



Identification of the factors shaping archival education  
in Thailand and an investigation into the effectiveness  
of that education in preparing graduates for the  
archival workplace

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by

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## ABSTRACT

(Identification of the factors shaping archival education in Thailand and an investigation into the effectiveness of that education in preparing graduates for the archival workplace by Waraporn Poolsatitawat)

The thesis identifies the factors shaping archival education in Thailand and explores the effectiveness of that education in preparing graduates to work professionally in the Thai archival workplace. Since at present there is only one formal archival teaching programme in Thailand, which is a postgraduate course taught at Silpakorn University, the thesis focuses on this programme. In order to achieve the research aims, multiple methods comprising a literature study and semi-structured interviews were selected as appropriate methods to collect data in three main aspects namely: (1) the current context of archives and archivists in Thailand; (2) the implementation of four elements of professional learning proposed by Reid et al. (2011) in the archival programme; and (3) the impact of the Thai higher educational regulations on the Silpakorn programme in terms of its ability to prepare professional archivists to meet the needs of the Thai archival workplace. The data collected from semi-structured interviews are analysed by cross referencing this with the data derived from the literature study. This triangulated analysis verifies the trustworthiness of the resultant data.

The data from interview with nine academics and nine students who take part in the programme, and 30 people featured in four case studies, in conjunction with the literature study identifies that the definition and functions of Thai archives, including the roles, responsibilities, qualifications, and professional status of Thai archivists, differs from the western context. The programme is also unable to prepare its graduates to work as professional archivists while fulfilling the needs of Thai archives because adopting a western-based archival curricula (UK model) and transferring archival knowledge and principles derived from the western (UK) context is not applicable to the Thai context, resulting in graduates' inability to work professionally in the Thai archival workplace. National regulations also have influenced the programme to offer an academic degree rather than preparing professional archivists and results in the programme's inability to implement the four elements of professional learning. In addition, a non-requirement of archivists who have an archival degree to work in Thai archives results in the decreasing demand to study in this programme and affects the identity of Thai archivists. Since most of Thai archivists do not regard themselves as archivists and Thailand lacks both archival scholars and an archival professional body to develop archival knowledge and profession, the professional status and identity of Thai archivists are unrecognised.

To tackle these failures, the thesis recommends decreasing three tensions which are: (1) providing an academic degree or developing professional programme; (2) understanding the role of professional archivists or fulfilling the needs of Thai archives; and (3) ignoring the identity of Thai archivists or improving their status. The thesis argues that these three tensions cannot be dissolved unless Thailand needs professional archivists and the Thai archival institutions recognise the benefits of having a more educated archival workforce.

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## List of Abbreviations

AQF	Australian Qualification Framework
ARA	Archives and Records Association of Britain and Ireland
ARMA International	Association of Records Managers and Administrators
ASA	Australian Society of Archivists
BCA	Bureau of Canadian Archivists
BIA	Buddhadasa Indapanno Archives
BoT	Bank of Thailand
CRQ	Central Research Question
EHEA	European Higher Education Area
EP	Educational Provider
ICA	International Council on Archives
InterPARES	International Research on Permanent Authentic Records in Electronic System
MAC	Master of Arts Programme in Archives and Cultural Heritage Information Management at Silpakorn University, Thailand
MARM	Master of Arts (Archives and Records Management) at Silpakorn University, Thailand
NA	National Archivist
NAA	National Archives of Australia
NAT	National Archives of Thailand
NQF	National Qualification Framework
OCSC	Office of the Civil Service Commission, Thailand
OHEC	Office of the Higher Education Commission, Thailand
PA	Private Archivist
PUA	Payap University Archives, Thailand
SAA	Society of American Archivists
ST	Student
TQF:Hed	Thai Qualifications Framework for Higher Education
UA	University Archivist

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## **Chapter 1: Setting the scene**

### **1.1 Introduction**

This chapter introduces the thesis. It consists of three parts. The first part (Section 1.2) sets out my own background and explains how and why I have been inspired to contribute to the development of archival education in Thailand through engaging in a doctoral research project. The second part describes the scope and direction of this investigation by outlining the rationale for conducting the research and the development of its aim and research questions. The final part briefly outlines the progression and structure of the thesis.

### **1.2 Rationale for engaging with this research**

In 2011 I received a scholarship from the Royal Government of Thailand to study for a master's and doctoral degree in archives and records management in the UK. This scholarship was under the Humanities and Social Sciences Human Resources Development Project (Humanities and Social Sciences Scholarships for Thai Outstanding Students). The Office of the Higher Education Commission (OHEC), a public agency under the supervision of the Ministry of Education, has the responsibility to develop the Thai higher educational system and oversees all Thai higher educational institutions in Thailand. OHEC proposed this project in 2007 to increase the number of academics or lecturers who have knowledge in those fields associated with the humanities and social sciences that Thailand is lacking and which offer the knowledge necessary for developing Thai human resources, solving social problems, and increasing national economic and social standards. Archives and records management is one of those fields. OHEC expects this project will be one mechanism to solve the problem of the Thai higher educational system regarding the lack of lecturers to conduct research in order to develop new knowledge, and subsequently teach that knowledge to Thai students (see Section 2.5). This project was approved by the Thai government on 22 May 2007 (OHEC, 2011).

According to OHEC (2011, p.2; 2011, online), this project provides 1,160 scholarships over 21 fields of study e.g. philosophy, history, archaeology, Thai

ancient languages, foreign languages, economics, political sciences, sociology and laws from bachelor to doctoral degrees and facilities study both in Thailand and abroad. Between 2009 and 2019 – the duration of the project, OHEC expects to provide at least 915 lecturers who have doctoral degrees to work in Thai public universities. Those lecturers (including me) are expected to develop new knowledge and innovation applicable to Thailand.

For me, the Thai government expects that after I successfully complete these courses I will be able to contribute to the development of archival knowledge, and therefore of archival practice, in Thailand through an appointment as a lecturer in the Faculty of Archaeology, Silpakorn University, where I would take responsibility for managing and teaching on the archival postgraduate programme, a programme which prepares its students to work as professional archivists.

Although I worked in the National Archives of Thailand (NAT) for three months in 1995, my understanding of archives and the role and responsibilities of archivists was limited. Like many of the individuals interviewed for this research, I considered NAT as a place to keep archives and its archivists were civil servants who arranged, catalogued, preserved and provided access to these archives. As I have a degree in history and was a university lecturer teaching history for four years, I viewed archives as historical documents or primary sources for my historical research. However, my perception changed when I started studying archives and records management in the UK in 2011. The archival theory and principles I studied in Britain have inspired me to raise Thai people's awareness of the importance of records and archives in terms of allowing an organisation to demonstrate and illustrate its accountability, transparency, and good governance. Archives should not only be regarded as historical documents but also as evidence of (business) transactions. To ensure that these functions of archives can be fully realised, people who work in archives should have the appropriate knowledge and each archive should have at least one qualified archivist (that is, holding a postgraduate archival degree). This vision of the 'archival future' in Thailand together with the more pragmatic requirements of equipping myself for a future career as an archival

lecturer, inspired me to consider how an archival programme in Thailand could prepare qualified graduates.

In 2012, there was one archival course in Thailand, the Master of Arts in Archives and Record Management, run by the Department of Oriental Languages, Faculty of Archaeology, Silpakorn University. Most lecturers who taught on this programme had neither master's nor doctoral degree in archives and records management: in fact, there was only one lecturer in Thailand who had a doctoral degree in this field and she did not work at Silpakorn University. At the same time, student numbers were very low: the total number of students registering for the programme between 2001 to 2012 was 47, and of those only 15 students had graduated. A figure that particularly shocked me was that only eight NAT staff had enrolled in this programme since 2001 (see Appendix 1). Two questions occurred to me: why was NAT apparently ignoring the programme despite the fact that the Thai civil service system would support them in terms of time and finance required to study on a master's degree programme to gain knowledge that would help them to develop their work? In addition, how could this programme be sustainable if the number of students decreased continually?

