

***Consulting our Constituency:***  
***An Account of the Australian Archives and Records***  
***Education Stakeholders' Forum, 2003***

**Karen Anderson and Delene Cuddihy:**

**Paper to be presented at the Asia and Pacific Conference on Archival Education  
at Renmin University, Beijing, 17-19 April, 2004**

***Background: The Origin of the 2003 ARES Forum***

On 14th August, 2002 a Recordkeeping Educators' and Trainers' Forum entitled *Education and Outreach* was held in Sydney prior to the Australian Society of Archivists' Annual Conference. Although ICA SAE was a co-sponsor for this event and SAE Steering Committee members participated, Australian educators have organised a Recordkeeping Educators' Forum in most years since 1995, usually meeting prior to either the ASA Conference or the annual convention of the Records Management Association of Australia. These meetings have provided a useful opportunity to discuss issues of common interest among the professional education providers. The Sydney meeting broadened the attendance beyond education providers to include those who were interested in the future provision of education and training for professional recordkeepers in Australia. The afternoon was devoted to two working sessions in which open discussion was led by invited speakers and facilitators.

The two themes, *Understanding our Market Challenges* and *Managing our Market Options*, were prompted by concerns for the future of professional education courses offered by Australian universities. Where there had been six Australian universities providing recordkeeping courses, these had reduced at the time of the 2002 Forum to four and in 2003 there were just three universities actively accepting new students: Curtin University and Edith Cowan University (both in Perth) and Monash University

in Melbourne. Towards the end of the day discussion centred on the question “Having identified the problems, how can we devise meaningful and productive responses to manage the challenges our market presents?” In response to this, an offer was made on behalf of the Australian Society of Archivists to hold an education roundtable meeting with relevant stakeholders in 2003. This offer was accepted and planning for the ARES Forum began two days later when the ASA Education Committee met. The aims of the ARES Forum were identified as follows:

1. to ensure that all stakeholders understand the current environment for professional education;
2. to ensure that stakeholders understand each others' views on education;
3. to develop a shared agenda for professional education which will benefit all stakeholders; and
4. to develop a list of actions for implementation which will sustain professional education which is valued by all stakeholders.

A broad range of stakeholders was identified including:

- Educators and trainers and all who had attended the 2002 Recordkeeping Educator’s and Trainer’s Forum;
- Employers, including the organisations that make up the Council of Federal, Territory and State Archives (COFSTA), as well as representatives from school archives, schools, universities, local history associations, unions, historians, museums, libraries and so on;
- Representatives of professional associations including the ASA, the RMAA and the Australian Library and Information Association;
- Those who have a role in setting and monitoring standards, for example the Australian National Training Authority (ANTA) and a representative of the Western Australian State Records Commission.

An invitation to the Records Management Association of Australia to become a partner in planning and managing the stakeholders was accepted and a joint committee was formed<sup>1</sup>.

### ***The Archives and Records Education Stakeholders Forum***

A full account of the ARES Forum, which was held in Melbourne at the Public Record Office of Victoria on 12-13 June 2003 can be found on the ARES Forum website at <http://www.archivists.org.au/events/ARES2003/ARES.html>

including

- a background paper developed by the organising committee to provide context for the discussions;
- a list of participants;
- the invited papers presented at the Forum which are quoted in this paper; and
- a detailed summary of the discussions provided by the facilitator, Paul Macpherson.

Website statistics show that there has been extensive international interest in the Forum as well as many visitors to the site from within Australia.

### ***Key issues raised in papers and ensuing discussions***

#### ***Course content***

- Employers seek a wide range of knowledge, skills and abilities other than recordkeeping theory and practice in their employees, such as:
  - Strategic skills such as planning, budgeting, supervisory skills, management and change management skills, (Murphy, 2003)
  - Communication and interpersonal skills, including human relations, customer focus, teaming skills, organisational and time management skills (Murphy, 2003; Pember, 2003).
  - Computer literacy and IT skills (Pember, 2003).

