels lower than those claimed in their application may still qualify as a Foundation, Registered or Fellow if the new levels awarded by the assessor meet the minimum qualification criteria. If both assessors reach the same conclusion then this decides the outcome of your application’s assessment. If both assessors reach different conclusions, then a third assessor will assess your application. This will decide the outcome of the assessment

Successful applicants receive an assessment confirmation letter with feedback, and a copy of the relevant professional registration certificate. We publish the names of successful candidates and their mentors. If your application is unsuccessful then we provide feedback in the assessment confirmation

letter. Candidates who find their application fails the assessment process are encouraged to reflect on the feedback, discuss the outcome with their mentor, and resubmit their application as soon as possible.

Candidates with applications for Registered Membership that fail the assessment may be offered Foundation Membership, if the new competency levels awarded by the assessor meet the Foundation Membership criteria. These candidates are under no obligation to accept Foundation Membership if offered. All unsuccessful Registered candidates, including those who choose to accept Foundation Membership, are encouraged to reapply for Registered Membership as soon as possible.

We publish feedback from assessment process to help candidates submit the best application they can. Assessor feedback is published in the [professional registration Blog](#).

7.1 Assessment timetable

There are two assessment cycles for Foundation, Registered and Fellow. Candidates must submit their applications using the following timetable:

- Foundation applications must be submitted by 31st January or 31st July
- Registered applications must be submitted by 31st March or 30th September
- Fellow applications must be submitted by 31st May or 30th November

You must notify ARA of your intention to submit your application 6 months in advance of your planned submission date. This will ensure that assessor resources are allocated and that we complete assessments within our three-month assessment period. You should also arrange contact with your mentor so that they have the opportunity to make any final recommendations. Your mentor should start to write their reference to support your submission if they have not done so already.

7.2 Resubmissions

If your application was unsuccessful then it is important that you and your mentor carefully review and reflect on the assessment feedback and plan your next steps. There are no restrictions on how soon you can resubmit your application for re-assessment.

Once you have decided what amendments you will make to your application, you resubmit your application online in its entirety. We advise candidates to make amendments in line with assessor feedback. This may only involve rewriting part of one competency form, depending on the advice provided. However, you may decide to make more substantive changes to your application if you wish. The same assessor team will assess your resubmission.

You must advise the chris.sheridan@archives.org.uk of the changes made to your resubmission. Resubmissions must be submitted following the timetable set out in section 7.1.

8. CPD Review

Continuing professional development (CPD) is an ongoing process of learning through experience and reflection. We award professional registration to members who successfully demonstrate their career experience and professional development. Therefore, professional registration must be maintained through CPD to ensure your professional knowledge and competency remains current.

CPD Review is a peer review process that supports members with their CPD. Our assessor team offer constructive feedback to each review submitted, providing an objective viewpoint to support members as they continue to learn and develop.

Every year we select a small percentage of members with professional registration and invite them to submit their CPD for review. Members can submit a CPD Review before the ARA contacts them if they wish. Members must complete the CPD Review to retain their level of professional registration. Registered members interested in qualifying as a Fellow of the ARA must complete at least one CPD Review before submitting their Fellowship application for assessment.

For further information please read the CPD Review guide available from the [programme website](#).

9. Information, advice and guidance

We provide a dedicated support service to help you develop your application for professional registration. The programme guide and other guidance and support are available below:

- Professional Registration Programme <https://archivesandrecords.smapply.io>
- Programme guide <https://archivesandrecords.smapply.io/res/p/programme-guidance/>
- Examples of competency forms <https://archivesandrecords.smapply.io/res/p/examples/>
- Enrolment and assessment fees <https://archivesandrecords.smapply.io/res/p/programme-guidance/>
- The [competency framework](#)
- Professional registration Blog <https://arapdp.blog/>
- Link to professional development plans Blog article <https://arapdp.blog/2019/03/04/planning-your-cpd/>

If you need help using the competency framework, choosing your competencies and levels, developing the content for your competency forms or deciding what supporting documentation to use, then please get in touch. We will arrange a video call with you, and your mentor if preferred, to discuss the process to qualify and answer any questions you may have. Please contact chris.sheridan@archives.org.uk.