Informal discussion with some NAT archivists and staff working in other archives in Thailand in 2012 had also surprised me. NAT could appoint 'archivists' who did not have qualifications in archives and records management but had other degrees such as history, librarianship, the Thai language; most of NAT archivists held a degree in history. Only three NAT archivists had an archival degree, all of them from Silpakorn University (see Appendix 1). Most archivists working in other archives such as university, religious or private archives did not have an archival degree either; in some archives there was no staff member at all who had an archival degree. This information made me curious to understand how those archivists manage their archives if they had never studied archival theory and principles, and, moreover, why their line managers or the management of the institutions concerned had never worried about this issue.

These informal discussions, conducted in preparation for establishing my doctoral research question, were the main impetus for stimulating me to

investigate the capacity of the archival postgraduate programme at Silpakorn University in terms of its sustainability and its ability to prepare graduates to work as professional archivists. However, the discussions also highlighted the need to conduct an exploration of the context of archives and archivists in Thailand in terms of its functions, roles, and responsibilities in order to understand why most Thai archives do not have qualified archivists in contrast, for example, to the UK, where I first started to learn about what archives and archivists are in 2011.

### **1.3 Research setting**

The desire to investigate the context of archives and archivists in Thailand and thus the related area of postgraduate archival provision in the country prompted me to conduct research in this topic for my doctoral thesis. In order to ensure that the research presented in this thesis is original, useful, and bridges gaps in the literature, the rationale and research aims and objectives were established, as follows.

#### **1.3.1 Rationale**

All curricula taught in Thai tertiary institutions including the archival postgraduate programme at Silpakorn University must comply with the Ministry of Education Decree on Standards for Higher Educational Curriculum 2005 and the Thai Qualification Framework for Higher Education 2009 (TQF:HED). These two regulations require all higher educational programmes to improve the quality of lecturers in terms of the academic degree they hold and their research profiles, thus enabling them to prepare graduates to meet the five domains of learning outcomes which are designated in TQF: HED to inform the qualification and competence of graduates who completed those programmes. These requirements affect, of course, the development of the archival postgraduate programme in terms of its aim, outcomes, teaching and learning facilities, pedagogies, and knowledge content. However, no research regarding the regulations' effect has been conducted on the archival curriculum, although it might be expected to provide a significant insight regarding the competence of graduates working in the Thai archival workplace.

In fact, Thai higher education has faced a problem of its inability to prepare graduates for employment since the Asian economic crisis hit the country in 1997-1998. Although the Thai National Education Act 1999 was implemented as a significant mechanism to help solve this problem, it can be argued that most degree programmes still need to be developed to meet the market's need. Data from the Thai Office of the Higher Education Commission (OHEC) indicated that, in 2013, 26.4% of Thai graduates who completed their degree in 2011 were unemployed and 13.76% within this group were unable to find a job fit with their qualification (OHEC, 2013). The archival programme at Silpakorn has to develop to meet the market's need. In order to understand the needs of the Thai archival workplace, one has to study the context of archives and archivists in Thailand in terms of their functions, roles, responsibilities, and the status of archivists as a professional group. These contexts play a significant role in designing a curriculum which prepares archivists to serve the needs of Thai archives. The status of archivists as a professional group is particularly important: if Thai archives need professional archivists, an archival programme must develop the professional education of its students. Before this thesis, no research on these issues had been conducted.

In order to prepare professionals, of any kind, the model for understanding professional learning proposed by Reid et al. (2011) has identified the crucial elements for preparing graduates to work as professionals. This model will be examined in detail in this thesis since it is highly relevant in relation to designing study programmes for professional education. Their concepts are based on: (1) a body of professional knowledge; (2) learning for work; (3) professional identity; and (4) professional pedagogies. To date, the specific model has not been applied in archives and records management; neither the model, nor the concepts themselves, have been considered in the Thai context specifically. However, other approaches to archives and records management curriculum development, discussed further in the literature review (see Section 2.4), have had some influence.

It is important to bear in mind that such models and recommendations designed to prepare professional archivists are based on western needs and

western context. There are many archival models used in western countries, however; this thesis focuses on the UK model as the archival programme in Thailand maybe developed from this model (see Section 2.4). In this model, the concepts of archives and archivists such as the meanings, the functions, and the roles are designed on the basis of the definition in English language and the UK context which may or may not differ from the Thai language and context. This aspect needs to be studied further because if Thailand applies the UK framework without concern for these differences, a given archival programme cannot prepare professional archivists adequately to work in Thai archives.

Since there is no existing research which brings these three elements together to identify the factors shaping an archival education in Thailand, nor any investigation into the factors affecting the abilities of the archival programme to prepare graduates to work as professional archivists in the Thai archival workplace, the research has attempted to address this gap by developing the research aim and questions outlined in the next section.

Since there is one archival degree programme in Thailand and it is a postgraduate programme at Silpakorn University, the research must, of necessity, focus on this course.

### **1.3.2 Research aim**

The aim of the research is to identify the significant factors contributing to the effectiveness of an archival postgraduate education programme in Thailand to prepare graduates to work professionally in the Thai archival workplace.

In order to achieve this aim, the central research question had been formulated:

- ***The central research question***

What factors contribute to the effectiveness of archival postgraduate education in Thailand?

As explained in the methodology (see Section 3.3), data was collected around three main research questions and used to answer the central research questions. These questions are:

- (1) What are the significant factors contributing to the design of an archival postgraduate programme which both complies with TQF:HEd and the Ministry of Education Decree on Standards for Higher Education Curriculum Postgraduate Level 2005 and with the needs of Thai archives?
- (2) What are the current contexts of archives and archivists in Thailand and how do these contexts influence the effectiveness of using a western (UK) model to prepare graduates to work in the Thai archival workplace?
- (3) What are the significant elements necessary to prepare graduates to work as a professional archivist in Thailand and what is the role of these in an archival postgraduate programme in Thailand?

The data gathered to answer these questions are analysed to achieve the overall research aim.

#### **1.4 The structure of this thesis**

The thesis is divided into six chapters. The first chapter has introduced the rationale for conducting the research, and identified the overall aim and main research questions. Chapter 2 reviews the literature. Since the research has three main elements, namely: (1) the current context of archives and archivists; (2) archival curricula; and (3) Thai higher educational policy and regulations, the literatures related to these themes is discussed. Chapter 3 describes the research methodology and method used to collect data, based on ensuring that the latter is appropriate and the data is trustworthy and rigorous to use in terms of answering the research questions. Chapter 4 presents the data collected from participants who are former heads, current heads, former archivists, or current archivists of various archives in Thailand and are regarded as stakeholders in developing the Thai archival postgraduate programme. The interviews were designed to gather data from employer perspective about the current context of archives and archivists in

Thailand in relation to: (1) the definition of archives and archivists; (2) the functions of archives; (3) the roles and responsibilities of archivists; (4) the qualifications of Thai archivists; and (5) the status of Thai archivists as a professional group. In Chapter 5, the data collected from participants who are either regarded as academics or students of the archival postgraduate programme at Silpakorn University is presented to identify the academics and students' perspective regarding the development of this programme. The data from all 48 participants is then compared with the literature in order to analyse the effectiveness of the programme. The analysis focuses on three main aspects: (1) the impact of Thai higher educational policy and regulations on the archival postgraduate programme which aims to prepare professional archivists; (2) the different context of archives and archivists between Thailand and UK model; and (3) the four elements of professional learning as described by Ried et al. (2011) in the archival programme. The analysis results in the conclusion set out in Chapter 6 that which argues that if Thailand needs professional archivists, any significant tensions of the specific context of archives and archival education in Thailand should be understood comprehensively and tackled appropriately.