---

<sup>1</sup> The Joint ASA / RMAA ARES Forum Committee members were: Jill Caldwell (Convenor), Peter Crush, Del Cuddihy, Lesley Ferguson, Brenda LeGrand, and Karen Anderson.

- In September 2001, Business Services Training Australia developed a vocational qualification available as a training package, but at the time of the ARES Forum, there were no supporting resources listed for the qualification (Bevan, 2003). One possible reason for this is that it is very expensive both to become a Registered Training Organisation (RTO) and to maintain that status (Reed, 2003). There are only four RTOs currently delivering recordkeeping training.
- There is lack of specialist courses in conservation since the closure of the University of Canberra course and the State Library of NSW conservation training program (Van Bronswijk, 2003).
- Some respondents to a survey of small archives expressed the opinion that there is a need for a course designed specifically for those who will manage small archives: current courses do not meet their needs. However, it is very difficult for universities to gain approval for and/or sustain courses which are likely to have very low enrolments. Low enrolments are likely to have been at least a contributing factor in the recent closure of some courses.

### ***Course recognition***

Both the ASA and the RMAA have supported education for the profession in a range of ways and been involved in course recognition (Ferguson, 2003; McEwen, 2003). It was noted in the discussions that the ASA cannot sustain the process followed in the last two accreditation rounds. Colleen McEwen outlined the principal questions that must be resolved before the ASA's course recognition process, which is currently being reconsidered, can resume.

- What should be accredited: Courses? Teachers? Institutions?
- What criteria should be used to assess a course?
- Should an educator be included on each recognition panel?
- How can panel members best be developed and supported, given that recognition visits are infrequent and few panel members participate in more than one visit? (McEwen, 2003)

The following issues were raised in discussion:

- University *courses* have been recognised by the associations, but training based on competency standards is aimed at recognising the achievement of the *individual* practitioner.

- Course recognition should aim at evaluating whether courses meet content curriculum outcomes and whether the staff are appropriately qualified in relation to records and archives.
- A workable scheme operated jointly by ASA and RMAA would provide a basis for lobbying to get qualifications recognised in industrial awards, key selection criteria, upskilling records management work.
- The associations must decide how they are going to support the VET sector. This will form part of the discussions between the ASA and RMAA and educators outlined in the Professional Associations section above. Training provided by private training organisations has also been ignored to date.

Educators stressed the value of course recognition as a means of supporting professional education programs within their universities. Both Sue McKemmish and Karen Anderson discussed issues that need to be addressed:

- Are the current records and archives competency standards an adequate and appropriate basis for recognition criteria? (Anderson, 2003; McKemmish, 2003);
- Is the process that has been developed for course recognition cost-effective? (Anderson, 2003; McKemmish, 2003);
- The benefits of taking account of other quality assurance processes, eg AUQA reviews<sup>2</sup> and other internal and external quality and recognition processes should be considered (Anderson, 2003; McKemmish, 2003);
- How well does the current process cope with change? (McKemmish, 2003). Courses change regularly and frequently to keep up with current trends and developments in the profession and its environment, but a course can be recognised for up to five years;
- There is a need for clear professional benefits for individuals graduating from a recognised course, such as a fast track to professional membership of the ASA and RMAA (Anderson, 2003).
- Is it desirable to have a joint set of criteria for course recognition between the two associations? There has been one instance where the two associations made different recognition decisions on a joint visit to one School, although the criteria

---

<sup>2</sup> Australian Universities Quality Agency <http://www.auqa.edu.au/>

used were very similar<sup>3</sup>. This is always a risk if the two associations conduct separate processes and do not use precisely the same criteria. Such a possibility is undesirable for educators, students and employers and does not accord with the Australian view of a single recordkeeping profession.

