

# The Australian Way To Educate Staff Without Any Formal Archival Education

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# Education and training options for Australians in archives and records

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- University programs
  - Technical And Further Education (TAFE)
    - Competency-based certificates and diplomas
  - In-house training
  - Ad hoc training provided by independent trainers
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# Australian professional education

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- 3 university-based programs (+1)
    - Edith Cowan University, Perth (distance education specialist)
    - Curtin University, Perth
    - Monash University, Melbourne
    - University of South Australia (starts 2007)
  - TAFE Colleges
    - Technical & Further Education Colleges provide competency-based vocational certificates and diplomas
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# Course design

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- A **major** or **minor stream** in a 3-year Bachelor Degree (8-10 courses)

OR

- A 3-semester 'professional' Master degree with exit points at:
    - Graduate Certificate (4 courses)
    - Graduate Diploma (8 courses)
    - Master (ECU: 9 + research dissertation).
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# TRADITIONAL ENTRY TO GRADUATE LEVEL STUDIES

Any Bachelor  
degree  
**NO EXPERIENCE**

Graduate Certificate  
Information Services  
4 courses

Graduate Diploma  
Information Services  
+ 4 courses (total = 8)

Master of Information  
Services  
+ 3 courses (total = 11)

**GRADUATE**

# ALTERNATIVE ENTRY TO GRADUATE LEVEL STUDIES

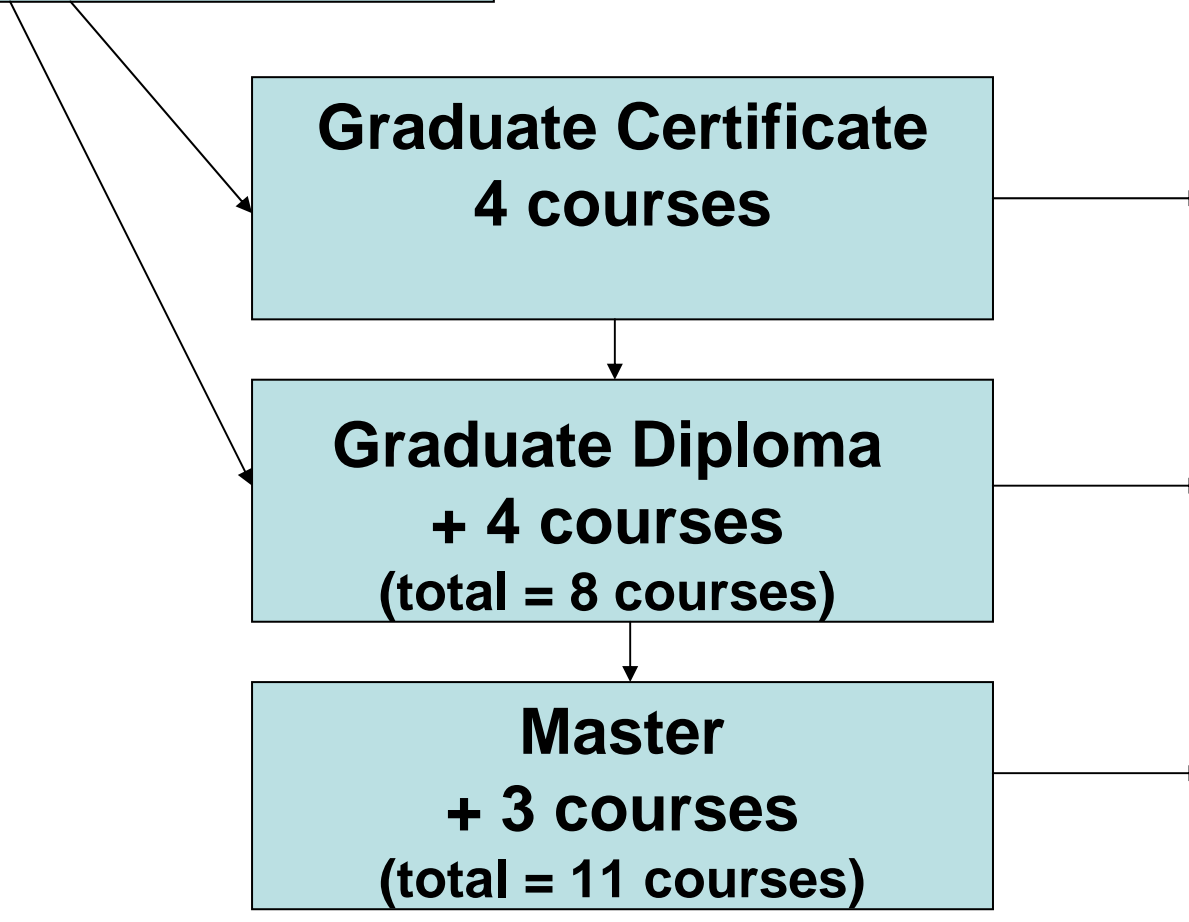
**NO DEGREE**  
5 years' experience  
(+ professional  
association  
membership)