## Chapter 2: The literature review

### 2.1 Introduction

This chapter reviews and discusses the literatures and official documents relevant to the research theme. Since the research aims to identify factors contributing to the effectiveness of an archival postgraduate education programme in Thailand to prepare graduates to work professionally in the Thai archival workplace, the research theme must be considered from four main perspectives. The first perspective is related to the definition, functions, and roles of archives and archivists respectively. The second perspective is concerned with the concept of being a professional and the theory of professional learning in terms of preparing graduates to work as professionals. The third perspective is associated with the archival curriculum designed to prepare graduates to work as professional archivists as well as current archival programme teaching in Thailand. The last perspective deals with the Thai higher educational system and policy shaping the nature of teaching programmes in Thai universities.

Therefore, this chapter consists of four main parts. The first part (Section 2.2) reviews the definition of archives and archivists, the function of archives and the role and responsibility of archivists, and discusses two regulations concerning archives and records management in Thailand to identify the Thai context of archives and archivists. The second part (Section 2.3) engages with both the definition of a profession to identify the status of archivists as professionals as well as the theory of professional learning to identify how to develop an archival postgraduate programme effectively in order to prepare graduates to work as professional archivists. The third part (Section 2.4) discusses the models of archival curricula used in western countries and the development of an archival postgraduate education programme in Thailand in order to identify which archival postgraduate programme model is required to prepare graduates to work in the Thai archival workplace. The last part (Section 2.5) reviews the background of the Thai higher educational system and, in particular, discusses two regulations that any postgraduate teaching programme in Thailand has to comply with, thereby

explaining the nature of the postgraduate programme in Thailand and how this affects its ability to prepare professional archivists.

The data gathered from reviewing the literature and discussing official documents in these four main perspectives provides the context for the research, and assists in understanding: (1) the function of archives; (2) the roles and responsibilities of archivists; (3) the status of archivists as professionals; (4) the nature of a professional programme to prepare graduates to work as professional archivists; (5) the model of an archival postgraduate programme teaching in Thailand; and (6) the Thai higher educational system that shapes the archival postgraduate programme in Thailand. An understanding of these six main issues help us to analyse both the current context of archives and archivists in Thailand as presented in Chapter 4 and the impact of using a western (UK) model to prepare graduates to work professionally as outlined in Chapter 5 allowing the three research questions to be answered and the aim of this research to be met.

## **2.2 The definition of archives and archivists**

Since the research explores an archival postgraduate programme in Thailand and its curricula has been shaped by the archival curriculum teaching in western English-speaking countries such as the UK, US, or Australia, the concepts behind archive and archivists-related teaching in Thailand is derived from the context of archives and archivists in these Anglophone countries. The terms 'archives' and 'archivists' have been interpreted by the western archival professional groups established to promote the professional status of archivists and archival knowledge both internationally and nationally such as the International Council on Archives (ICA), Society of American Archivists (SAA), Bureau of Canadian Archivists (BCA), National Archives of Australia (NAA), and most of these groups are shaped within developed and Anglophone countries.

In Thailand, the term 'จดหมายเหตุ', 'หอจดหมายเหตุ', and 'นักจดหมายเหตุ' are used to refer to the terms 'archives', 'archival repository', and 'archivists' respectively. The review of these three Thai terms assists in understanding how the definition of

archives and archivists are interpreted in Thailand. The comparison of the definition of 'archives' and 'archivists' between the English and Thai languages identifies, basically, whether or not the terms as used in Thailand differ from their western concepts.

### **2.2.1 The definition of archives in an English-language context**

According to Walne (1984, p.25), Pearce-Moses (2005, p. 30), NAA (2015, online), State of Queensland (2010, online), and InterPARES 1 (2001, online), the term 'archives' means both the repository and the materials stored in that repository, and can therefore be defined as:

- (1) Materials, or non-current records that are created and received from person, family, organisations in the conducts of their affairs to preserve permanently for their enduring value;
- (2) A place for keeping archival material;
- (3) An organisation that manages archival material.

Archives are, therefore, (1) material or non-current records kept permanently in (2) an archival repository and managed by (3) an archival institution. This meaning identifies that as far as the materials are concerned, archives are records that are not currently used. It also infers that the organisation managing archival material should understand what materials are regarded as records, when those records are not in use and where to collect them in order to keep them in their organisation as archives.

According to Walne (1984, p.137), Pearce-Moses (2005, p. 326), NAA (2015, online), InterPARES 2 (2016, online), Bureau of Canadian Archivists (2008), ARMA International (2007), and ICA-Committee on Descriptive Standards (1999), the term 'records' means:

- (1) Documents containing data or information;
- (2) which are created for a business transaction;
- (3) which are kept as an evidence of that transaction.

In summary, records are created by an individual or organisation during their business activities and are retained for using as evidence of those activities. When those activities are finished and, in addition, records are not required to be used as evidence of those activities, these records can be called non-current records. The latter will be preserved permanently as archives in an archival repository if they are of enduring value. This is the concept of ‘archives’ in the English-language context.

The term ‘archives’ is translated into Thai as ‘จดหมายเหตุ’ and ‘หอจดหมายเหตุ’. The definition of these two Thai terms is based on the Thai dictionary and the two regulations that the Thai government has implemented for managing governmental records and archives. Understanding the meaning of ‘จดหมายเหตุ’ and ‘หอจดหมายเหตุ’ assists us to understand the concept of archives in the Thai context.

### **2.2.2 The definition of archives in the Thai context**

Many Thai dictionaries have defined the term ‘จดหมายเหตุ’ but the most reliable and authoritative translation is the Royal Institute Online Dictionary (1999) because it was published by the Office of the Royal Society, the governmental institution established in 1926 to improve the usage of the Thai language and to develop a standardised Thai dictionary. According to the Royal Institute Online Dictionary 1999, the term ‘จดหมายเหตุ’ is defined as:

- (1) A book that is published to report news;
- (2) A memorandum that records what occurs in society;
- (3) Public or private records that are created as a working tool and evidence of business transaction.

Since the definition of ‘จดหมายเหตุ’ refers to the terms ‘book’, ‘memorandum’ and ‘records’, these three words should be defined clearly in relation to their meaning in the Thai language. These three terms are ‘หนังสือ’, ‘บันทึก’, and ‘เอกสาร’ respectively.

The Royal Institute Online Dictionary 1999 defined the term ‘หนังสือ’ as:

- (1) Written symbols representing sounds or speech such as reading book, writing book;
- (2) Letters or correspondence such as governmental book, records;
- (3) Writing literally;
- (4) A written statement or text;
- (5) Documents that are written or typed.

Because the term ‘หนังสือ’ is defined as letters or correspondence used in the governmental sector, ‘หนังสือ’ is used to refer to records created for business transactions with any Thai governmental agency. The Office of Prime Minister’s Order Regarding Administrative Work, Second amendment 2005 (p. 33) divided the classification of ‘หนังสือ’ (book) into two main types; ‘หนังสือราชการ’ (governmental books) and ‘หนังสืออื่นๆ’ (other books).

The term ‘หนังสือราชการ’ (governmental book) is defined as ‘เอกสาร’ (records), namely evidence of governmental activities and is comprised of:

- (1) ‘หนังสือ’ (book) that is sent between governmental departments;
- (2) ‘หนังสือ’ (book) that governmental departments send to private organisations or individuals;
- (3) ‘หนังสือ’ (book) that private organisations or individuals send to governmental departments;
- (4) ‘เอกสาร’ (records) that governmental departments create as evidence of their activity;
- (5) ‘เอกสาร’ (records) that the Thai government creates to comply with laws and regulations;
- (6) Information or ‘หนังสือ’ (book) received from the government’s electronic administrative system.

The term ‘หนังสืออื่นๆ’ (other book) is defined as ‘หนังสือ’ (book) or ‘เอกสาร’ (records) that are created by governmental officers, and are regarded as evidence of governmental activities. ‘หนังสืออื่นๆ’ (other book) includes photographs, films, audio

records, video records, media, and ‘หนังสือ’ (books) that private organisations or individuals send to governmental departments and are registered in the governmental administrative system.