### ***Scholarships and traineeships***

- There is a lack of scholarships for tertiary professional education courses. Gail Murphy advocated the development of recruiting models based on apprenticeships or traineeships which combine work and access to training or support to gain qualifications (Murphy, 2003).
- Employer-funded scholarships would support education and benefit the chosen educational institution by signalling employer approval of a particular course. Such indicators of employer support are very valuable to course providers within their own educational institutions (Anderson, 2003).
- Both the Western Australian and Northern Territory Branches of the RMAA pay tuition fees to sponsor some students, providing an example that other branches of professional associations could consider.
- Although most RMAA branches report that entry level vocational traineeships for certificate II and III level in business administration are available, traineeships leading to a certificate III or IV recordkeeping qualification which could be recognised by the Association would be more desirable (Ferguson, 2003).
- Absence of scholarships and traineeships is a particularly significant barrier to encouraging Indigenous people to enter the profession. Kirsten Thorpe pointed out that there is a need for greater financial commitment and long term planning by record-holding agencies to employ and train Indigenous people (Thorpe, 2003).
- Those working in small archives, for example in schools, religious archives, businesses, local councils and historical societies, are often employed part-time and paid at a lower rate than those employed in government agencies. This sector also relies extensively on unpaid volunteers. There are significant differences in

---

<sup>3</sup> The ASA and RMAA criteria are not exactly the same, although they are very similar. The RMAA criteria are at: <http://www.rmaa.com.au/docs/profdev/recognition01.cfm>  
The ASA criteria are at: <http://www.archivists.org.au/council/accreditationcriteria.html>

salaries for those doing similar work, despite holding similar qualifications. It is not cost-effective for those in part-time employment and low-salaried positions to undertake fee-paying courses (Anderson, 2003; Piggott, 2003; Van Bronswijk, 2003).

- Short courses, seminars and training days were seen as an attractive alternative to formal professional education by some, particularly those who considered the cost of university-based courses prohibitive. However, this is a much less than satisfactory solution: there are bound to be large gaps in the professional knowledge of those who rely solely upon this approach.

### ***Is there a need for paraprofessionals?***

There were views both for and against a paraprofessional stream in the profession, but in later discussion there was agreement that this was not a suitable approach to pursue. Under the continuum model there is no longer any division in the profession and this is reflected in competency standards and current courses (ARES Forum, 2003a).

### ***Formal mentoring schemes***

- Distance education students and those who are professionally isolated would benefit from a system of mentoring by members of the profession. Many students who are already in the profession work in organisations where they are either the sole archivist or records manager, or have little access to quality professional support and advice. Others are studying for a qualification prior to gaining employment in the profession. A formal mentoring program would help to alleviate a range of professional isolation problems (Anderson, 2003).
- Mature-age students who are admitted to university courses via alternative entry programs sometimes find it difficult to cope with academic standards in the early stages of their studies. A mentoring program may help to reduce the number of students who become discouraged and drop out of these courses.
- Indigenous people interested in working as archivists and records managers have special needs for mentors. They may find themselves culturally isolated in addition to the usual needs for support experienced by students and beginning professionals (Thorpe, 2003).

- The ASA has a formal mentoring scheme and has been successful in getting an equal number of mentors and those wanting to be mentored. This is not always the case: the Australian Library and Information Association has found that they have far more people wanting a mentor than people willing to provide mentoring.

#### ***Awareness of Indigenous issues and needs***

- There is a lack of awareness in Aboriginal communities of archives and record management professions and careers (Thorpe, 2003).
- Courses in archives and records management that are available lack Indigenous perspectives (Thorpe, 2003).
- Cross-cultural awareness training is needed, particularly for staff providing services to the public (Thorpe, 2003).

#### ***Continuing Professional Development***

There were strong expressions of need for continuing professional development throughout the ARES Forum discussions.