**Graduate Certificate**  
4 courses

**Graduate Diploma**  
+ 4 courses  
(total = 8 courses)

**Master**  
+ 3 courses  
(total = 11 courses)

**Graduate**



# Pedagogical issues arising from the two entry options

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Mix of

- ❑ **academic experience** (some with, some without) and
  - ❑ **professional experience** (some with, some without)
  - ❑ Students may lack study skills, writing skills, confidence
  - ❑ Need to build a community of sharing
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# Research Higher Degrees entry requirements

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- Master by research (2 years FT)
    - Undergraduate degree or
    - graduate diploma or
    - professional masters in the discipline
  - PhD (3 years FT)
    - Bachelor (Honours) (4 years FT) or
    - Masters
    - Evidence of publication in the discipline
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# Accreditation & Competency standards

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- Both ASA & RMAA accredit or 'recognise' university courses
- Competency Standard
  - Training packages
    - Delivered by TAFE and RTOs (Registered Training Organisations)
- Statement of Professional Knowledge

<http://www.archivists.org.au>

<http://www.rmaa.com.au/>

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# Course orientations

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## □ Monash University

- The Records Continuum theoretical model
- Expertise & research in metadata management

## □ Curtin University

- Emphasis on records management.
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# Course orientations

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- Edith Cowan University:
    - Working in a digital world
    - A systems approach to digital recordkeeping
    - Grounded in the Records Continuum theoretical model
    - All courses are delivered online, with extensive use of online discussions
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# A new player: University of South Australia

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- Graduate Certificate in Business Information Management with streams:
    - Preservation and archives management
    - EDRMS
    - Records management: 2 specialisations-
      - Information Management
      - Systems Management
  - Sponsored by: State Records SA; State Library SA; Fuji Xerox
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# What do we deliver?

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- University graduates are prepared for work across the whole continuum:
    - Records management roles in government and business;
    - Recordkeeping authorities such as NAA and State Archives;
    - Cultural heritage-focused archival organizations.
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# Preparation for practice

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- 2 x 2-week or 1 x 4-week practicum placements within 1 year's FT study.
  - ECU requires
    1. Supervision by a qualified Archivist or Records Manager
    2. Student must complete a project agreed by ECU & the host supervisor during each placement
    3. Student submits a written report + project products for assessment.
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# Meeting employers' needs

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- ❑ Employers are represented on course consultative committees;
  - ❑ ASA & RMAA Accreditation panels interview employers of graduates;
  - ❑ Educators are on State & National Archives consultative committees;
  - ❑ Developing students' non-archival skills and attributes.
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# TAFE Diploma graduates

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- ❑ Work in records management;
  - ❑ Courses delivered Australia-wide are 'Training packages' based on the *Competency Standard*;
  - ❑ Emphasis on practice: assessed on competence in the workplace.
  - ❑ Are eligible for some advanced standing in some university programs.
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# National Archives of Australia in-house training programs

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New staff from APS Graduate Recruitment Program (any degree)

- ❑ will undergo an induction (workplace learning);
  - ❑ have on-the-job rotations (workplace learning);
  - ❑ may complete a course in project management (competency-based learning);
  - ❑ have a mentor (reflective learning); and
  - ❑ may complete postgraduate qualifications (self-directed learning) (Hoy, 2004, p.15).
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# Australian Digital Recordkeeping Initiative (ADRI)

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- Arises from CAARA: Council of **Australasian** Archives and Records Authorities, an Australian & New Zealand collaborative group;
- Aims to pool resources and expertise to find better ways to ensure that digital records are preserved and made accessible for the future.

<http://www.adri.gov.au/>

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# ADRI plans to develop

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- ❑ Archival staff training workshops in digital recordkeeping for staff working in state and national archives
  - ❑ State Records SA has undertaken this work program
  - ❑ based on VERS training (Victorian Electronic Records Strategy)
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# References

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Business Services Training Australia, *BSB01: Business Services Training Package, Units of Competency: Recordkeeping*, Business Services Training Australia, South Melbourne, 2001.

Hoy, Marian. (2004). *Professional development and competency standards: unravelling the contradictions and maximising opportunities*. Paper presented at the ICA Congress, Vienna.  
[http://www.wien2004.ica.org/imagesUpload/pres\\_121\\_HOY\\_SAE%2004.pdf](http://www.wien2004.ica.org/imagesUpload/pres_121_HOY_SAE%2004.pdf)

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