The use of the term ‘เอกสาร’ (records) to define governmental and other books was derived from ‘เอกสาร’ (records) as defined in the Thai dictionary. The Royal Institute Online Dictionary 1999 defined the term ‘เอกสาร’ as:

- (1) A book that is used as evidence;
- (2) A paper or other material that is written by using text; numbers, diagrams, or models and produced by printing, photographing, or other approaches to use as evidence of activity.

Confusingly, it seems to be that both ‘หนังสือ’ (book) and ‘เอกสาร’ (records) are used to refer to the meaning of records. The Office of Prime Minister’s Order Regarding Administration Work, Second amendment 2005 has defined ‘public records’ as ‘หนังสือ’. Since all public agents have to create and arrange their records to comply with this regulation, they understand their records as ‘หนังสือ’. On the other hand, the National Archives Act of Thailand 2013 does not use the term ‘หนังสือ’ to refer to records and archives. The Act (p.1), defines records and archives as follows: First, the term ‘เอกสาร’ is used to refer to ‘records’, which are defined as paper, material, or electronic media containing alphabets, symbols, pictures, or voices as a sign of meaning; Second, the term ‘เอกสารราชการ’ is used to refer to ‘public records’, which are defined as records that public agencies or those officers who work in public agencies create or receive; Third, the term ‘เอกสารส่วนบุคคล’ is used to refer to the term ‘individual records’ defined as records that are created for individual advantage. Finally, the term ‘เอกสารจดหมายเหตุ’ (archival records), a compound noun combining ‘archives’ and ‘records’, is used to refer to the term ‘archives’ and defined as non-current records that have been appraised as needing to be kept and preserved for (1) national cultural heritage; (2) national historical; and (3) research purposes respectively. Such records are registered by the Department of Fine Art as archives.

The use of different terms to refer to and describe records by the Thai public agencies who create records and the National Archives of Thailand which preserves archives, underlines that Thailand may lack an understanding of the relationship between records and archives. Since research regarding this issue is not available, this suggestion can be proved only by collecting more data. Chapter 4 presents interview data regarding *inter alia*, the definition of archives in Thailand. This data assists us to understand whether or not, in the Thai understanding, records and archives are linked.

The definition of 'record' in Thai is more confusing when the term 'record' appears as an aspect of the definition of 'บันทึก'. The Royal Institute Online Dictionary 1999 defined the term 'บันทึก' as:

- (1) Writing message intended as being for the purpose of memorising or as evidence;
- (2) Writing or recording for memorisation or evidence, such as minute of meetings, records of photographs, voice recordings;
- (3) Message written for the purpose of memorisation;
- (4) Summarising messages; or
- (5) Memoranda that the police use to record criminal evidence.

In summary, 'จดหมายเหตุ' or 'archives' in the Thai language include:

- (1) Governmental books or records reporting news items;
- (2) Government memoranda recording significant events;
- (3) Governmental non-current records that have been appraised and registered by the Department of Fine Art to keep permanently as they are national cultural heritage or historical importance respectively or should be available for research purposes.

The term 'จดหมายเหตุ' is also used as the title of a famous Thai TV programme called "Krungsri Archive" and most Thai people know the term 'จดหมายเหตุ' from this TV programme. The official website of the Krungsri Archives TV programme explained that:

“Krungsri Archive was first produced in 1985. It is a one minute documentary regarding Thai history art and culture and is on air in Channel 7 during primetime (after the news). It is a documentary that has been on air during that time for 24 years. The main themes of this show are: (1) presenting important events that have been happened in Thailand from the past to the present; (2) preserving Thai history, art, and culture; and (3) promoting local customs and norm” (Krungsir, 2014, online).

Since Thai people know the term ‘archives’ from this TV programme, they always view archives as Thai history or as historical events.

Unlike the English usage where the term ‘archives’ refers to both archival material and repositories, in the Thai context the term ‘จดหมายเหตุ’ (archives) refers to archival material and the term ‘หอจดหมายเหตุ’ is used to refer to an archival repository. The Royal Institute Online Dictionary 1999 defined ‘หอจดหมายเหตุ’ as a place to keep and provide access to ‘เอกสารจดหมายเหตุ’ (archival records). This means that ‘หอจดหมายเหตุ’ is a records centre concerned with national history and culture.

The use of the term ‘จดหมายเหตุ’ and ‘หอจดหมายเหตุ’ to refer to archives underlines that the former are regarded as materials relating to the memory or evidence of national history and cultural heritage information, and ‘archival repository’ is seen as a place collecting archival records concerned with national history and culture. Archives in Thailand, therefore, are interpreted differently from those of western English-speaking countries that view archives as both non-current records of enduring value and repositories to keep archives. However, this data is not sufficient to identify that the definition of archives in Thailand differs from those of western concept. Chapter 4 will present data on how archives are seen in Thailand, information which has been collected from interviews with archivists working in different Thai archival workplaces. This data will assist with proving whether or not the definition of archives in Thailand differs from western concepts as well as identifying the current definition of archives in Thailand.

### 2.2.3 The definition of archivists in an Anglophone context

According to Walne (1984, p.26), Pearce-Moses (2005, p. 33), and InterPARES 2 (2016, online), the term ‘archivists’ can describe:

- (1) A person who appraises, acquires, arranges, describes, preserves, and provides access to records of enduring value;
- (2) A person who manages an archival repository;
- (3) A professional who manages archives;
- (4) A professional who runs a records management programme;
- (5) A professional who manages a manuscript collection;
- (6) A professional who has an archival studies degree and is responsible for managing an archive.

The term ‘archivists’ was translated as ‘นักจดหมายเหตุ’ in the Thai language. However, the definition of ‘นักจดหมายเหตุ’ cannot be found either in the Royal Institute Online Dictionary 1999 or the two regulations concerning records and archives in Thailand. Its definition can be found indirectly only from an official document of the Office of the Civil Service Commission (OCSC) which relates to the status of civil servants.

### 2.2.4 The definition of archivists in the Thai context

According to OCSC (2015), an archivist working at the National Archives of Thailand (NAT) is defined as someone who has a non-professional position in the field of archives consisting of four levels namely practical (ปฏิบัติกร), experience (ชำนาญการ), specialist (ชำนาญการพิเศษ), and expertise (เชี่ยวชาญ). OCSC (2015, p.1) has defined the specific roles of NAT archivists as:

- (1) To acquire, collect, and appraise ‘เอกสาร’ (records) concerned with significant national events, the history of the nation, and other events that Thai people are interested in;

- (2) To analyse and summarise those ‘เอกสาร’ (records) regarding significant national events so that Thai people can use them as research reference;
- (3) To arrange, describe, preserve and provide access to ‘เอกสารจดหมายเหตุ’ (archival records)

In addition, OCSC (2015, p2) sets out the requirements for an individual having an archival position. He or she must hold:

- (1) a bachelor’s degree in literature, history, archaeology, or another related field; or
- (2) a master’s degree in literature, history, archaeology, or another related field; or
- (3) a doctoral degree in literature, history, archaeology, or another related field; or
- (4) other degrees that are assessed to be equivalent to (1) or (2) or (3) by both the Department of Fine Art and OCSC.

In summary, archivists working at NAT are not defined as having professional positions; an archival degree is also not a compulsory requirement. Their duties are quite different from those that appear in the definition of archivists in an English-language context since they have, specifically, to summarise significant national events. In addition, the archival position as stipulated by the OCSC (2015) reflects both the roles and responsibilities of NAT archivists and the meaning of ‘archives’ defined by the National Archives Act of Thailand 2013.

The data from the OCSC (2015) identifies some aspects of an archival position at NAT. However, it is not sufficient to identify the meaning of archivists in Thailand as a whole. Chapter 4 presents more data on the definition of archivists as collected from archivists who are working in different archival repositories in Thailand. This data assists with proving whether or not archivists in Thailand are regarded as professionals and if they are defined differently when compared with archivists in Anglophone contexts.