- The RMAA is trialling a scheme for continuing professional development wherein members will have to provide evidence of professional development activity to maintain their professional status (Ferguson, 2003). In the discussions, the majority view was that compulsory CPD is only effective where the professional body has the power to prevent practice by recalcitrant members.
- Amanda Cossham's survey of practising records managers in New Zealand revealed that a wide range of CPD activities was attended in "the effort to obtain some kind of training in the absence of qualifications offered by tertiary education providers (Cossham, 2003).
- Access to training offered by the various state records authorities and the National Archives of Australia for those working within their jurisdictions is envied by those working in independent archives outside those systems (Piggott, 2003; Van Bronswijk, 2003). However, it was noted in discussion that training developed for one jurisdiction is not always applicable in another, given variations in legislation and policies.

### ***Awareness of the profession and recruiting***

In the Forum discussions, it was noted that there is need to promote the profession:

- to employers; and in particular to educate the private sector concerning the need for quality recordkeeping and recordkeeping professionals;
- to school leavers, most of whom have no knowledge of recordkeeping as a potential career;
- to Indigenous educators who are in a position to encourage Indigenous students to consider recordkeeping as a potential career;

and

- to explain to employers the links between risk management and recordkeeping to encourage them to see that there is a strategic role for recordkeeping in their organisations.

### ***Further Research***

Michael Piggott concluded his paper with a list of areas in which we need better information:

- The number and professional destination of graduates produced by all programs in Australia since the first postgraduate offerings at the University of New South Wales in 1973;
- The need for a listing of theses produced by those graduate students and of research currently under way in universities and the larger archives. The Research Database of the ICA Section for Archival Education and Training has been set up to serve this purpose, but needs to be better promoted;
- The educational profile of Australia's archives and records organisations needs to be documented;
- The mobility of the recordkeeping profession needs to be mapped;
- How much support is there for closer co-operation between recordkeeping, information management and museum studies programs, and between Australian and New Zealand archives and records programs? (Piggott, 2003, p.4).

## ***Outcomes of the ARES Forum***

As the final session of the Forum began, it seemed as though the participants might be unable to agree on a way forward when the discussion appeared to be in danger of losing momentum and direction. This was eventually overcome and a series of needs were identified, expressed in two groups of ideas: a set of 'statements of intent' and some agreed actions that would be undertaken by the ASA and RMAA. These are set out on the ARES website in *Facilitator's Summary* as follows (ARES Forum, 2003b):

### ***1. Statements of Intent and Agreed Actions Arising From the ARES Forum***

The Forum agreed that the following statements of intent should form the basis for further work<sup>4</sup>:

- ***Statement of professional knowledge*** - A definitive statement of the professional knowledge required by the recordkeepers needs to be developed.
- ***Framework for the structure of the profession*** - An inclusive framework for the structure of the profession needs to be developed. It must equip people to move between professional areas and provide recognised pathways for doing this.
  
- ***Course recognition*** – Course recognition is important for the profession, for the education providers and for students. It must be transparent, accountable, efficient and sustainable, and should cover all of the educational and training areas.
  
- ***Continuing Professional Development*** – CPD should be an explicit outcome of the framework and statement of professional knowledge.

---

<sup>4</sup> This list is also available on the ARES Forum website:

<http://www.archivists.org.au/events/ARES2003/facilitatorssummary.html>

- ***Marketing and communications*** - The profession needs to develop explicit marketing and communications strategies and develop specific marketing outcomes. It must market to:
  - employers generally;
  - specific groups of employers;
  - schools (especially schools with indigenous students); and
  - school leavers.
- ***Attracting Indigenous recordkeepers*** - The number of Indigenous recordkeepers must be increased. Indigenous people must be encouraged and supported to pursue educational opportunities in recordkeeping by financial support for existing scholarships and traineeships, an increase in the number of scholarships and traineeships, and the active involvement of Indigenous teachers and communities.
- ***Increasing employers' awareness*** - Efforts must be made to give employers an awareness of what their real recordkeeping needs are and what professional recordkeepers can offer them.
- ***Mentoring*** - Mentoring programs must be developed further and should encompass formal mentoring schemes, particularly for those involved in distance education, group mentoring programs, and informal advice provision and self-help arrangements. Experienced members of the profession must be encouraged to offer themselves as mentors.
- ***Dialogue between stakeholders*** – There is value in bringing stakeholders in recordkeeping education together on a regular basis. All stakeholders, including students and graduates of education programs and training courses should be involved.