9.1 Programme fees

Details of enrolment and assessment fees and how to pay them are published on the programme website.

9.2 Privacy policy

Our privacy policy is available from the programme website and explains how we use your data and how we keep it safe.

9.3 Medical and personal circumstances

The ARA recognises that medical and personal circumstances may affect the ability of some members to apply for their chosen professional qualification. Such circumstances may include medical conditions, disability, maternity leave, caring responsibilities, changes in personal circumstances, career breaks or

sickness. Candidates are encouraged to discuss any such issues in confidence with the ARA. Reasonable adjustments will be made where appropriate on a case by case basis.

9.4 Contact

Candidates and their mentors will receive occasional updates by email advising them of new guidance, reminders of submission dates and other information relating to the professional development programme. The ARA will use the email address used during registration and enrolment.

The ARA is happy to support employers by arranging workshops with staff to discuss all aspects of CPD and the professional registration programme. For more information please contact chris.sheridan@archives.org.uk.

For all enquiries please contact chris.sheridan@archives.org.uk or 07377 940696.

Appendix: Competency level descriptions

Level 1	Context and focus	Immediate workplace and tasks; short term view
	Dreyfus/Blooms³	Novice: has basic knowledge and comprehension
	Nature of work	Routine, repetitive tasks, closely supervised, follows steps and instructions to complete work, little initiative required
	Key words	Understands, describes, applies, complies, explains, identifies, maintains, undertakes, responds, follows instructions, shows affinity for
Level 2	Context and focus	Own workplace and wider organisation; aware of and contributes to some mid-term goals and objectives; professional member
	Dreyfus/Blooms	Beginner: has application; able to solve closed-ended problems; has broad general knowledge
	Nature of work	Routine and independent tasks, competent without close supervision, some use of judgement and initiative
	Key words	Applies, assists, complies, administers, advises, discusses, supports, organises, suggests, facilitates, interprets, plans, demonstrates
Level 3	Context and focus	Wider organisation and political/environmental/economic issues; mid-long term goals; contributes to wider profession;
	Dreyfus/Blooms	Competent: can analyse; solves open-ended problems; has comprehensive knowledge; is proactive
	Nature of work	Undertakes and supervises complex tasks, assists in development of policies/procedures, confident use of initiative/judgement
	Key words	Supervises, plans, manages, trains, analyses, appraises, implements, monitors, develops, organises, contributes, operates
Level 4	Context and focus	Across own and comparator organisations; long-term goals and planning; holistic stance; major professional contributions
	Dreyfus/Blooms	Proficient: synthesises; creates unique answers to problems; has complex/expert/specialist knowledge; adds to knowledge
	Nature of work	Policy development, people management, evaluating and monitoring performance, initiating and managing projects
	Key words	Decides, plans, prioritises, creates, initiates, formulates, develops, manages, evaluates, accounts for, reports, recruits, oversees
Level 5	Context and focus	Horizon scanning and outward looking; focussed on mission and goals; national/international professional impact
	Dreyfus/Blooms	Expert, authoritative: transcends reliance on rules; makes critical judgements founded on unique knowledge/experience/expertise base
	Nature of work	Leading, political influencing, negotiating and advocating for organisation/unit/service; accounts for own service performance
	Key words	Innovates, leads, scrutinises, provides, delivers, influences, advocates, justifies, negotiates, measures, benchmarks, accounts for

³See Dreyfus model of skills acquisition, H.Dreyfus and S.Dreyfus, *Mind Over Machine: The Power of Human Intuition and Expertise in the Era of the Computer* (1986);B.S. Bloom, et al.*Taxonomy of educational objectives: the classification of educational goals; Handbook I: Cognitive Domain* (1956).
ARA Professional Registration Programme Guide 2022 www.archives.org.uk