### 2.2.5 The functions of archives

The development of archives and the functions of archives have been studied extensively. Many researchers– e.g. Kormendy (2007), Yale (2015), and Roe (2016) – have demonstrated that the functions of archives have been developed according to social needs and their core functions therefore include:

- (1) Ensuring rights;
- (2) Providing historical sources;
- (3) Designing and controlling records management system;
- (4) Disseminating culture.

Which function will be the prominent function of an archive depends on the social context. For example, Kormendy (2007) is one of many commentators who identify that because of the high demand to use archival materials for historical study in the late nineteenth-century, archives in Europe at that time focused on providing these sources. On the other hand, the trend to promote democracy and freedom of information in the late twentieth-century forced many archives to focus more on record management system to ensure that valuable records would not be lost during the transfer of government records to archives.

In addition, Yale (2015), for example, has charted this development. She notes that the function of state archives to preserve the history of the nation and national identity in the nineteenth century brought some state archives into conflict when state archives under Cold War authoritarian governments faced difficulties pursuing their function as “a neutral repository of historical reality and its constructed political nature” (Yale 2015, p.345). As society changed to focus more on democracy, human rights, and the opening up of information after the end of the Cold War, state archives began to concentrate on providing access to more records. However, due to political factors, this function was incomplete. Archival collections relating to national security or involved with sensitive issues have not been opened.

Yale (2015) has also pointed out one aspect derived from the function of private archives, namely that the private archive is set up to keep and provide

access to the records of public citizens. Yale discusses that one function of this kind of archive is to preserve all materials of a given person although those materials are not archives (e.g. rare books, manuscripts) and use them to promote the story of that particular person in terms of exhibition. This function may result in the misconception of what archives are. In Thailand, many private archives (e.g. the Buddhadasa Indapanno archives) are found to fulfil this function.

However, Kormendy (2007, p. 176) has concluded that no matter how the functions of archives have developed, they “must not give up of their basic tasks: selection, processing, making records accessible and preserving those of enduring value”.

These four functions of archives and the specific function of state or national archives and private archives identify the western understanding of an archive’s function. These functions also stress the relationship between the definition and the function of archives. Since archives are defined as non-current records of enduring value in terms of administrative, historical, and research purpose to be kept permanently in archival repositories, the role of an archival repository is to manage and keep these records as evidence of transactions, historical resources, and research concerning cultures and histories.

In order to understand the function of archives in Thailand, it is clearly necessary to review their development. Although there is no research regarding this issue, a survey of NAT’s official website and the study of the National Archives Act of Thailand 2013 reveals some aspects of archives in Thailand that differ from western contexts.

According to NAT (2016), its origin is found in the scribes at the royal court established in Thailand in the fifteenth century. The main duty of the royal scribes was to record daily events at court. This activity was transferred to an archives section which was under the Department of the Secretary of the King (the origin of the Prime Minister’s Office) in 1900. The initiative of King Rama V to keep and preserve public non-current records resulted in the establishment of NAT in 1916. NAT was firstly under the office of the Vajirayarn Library (the previous name of the

National Library), and kept two types of records: records that were already collected in the Vajirayarn Library and records that had not been used since the reign of King Rama IV and had been acquired from the Ministry of Interior Affairs and other ministries. Prince Damrong, who was the Head of Ministry of Internal Affairs, the Head of Vajirayarn Library, and a Thai historian during the reign of King Rama V, developed NAT in 1916 by establishing a national archival and photograph repository to keep records and photographs more than 25 years old as national historical resources and transferred NAT to the jurisdiction of the Department of Fine Arts on 18 August 1916. NAT has been regarded as one office under the Department of Fine Arts since then.

The brief history of NAT demonstrates the origin of its two functions: recording events and keeping non-current records. These two functions are reflected in the National Archives Act of Thailand 2013. According to the Act (p.3-4), the duties of NAT are to:

- (1) keep and preserve archives;
- (2) follow up, collect or acquire archives from public agencies;
- (3) find, buy, or receive donation of records of enduring value to be appraised as archives from private sources;
- (4) arrange, catalogue, and preparing finding aids;
- (5) record events regarding royal, government, or religious ceremony;
- (6) collect records regarding national significant events;
- (7) prepare oral history covering all aspects of truth;
- (8) provide access to archives for research purpose;
- (9) conduct outreach in terms of publishing both articles and electronic media, exhibitions, and activities to promote and preserve archives;
- (10) provide academic knowledge regarding archives and records management to other public agencies as well as community archives and private archives;
- (11) fulfil other assignments as instructed by the head of the Dept. of Fine Arts.

The brief review of research regarding the function of archives in western countries and the study of the function of archives in the history of NAT and the National Archives Act of 2013 indicate that the duties of NAT match most of the functions of archives according to western concepts apart from the role regarding managing and controlling records. In addition, NAT has a specific duty that western archives have never fulfilled. This is to record significant events concerning royal, national, and religious affairs. This duty reflects the definition of archives in the Thai context, namely to record events. However, this data is not sufficient to identify the overall function of archives in Thailand. Chapter 4 presents more information on the function of archives which was collected from interviews with archivists working in different archival repositories in Thailand. This data assists with proving whether or not the functions of archives in Thailand differ from the functions of archives in the west.

### **2.2.6 The role and responsibilities of archivists**

The role and responsibilities of archivists have been studied by many western archival scholars e.g. Cook (2009), Procter (2010), Manning and Silva (2012), Gauld (2015), and Eira (2016). Most of them have discussed the varied roles and responsibilities of archivists that have adapted to fit with the needs of society, thereby exploring both the benefits and challenges to the archival profession.

Cook (2009, p.520), Manning and Silva (2012, p. 164) and Eira (2016, p.11) have pointed out the five core responsibilities of archivists, which are based on the processes of:

- (1) Appraisal and Acquisition;
- (2) Arrangement and description;
- (3) Preservation;
- (4) Reference and Access;
- (5) Outreach and Advocacy.

It seems that these five core responsibilities reflect the definition of archivists in an Anglophone context discussed in section 2.2.3. It means that the

responsibilities of archivists are delineated by the definition of archivists and vice versa.

In addition, Eira (2016) has suggested that these five responsibilities of archivists – in particular appraisal – impact significantly on the nature of archival materials; in particular the inability of archivists to deal with appraisal may result in the loss of valuable records that are evidence of organisational transparency, the primary data for historical research, source of organisational information, and evidence in a court of justice. However, Eira also points out that there is a little public understanding of this significance and that there is little realisation of how archivists' appraisal-related decisions results in the loss of occasionally significant evidence.

Cook (2009, p. 516) has argued that society has never recognised these five significant roles of archivists because “archivists work diligently, but quietly, behind the scenes, vacuuming and cleaning, storing and retrieving, ... disturbing these natural orders and organic residues as little as possible.” However, Cook has also suggested that this silent role has changed gradually since the nineteenth century, writing (2009, p. 533) that the “gradual transformation of the archivists from passive keepers guarding the past to active mediator self-consciously shaping society's collective memory” came from the change in society, namely from seeing archives as sources of historical information serving the concept of the nation state and nationalism, to defining archives as an important tool responding to freedom of information, accountability and transparency as well as an information source that citizens can use to protect their right, understand their personal world and community, while also supporting educational research.

The role of archivists in the nineteenth century had a huge impact on the public stereotyping of the archivists. Procter (2010) discussed the role of archivists as records keepers in the government records offices who worked without the title of ‘archivist’. Undertaking invisible tasks during the period results in a lack of social recognition of the existence of archival professionals, even when, nowadays, the title of ‘archivist’ is more commonly adopted.

To increase the recognition of the archival professional, Gauld (2015) suggested changing the role of archivists to serve the needs of the twenty-first century. He explains that since contemporary society has shifted to focus on democratising knowledge and given that most current records are digital in origin, archivists should change their role from gatekeepers and expert in historical records to gatekeepers of knowledge and expert in information.