### ***Agreed Actions***

The ASA and RMAA representatives also agreed to undertake the following action:

**Course recognition** – The RMAA and the ASA will consult with education and training providers to get sufficient information to carry out course recognition in an accountable and sustainable manner, across all of the educational and training areas.

**Continuing Professional Development** – The RMAA will complete its current CPD trial. The ASA will study the result of the RMAA trial and ALIA’s review of its CPD program. Following this both associations will examine the benefit of reconvening the ALIA/ASA/RMAA CPD Committee.

**Further meetings** – The ASA and RMAA will discuss with the Recordkeeping, Educators and Trainers Forum the possibility of having further meetings of stakeholders to progress issues outlined in the statements of intent.

## **2. ASA / RMAA Joint Education Steering Committee**

The Australian Society of Archivists and the Records Management Association of Australia have formed a Joint Education Committee to pursue the statements of intent listed above and other issues as they arise. This is a very positive cooperative step for the two professional associations. The Australian educators have long tried to encourage a cooperative approach to educational issues, particularly course recognition. The Committee held its first meeting in Brisbane on 1<sup>st</sup> December, 2003. The meeting examined the Statements of Intent and Agreed Actions decided at the ARES Forum and identified actions that could be jointly pursued by the Steering Committee and set timeframes for action.

There is always a danger that a Forum like this will achieve nothing more than a couple of days’ of talk, resulting in good intentions, and there is a saying that ‘the road to hell is paved with good intentions’. Intentions must be followed to fruition if there are to be any positive outcomes. Already there are some promising developments:

- The Joint Steering Committee has made a positive start at their first meeting by working through the list of intentions and agreements to develop a list of actions and timelines;
- The possibility of a joint education session at the ASA and RMAA annual conferences is being explored, as well as the possibility of facilitating a meeting of

educators and those with an interest in education. The two associations will both hold their conferences in Canberra in 2004.

- A proposal will be sent to the ASA committee responsible for their mentoring scheme suggesting that they actively promote the scheme to students as a benefit of ASA membership. In this way the ASA could provide a valued service while simultaneously attracting members.
- The ASA's Indigenous Issues Special Interest Group is working towards publicising career opportunities in the profession to indigenous people.

### ***What more needs to be done?***

The process that the professional associations are pursuing, outlined above, is essential to supporting professional education in Australia, but responsibility for the future of education for the profession cannot rest with the associations alone. In his article exploring whether or not librarianship in the UK is a true profession, Mike Freeman notes that where professionals work in large organisational bureaucracies, controlled from above and employed as salaried employees, deprofessionalisation is a risk (Freeman, 1997 p.66) because managers, professionally educated as such, control the professionals (Murphy, 1990, p.71). Freeman was discussing a profession that has already implemented a requirement for professional qualifications, yet felt at risk of losing professional status.

Many archivists and records managers are employed in the type of situation described by Freeman, either alone or one of a very small group in a much larger organisation. But the national and state archives are in a very different situation and could take a leadership role in redressing this problem. It is not feasible to raise the bar overnight, but as the largest employers of professional recordkeepers in Australia, they have a mandate to set and monitor recordkeeping standards in government agencies in their jurisdictions. Although a number of the COFSTA organisations specify a degree in job advertisements, they do not necessarily require a professional recordkeeping qualification. They are in a position to lead the way by working towards the employment of qualified professionals within their own organisations and using their ability to set policy and standards to influence other government agencies.

The National Archives of Australia recruits from the Commonwealth government's Graduate Recruitment strategy which employs and places new graduates with undergraduate degrees in the Australian Commonwealth public service. Most successful recruits have Honours degrees in disciplines other than archives and records management. The NAA encourages and supports staff wishing to undertake studies towards professional qualifications or higher degrees, providing professional mentors and assistance with course fees. Financial or other support is provided by about half of the organisations that make up the Council of Federal, State and Territory Archives (COFSTA). However, each organisation must work within the bounds of currently applicable legislation and policy. In Western Australia, this type of support is precluded by government policy and the amount provided is subject to limitation in the Australian Capital Territory and in New South Wales.