The new emerging role in the twenty-first century forces archivists to take up more responsibilities than their five core duties. Manning and Silva (2012) have, for example, discussed the dual roles of archivists working in university archives in the US. They pointed out that many archivists working in university archives assume the role of librarians and this results in a huge workload increase. They also suggested that although this dual role “break[s] down barriers with faculty and students and among information professionals and [educates] the wider campus community about the benefits of archival programs” (p. 175), it also makes it difficult to balance the quality and quantity of their work.

The review of the role and responsibilities of archivists in western English-speaking countries identifies that archivists have changed their role gradually to serve the needs of society, shifting from seeing archives as a governmental tool promoting nation’s history and identity to a citizen’s information source advancing freedom of information, citizens’ rights, and society’s collective memory.

Since there is no research regarding the role and responsibilities of archivists working specifically in the Thai archival workplace, it is impossible to discern whether or not the role of Thai archivists differs from or is similar to the western concept. The data from OCSC (2015) discussed in Section 2.2.4 is insufficient to identify the role of all Thai archivists. Chapter 4 will present more data on the role and responsibilities of archivists in Thailand which was collected from interviews with archivists who are working in different archival repositories in Thailand. This data assists demonstrating whether or not the role and responsibilities of archivists in Thailand differ from western contexts.

Scholarly research regarding the definition of archives and archivists, archives' function and the role and responsibilities of archivists within the Thai context is quite limited. A possible way to understand the development of archives and archivists in Thailand is to study the two regulations that the Thai government implemented to manage records and archives. These two regulations are: (1) The Office of Prime Minister's Order Regarding Administration Work 1983 and second amendment 2005; and (2) the National Archives Act of Thailand 2013.

### **2.2.7 The Office of Prime Minister's Order Regarding Administration Work 1983 and second amendment 2005**

This regulation was implemented in 1983 as a guideline for all Thai public agencies to create and manage their records, thereby complying with the stipulations of the Prime Minister's Office and it was amended in 2005 to cover electronic records that are created and used in all Thai public agencies. According to Prime Minister's Office (1983, and 2005), all Thai public agencies must create, send, and receive their records in compliance with the forms and procedures designated in the Office of Prime Minister's Order Regarding Administration Work 1983 and second amendment 2005. In addition, non-current records must be kept for at least ten years, excepting records complying with the specific conditions designated in the regulation. Every year, a list of records older than 20 years and awaiting destruction must be sent to NAT for appraisal and the Thai public agencies can destroy those records after receiving their permission. However, the Order does not designate any punishment if public agencies fail to send NAT lists of these records.

In accordance with the regulation, Thai public agencies may use a designated form to create their records for internal and external corresponding and the procedure for registering their records must comply with the Order because the public agencies have to maintain these records as formal evidence of their official work. On the other hand, when records are no longer used, Thai public agencies may not keep them properly because this regulation does not designate the importance of non-current records as evidence of administration, nor their enduring value as archives. In addition, Thai public agencies may ignore sending NAT the list of their records older than 20 years because this does not have any

negative effect on their work and responsibilities. This failure may cause the loss of some significant records being kept permanently as archives, since NAT lacks the power to force public agencies to manage their records.

Because of a lack of data to prove these assumption, interviews with people who are working at NAT help to understand how this regulation works in practice. Chapter 4 will outline the extent to which public agencies manage their records to comply with this regulation. This interview data assists with identifying if the agencies are aware of records as the basis of archives and that they constitute significant evidence of the organisational administration as well as levels of transparency, accountability, and good governance.

### **2.2.8 The National Archives Act of Thailand 2013**

The National Archives Act of Thailand 2013 defines archives and sets out the approach to maintaining and protecting archives, and NAT's function. There are some limitations and conflicts between the National Archives Act of Thailand 2013 and The Office of the Prime Minister's Order 1983 and second amendment 2005 regarding the transferring of public records to be kept as permanent archives at NAT. First, the definition of public records in the Act differs from that in the Order (see Section 2.2.2), and this may cause the Thai public agencies to not understand what records actually are. Second, failure to prepare a retention schedule and transfer non-current records to the Department of Fine Arts does not have any negative effect on the working performance of the public agencies as there is no sanction as previously stated. Finally, the requirement that the Thai public agencies should keep their non-current records that contain administrative, historical, or are of research values and transfer them to the Department of Fine Arts to be kept as permanent archives may not result in agencies improving their record-keeping system by preparing a proper retention schedule since those agencies have never understood the significant nature of maintaining such a system.

In addition, the National Archives Act of Thailand 2013 focuses more on NAT'S function to collect materials pertinent to the national memory alongside

establishing and preserving archives, designating punishment of destroying, copying or exporting archives that are already kept in NAT to other countries and provides funding to support archival work; it does not include sanctions on public agencies which fail to transfer their records to NAT.

It seems to be that the National Archives Act of Thailand 2013 has defined archives (materials) as valuable historical documents or manuscripts that should be preserved as national heritage rather than non-current records maintained as permanent archives as they are of enduring value. However, the detail of the Act is not sufficient to prove this assumption. Chapter 4 presents data collected from interviews with people working at NAT which will assist with proving or disproving this assumption.

The study of these two official regulations suggests that the Thai government and public agencies may not understand the importance of records and their relationship with archives and that the definition of archives and NAT's functions are more related to historical records, the preservation of the history of the nation rather than to non-current records as evidence of government administration. The identification of the different function of archives and the contrasting role and responsibilities of archivists between Thailand and the west play a significant role in any analysis of the effectiveness of an archival postgraduate programme in terms of preparing graduates to work in the Thai archival workplace.

The success of the archival postgraduate programme to prepare graduates to work professionally in the Thai archival workplace relies, however, not only on the national understanding of the concepts of archives and archivists, but also on a professional identity and their preparation as professionals. The next section reviews the definition of a profession to identify the status of archivists as professionals.

### **2.3 Professions and the profession of archives management**

The definition of a profession must be studied since this may lead to further understanding of whether or not archives management may be seen as a

profession, with possible consequences for curriculum development and teaching arrangements. Considering the factors contributing to the development of archives management as a profession is also significant as it may provide valuable insights for enhancing the status of archivists and improving their skills and competences; again, such information is important for improving archival programme to prepare graduates to work as professional archivists.

### **2.3.1 The sociological definition of a profession**

A simple dictionary defined profession as “a paid occupation, especially one that requires advanced education and training, e.g. architecture, law or medicine” (Oxford Advanced Learner’s Dictionary, 1995, p. 924). Using only this definition, it is difficult to determine when an “occupation” becomes a “profession”, since the form of advanced education and training is not identified clearly.

The nature of a profession has been discussed by sociologists for at least six decades and there is still debate about the criteria to decide when an occupation may be termed a profession. The words “profession” and “professional” are used very loosely in modern society. Many occupations claim to be a profession based on having a distinctive character, but it is not clear whether this alone is sufficient. In addition, new occupations emerge nearly every year to support the needs of society, reflecting social and economic developments. These new occupations may claim their status as a profession to protect the legitimacy of their work and to enhance their social status.

Research regarding the definition of a profession has been conducted in many fields, but the relevant mode for this study is the sociology of professions. This is because the sociological perspective views the emergence of a profession as a reflection of society, in which a profession emerged to serve society in a given field of expertise; in this case, archivists work to meet the social need for managing records and archives as defined from a sociological perspective (see Section 2.2.6). The definition of a profession, however, when viewed through a sociological lens is

different depending on social change and on the increase of new occupations in response to these changes.

The earliest definition emerged from the idea of developing a taxonomy that defined a list of attributes that an occupation should possess in order to qualify as a profession. This idea is often associated with some of the occupations that have been widely accepted as professions, at least in the west, since the Nineteenth Century, such as doctors, lawyers and accountants.