Most COFSTA organisations provide advice on appropriate qualifications and training (Dan, 2003). State Records New South Wales has promulgated a *Standard on Records Management Programs* (1998) which promotes professional education and training through the principle of staffing with skilled people. To comply with this Standard, a NSW public office must conduct a skills audit of staff at regular intervals as well as a training needs analysis. The Standard requires that the Corporate Records Manager must have either a professional qualification or access to advice from someone with such qualifications and that other records management staff have qualifications appropriate to their positions (Findlay, 2003). It was noted in discussions that enrolments have increased dramatically in recordkeeping courses offered through TAFE in New South Wales in recent years.

In the Forum discussions employers' representatives expressed willingness to be involved in discussions about course content and in consultations with educators. It is essential that a constructive dialogue between employers and educators be maintained to ensure that the education and training needs of the profession are met. This can be achieved through future stakeholders' meetings, and formally through participation in course consultative committees as well as by contributing to discussions led by professional associations and other arenas for cooperation such as COFSTA.

## ***Conclusion***

The Australian ARES Forum was a very welcome means of expressing support for professional education and training for archivists and records managers while opening debate about education and training needs. Thanks are due to both the Australian Society of Archivists and the Records Management Association of Australia for undertaking this consultative approach. It is, however, only a beginning. Unless there are steady enrolments in university courses, those courses are unsustainable in the economic climate of today's universities. To achieve those steady enrolments, not only is it necessary for the professional associations to act on their expressed intentions, but active support by employers is essential.

## ***Acknowledgements***

We would like to record grateful thanks to **Jackie Bettington**, ASA representative and co-Chair of the ASA/RMAA Joint Education Steering Committee and to **Jill Caldwell**, Convenor of the ASA Education Committee and the ARES Forum Committee for sharing information about developments since the ARES Forum and the work plan of the Joint Steering Committee.

## ***References***

- Anderson, K. (2003). *Access and Partnerships: Issues in Professional Education*. Archives and Records Education (ARES) Forum, Melbourne, 12-13 June, 2003. Retrieved 08 February, 2004 from:  
[http://www.archivists.org.au/events/ARES2003/K%20Anderson%20Access\\_and\\_partnerships.pdf](http://www.archivists.org.au/events/ARES2003/K%20Anderson%20Access_and_partnerships.pdf)
- Archives and Records Education Stakeholders (ARES) Forum (2003a). *Detailed report*. Retrieved 01 February, 2004 from:  
<http://www.archivists.org.au/events/ARES2003/detailedreport.html>
- Archives and Records Education Stakeholders (ARES) Forum (2003b). *Facilitator's Summary*. Retrieved 01 February, 2004 from:  
<http://www.archivists.org.au/events/ARES2003/facilitatorssummary.html#intent>
- Bevan, P. (2003). *Archives and Records Vocational Education: "At the crossroads"*. Archives and Records Education (ARES) Forum, Melbourne, 12-13 June, 2003. Retrieved 08 February, 2004 from:

<http://www.archivists.org.au/events/ARES2003/background%20paper%20-%20pbevan1.pdf>

Cossham, Amanda (2003). *Gaining Knowledge and Expanding the Skill Base: the Professional Development of New Zealand's Records Managers*. Archives and Records Education (ARES) Forum, Melbourne, 12-13 June, 2003. Retrieved 08 February, 2004 from:

<http://www.archivists.org.au/events/ARES2003/A%20Cossham.pdf>

Dan, K. (2003). *Summary of COFSTA Institution Views of Education*. Archives and Records Education (ARES) Forum, Melbourne, 12-13 June, 2003. Retrieved 08 February, 2004 from:

<http://www.archivists.org.au/events/ARES2003/COFSTA%20educ%20paper1.pdf>

Ferguson, L. (2003). *The Records Management Association of Australasia's Education Portfolio*. Archives and Records Education (ARES) Forum. Melbourne, 12-13 June, 2003. Retrieved 08 February, 2004 from:

[http://www.archivists.org.au/events/ARES2003/ARESForum\\_SpeakersPaper\\_Ferguson\\_Web.pdf](http://www.archivists.org.au/events/ARES2003/ARESForum_SpeakersPaper_Ferguson_Web.pdf)

Findlay, C. (2003). *Building Better Records Skills in the New South Wales Public Sector*. Archives and Records Education (ARES) Forum. Melbourne, 12-13 June, 2003 Retrieved 08 February, 2004 from:

<http://www.archivists.org.au/events/ARES2003/C%20Findlay%20ARES%20Forum%20Paper.pdf>

Freeman, M. (1997). 'Is Librarianship in the UK a True Profession, a Semi-Profession Or a Mere Occupation?' *New Library World* 98 (1133), pp65-69.

McEwen, C. (2003) *Archives and Records Education and the ASA*. Archives and Records Education (ARES) Forum. Melbourne, 12-13 June, 2003 Retrieved 08 February, 2004 from:

<http://www.archivists.org.au/events/ARES2003/C%20McEwen%20Education%20Paper1.pdf>

McKemmish, S. (2003). *ARES Forum: Issues Relating to Tertiary Education Sector*. Archives and Records Education (ARES) Forum. Melbourne, 12-13 June, 2003 Retrieved 08 February, 2004 from:

<http://www.archivists.org.au/events/ARES2003/SueMcKemmish2.pdf>

Murphy, G. (2003). *Where Have All the Records Practitioners Gone? A View From the West Coast*. Archives and Records Education (ARES) Forum. Melbourne,

12-13 June, 2003 Retrieved 08 February, 2004 from:

<http://www.archivists.org.au/events/ARES2003/ARES%20Presentation%20and%20paper.pdf>

Murphy, R. 'Proletarianization and Bureaucratization: the Fall of the Professional', in Torstendahl, R. and Burrage, M. (Eds), *The Formation of the Professions*. London: Sage, 1990, p.71.

Pember, M. (2003). *Content Analysis of Recordkeeping Job Advertisements: Knowledge and skills required by employers*. Archives and Records Education (ARES) Forum. Melbourne, 12-13 June, 2003 Retrieved 08 February, 2004 from: <http://www.archivists.org.au/events/ARES2003/M%20Pember.pdf>

Piggott, M. (2003). *Presentation to Employer Section*. Archives and Records Education (ARES) Forum. Melbourne, 12-13 June, 2003. Retrieved 08 February, 2004 from:

<http://www.archivists.org.au/events/ARES2003/Piggott%20paper%20June%202003.pdf>

Reed, Barbara (2003). *Recordkeeping Training and Education: The private provider's view*. Archives and Records Education (ARES) Forum. Melbourne, 12-13 June, 2003. Retrieved 08 February, 2004 from:

<http://www.archivists.org.au/events/ARES2003/ARES%20Barbara%20Reed%20presentation.pdf>

State Records NSW (1998). *Standard on Records Management Programs*. Available online: <http://www.records.nsw.gov.au/publicsector/rk/rmprog/httoc.htm>

Thorpe, K. (2003). *Indigenous Issues*. Archives and Records Education (ARES) Forum. Melbourne, 12-13 June, 2003 Retrieved 08 February, 2004 from:

<http://www.archivists.org.au/events/ARES2003/Indigenous%20Issues.pdf>

Van Bronswijk, B. (2003). *Education Issues for Practitioners in Small Archives*. Archives and Records Education (ARES) Forum. Melbourne, 12-13 June, 2003 Retrieved 08 February, 2004 from:

<http://www.archivists.org.au/events/ARES2003/van%20Bronswijk.pdf>