The work of Goode (1960), Wilensky (1964), Moore (1970), Friedson (1973), Haga (1974), Luthans (1976), Frederickson and Rooney (1990), and Buhai (2012) identifies a number of traits and functions associated with professionalism; these can be summarised as follows:

- (1) Providing services not goods;
- (2) Having specialised education;
- (3) Using independent judgement;
- (4) Having expert knowledge;
- (5) Being trusted by clients;
- (6) Having licensing arrangements;
- (7) Having a well-established discipline and code of conduct;
- (8) Requiring continuing education;
- (9) Having expectations of social responsibility.

However, Marutello (1981) noted that these nine traits are not sufficient, and has argued that for members of a particular occupational group to be recognised as professionals, a further three characteristics are necessary:

- (1) Their job is crucial for the prosperity or survival of clients, the public or employers;
- (2) Their practice is the best approach to meet the needs of a particular job;
- (3) They have effective tools or methods to do a job effectively and efficiently.

Any occupation that fulfilled the above attributes, it was argued, would be recognised by society as a profession. However, Saks (2010) pointed out that by using doctors, lawyers and accountants as case studies to establish the definition of a profession, the taxonomy approach may have excluded other occupations with different characteristics from those three professions. A new approach has therefore emerged to solve this problem.

A second definition or understanding of the nature of professionalism is based on the idea of interactionism. This did not try to establish the meaning of a profession, but provided an option for any occupation seeking to establish the legitimacy of their field of work. Recognition as a profession, according to this approach, depended on how well particular attributes could be demonstrated in comparison with doctors, lawyers and accountants. For examples, auto mechanics were defined as a profession because they could show that they had certain features in common with doctors, lawyers and accountants, even though they could not fulfil all the attributes identified in the taxonomy approach (Brante, 2010). When many new occupations emerged from post-1940s social and economic developments, the use of attributes and the comparison with existing well-recognised professions were not sufficient to justify whether or not these new occupations could be deemed to be professions. Rather, more flexible criteria were needed to define them.

The third definition or understanding of professions arose from the Marxist approach, which defined a profession on the basis of social power. Saks (2010) has noted that Marxists separated professions into two types. The first professional group was defined as those with power. This was often associated with government; thus, the civil servant had power to control national laws, regulation and administration. They were defined as professionals. The second professional group type was defined on the basis of expertise; this idea was normally associated with an occupational group that had emerged to serve social and economic needs. Due to their lack of power to negotiate with the government and the policy of capitalist governments to freeze their income and incentives, these occupational

groups – despite possessing their own skilled expertise – could not be recognised as professions (Braverman, 1974). The influence of government on the definition of a profession was not only an aspect of the Marxist approach, it was also part of another approach concerned with the status of a new occupation seeking to be recognised as a profession.

This fourth definition came from the Foucauldian approach that tried to explain the effects of government power on the development of a profession. This approach claimed that the state played a major role in the progress of a profession because the policies of government shaped the identity, institutions, knowledge and procedures within a particular profession (Saks, 2010). Although the Foucauldian approach was not able to identify clearly a profession, the integration of the state within the concept of a profession contributed significantly to the way in which new occupations could develop to become professions. Due to the increasing number of occupations that wished to be recognised as a profession, a new approach focusing on the power of law emerged.

A fifth definition came from the Weberian and neo-Weberian approach that used legal perceptions as the main tool for the recognition of a profession. In this approach, occupational groups would be recognised as a profession if they could create boundaries to differentiate between “insiders” and “outsiders”. Saks (2012) also explained that the legal status to legitimise a professional association provided a form of socio-political power to control: (1) the quality and quantity of members; (2) the nature of services provided to their clients; and (3) the technical judgements and work process.

Since a legal process was seen as essential in gaining recognition as a profession, Saks (2010) has argued that occupation groups would enhance their status and become a profession if they could negotiate and lobby their government to establish an appropriate professional legal framework. However, the connection between legal authority and a professional body was not sufficient to meet the demands of some occupational groups that needed to gain professional recognition. A new way of thinking about the concept of being a profession was needed.

A final definition arose from the idea of identity formation, which provided another aspect for the definition of a profession. In this case, a profession might be defined by its professional identity, which was formed by the prevailing society and culture. Stauffer (2014) has used the case of librarians as an example. Stauffer (2014) argued that the development of librarianship was influenced by its specific social and cultural contexts. For example, in the mid-twentieth century, a librarian in Utah was seen as a white, middle class, educated American woman because people with these characteristics were working as librarians.

Table 2.3.1 summaries the major attributes required for professional recognition drawn from these six definitions.

**Table 2.3.1: Types of approach to identifying a profession**

Type of Approach	Main requirements to be recognised as a profession
Taxonomy	<ol style="list-style-type: none"> <li>1. Service to society</li> <li>2. Specialised education and training</li> <li>3. Knowledge and expertise</li> <li>4. Ethics and code of conducts</li> <li>5. Social responsibility</li> <li>6. Independent judgement</li> </ol>
Interactionism	Demonstrating these six elements within the taxonomy by comparison with doctors, lawyers, and accountants
Marxists	<ol style="list-style-type: none"> <li>1. Power to control laws, regulations and administration (Civil servants)</li> <li>2. Knowledge and expertise</li> </ol>
Foucauldian	Recognised by Government
Weberian and neo-Weberian	Demonstrating have these six elements within taxonomy Legally recognised Professional body to control standards and quality
Identity formation	Distinctive identity recognised by society and culture

This literature review of research on the definition of a profession shows that if a new and emerging profession such as archives management wanted to gain social recognition as a profession, the following issues should be considered:

- (1) The attributes of a profession;
- (2) The comparison with existing well-established professions, like doctors, lawyers and accountants;
- (3) The power of government with regard to professional development;
- (4) The use of legal frameworks to underpin the case for professional recognition;
- (5) The formation of professional identities.

Considering these five issues, using each approach to define a profession does not work well with new emerging professions like archives management. For example, the approach to compare with existing well-established professions like doctors, lawyers and accountants cannot apply with archives management because it will prove automatically that archive management is not a profession as it lacks some significant attributes that those well-established professions already have such as a professional license. On the other hand, new aspects of defining a profession proposed by Hughes and Hughes (2013) can define the professional status of archives management more properly since this new approach focuses on components that archives managements can develop to prove its professional status. According to Hughes and Hughes (2013), archives management can be regarded as a profession if it is able to (1) fulfil the need of society with its own specialise knowledge and expertise, (2) form its identity which is recognised by society, and (3) control its standard and quality of service through its ethical code of conduct.

Since Hughes and Hughes's framework of being a profession matches with the nature of archives management, this framework has been used in this thesis to identify the status of archives management as a profession. The next section reviews their approach and how to apply it to justify the professional status of archives management in Thailand.

### **2.3.2 New aspects of being a profession**

Hughes and Hughes (2013) have identified four main aspects of a profession which have emerged from these different six approaches and which now represent

significant components that any profession - thus including archives management – must have to confirm their professional status.

The first aspect is the identification of a body of knowledge. Hughes and Hughes explained that specialist knowledge is a significant component that all professions should possess, but that professional knowledge was not the same as other forms of knowledge since it needed to be acquired through educating and was improved by experience. Normally, universities, as academic providers, would provide this knowledge and professional institutions would control the quality of curricula through the process of accreditation. Hughes and Hughes have also suggested that the involvement of professional institutions, government and other stakeholders in the process of curricula design and accreditation was essential when bodies of knowledge in that profession had to be changed to comply with the development of technology and society. In addition, professionals, by using their professional knowledge and experience, should be able to justify the best outcome for their clients and to respond to the needs of customers that might have higher expectations (Hughes and Hughes, 2013).

The second aspect is role definition and a sense of identity. Hughes and Hughes (2013) have emphasised that the role of professions was not only to provide services to their clients, but also to meet the needs of society acting both as a community for learning and as a community of practice. In addition, Hughes and Hughes have explained that the sense of identity was constructed not only by professional institutions, but was also developed by personal contacts and by interaction with society. However, the way in which an identity was formed was different depending on how a profession was defined. For example, in mainland Europe, the identity was constructed by employers and academic providers, but in the UK and Northern America, it was developed by professions and society because a profession was defined by focusing on social perceptions (Hughes and Hughes, 2013).

The third aspect is public interest. Hughes and Hughes (2013) explained that one main responsibility of professions was to keep and support the public good by

using their specialist professional knowledge and expertise. Likewise, the major task of a profession was to serve the needs of clients. When the public interest and a client's requirement were in conflict, a very difficult decision has to be made. Professions always face a problem of making a decision between 'serving the client's interest and the public good' (Hughes and Hughes, 2013, p.34). This phenomenon supported the creation of ethical codes or codes of conducts.

The last aspect was the pursuit of ethical conduct. Hughes and Hughes (2013) noted that measures to control the standard and quality of professional services were necessary because misconduct within a profession could harm both the general public and clients. Professional codes of conduct were established to address this. Normally, the professional code of conduct consisted mainly of "integrity, honesty, competence, and a respect for people and the environment" (Hughes and Hughes, 2013, p.35). Professional institutions must emphasise to members that compliance with the code was mandatory. Hughes and Hughes (2013) also question whether the code of conduct could exist without a system or a professional institution to monitor it and lay down the actions necessary to protect clients and society from misconduct within the profession.

In summary, Hughes and Hughes (2013) suggested that, in order to improve the status of archives management as a profession and of archivists as professionals, both archivists and archival institutions should take the following actions in order to meet the expectations of their given society:

- (1) Establish bodies of knowledge, which should be developed by cooperation between academic providers, archival institutions, governments, and other stakeholders;
- (2) Ensure the competence of archivists, which should be enhanced to enable archivists to justify the best actions for their clients;
- (3) Create an archival institution for archives management, which should be established as a learned society and a community of practice that is able to provide effective Continuous Professional Development Programmes (CPD) for developing professional archivists.

- (4) Establish an identity for professional archivists, which should be constructed by archival institutions and archivists, and socially recognised;
- (5) Ensure effective ethical conduct, which should be publicised and steps taken to ensure that archivists follow such a code to ensure that the decisions of archivists serve both the needs of clients and the public interest.

Although both archivists and archival institutions are able to take these five actions, the status of archivists as a professional group cannot be fully recognised if the society lacks an understanding of the existence of an archival profession, the role and responsibilities of archivists and its identity. According to the framework of being a profession defined by Hughes and Hughes (2013), both archivists and archival institutions need also to investigate the possibility to improve social recognition of the archival profession in terms of its identity, roles and responsibilities. This means that by using Hughes and Hughes's framework, the significant components that archives management elsewhere including in Thailand must have to define their status as a profession are having (1) body of knowledge, (2) competent archivists, (3) well-established archival institution, (4) recognised archival identity, (5) effective ethical code of conduct, and (6) recognised roles and responsibilities.

In order to develop these six components in the country where there is a lack of professional archivists like in Thailand, Kallberg (2012a) suggested firstly improving the status of archivists as a professional group, as those professional archivists are the main mechanism driving for establishment of those six components. The following section reviews the attempts of Kallberg (2012a) to develop the professional status of archivists in the society and will subsequently be used to analyse the Thai context specifically.

### **2.3.3 The status of archives management as a profession**

The status of archivists as a professional group, however, is not well recognised among the general public. Procter (2010) has noted that discussion

regarding the existence of an archival profession has always focused on the perceptions of archivists: since the nineteenth-century, an archivist has been seen as “a historian, or a manager or keeper of records, or a civil service employee, or a welcoming facilitator of historical or literary studies, or a money-grabbing gatekeeper” (Procter, 2010, p. 16). This confusion in the minds of the general public regarding the definition and role of an archivist has resulted in significant difficulties in attempts to enhance the status of archives management as a profession and of archivists as professionals.

In order to improve the professional status of archivists, Kallberg (2012a) suggested that archivists should use the opportunity provided by the electronic era to promote their expertise to serve social needs in managing electronic records and providing access to information from within those records. As records keepers, archivists should understand “the nature of records, organisations that create records, recordkeeping systems and the used of records” (Kallberg, 2012a, p. 30). This means that archivists need to change their role to be the professionals who deal with records creation, appraisal and access, and with the long-term preservation of electronic records (Kallberg, 2012a). They cannot only deal with old documents and paper records as they previously did. In the digital world, archives and records cannot be separated, and archivists need to use their knowledge, expertise and experience to deal with them professionally.

Kallberg (2012a) has noted further that, in the age of information technology, archivists should use the concept of legitimacy to claim their status as a profession by taking responsibility for keeping and arranging records and archives within organisations, thereby fulfilling e-government policies. Such action would confirm the explanation for professional development provided by Abbot (1988) who claimed that such development depended on the relationship between occupations and their work, and on their embodiment of cultural and social control. To analyse whether or not particular professions are developed, Abbot (1988) suggested considering the internal relationship between the role of that profession in society and its legitimacy to deal with that role, which is formed in work, and

informal and formal social structures, which support the legitimacy of those professions. Whenever new tasks are added or their role and legitimacy to deal with that role is destroyed by social changes, the professional development will stop.

Kallberg (2012a) has applied the concept of legitimacy to deal with their professional role to analyse the development of archives management as a profession. She developed a hierarchical model with three “arenas” to be considered as factors contributing to the status of archives management as a profession. The first and most important element was the legal arena. Kallberg has explained that legislation was the main tool to describe and legitimise the functions of archives management and the duties of archivists. Legislation also established what professional archivists could do or not do in practice, resulting in a clear relationship between the legal framework and the workplace arena.

Kallberg’s second element was the political arena. The implementation of any legislation, policies and strategic plans regarding archival practice depended on the decision making of national government, local government, and the executive boards of diverse organisations. If archives management and records keeping were not recognised in the political arena, records and archives would be lost and archivists would lose their position. “If the archivists are not given a mandate to work strategically by the committees, they are not visible as experts and they risk a reduction in their professional status” (Kallberg, 2012, p.32). The political arena brought together both the legal and workplace arenas, in that legislation could not be implemented without political decision and the professional archivist could not work without legitimacy and support from their organisation.

The third arena was that of the workplace. The workplace arena embraced administrative departments and the role of professional archivists within them. The status of archivists as a professional grouping could be enhanced by highlighting the significance of archives and records as sources for keeping organisational information and the importance of the professional with specific knowledge and skills to deal with archives and records properly. This meant that “archivists need to

be aware of their role as experts and be able to communicate their knowledge within the organisation as well as at the committee level” (p. 32).

Kallberg’s three arenas model suggests that archivists could be recognised as a professional group if the following elements are in place:

- (1) Legislation is implemented to address the legitimacy of archival functions and the need for archivists to deal with those functions;
- (2) National government, local government, and the executive boards of organisations need to be aware of how important records and archives are for their nation, region and organisation, and must set policy, regulations, and strategy to support the function of archives management;
- (3) Professional archivists should communicate more effectively within their organisations regarding the importance of their work and should improve their skills to ensure that they have sufficient expertise to undertake their tasks.

Considering the context of archives and archivists in Thailand where both archives and archivists may not be well recognised and understanding among general Thai public (see Section 2.2), to define whether or not archives management in Thailand is regarded as a profession according to Hughes and Hughes’ framework, it needs to justify firstly the professional status of Thai archivists. The above three elements are used to identify whether or not the status of Thai archivists has improved in terms of recognition as a professional group. Kallberg’s (2012a) model is used as it illustrates the elements necessary for assisting Thai society to understand: (1) the existence of an archival profession; (2) the roles and responsibilities of Thai archivists; and (3) the identity of Thai archivists. If these three elements were in place, it is likely that Thai society would recognise Thai archivists as a professional group.

An understanding of the professional status of Thai archivists is important because it is the first step to establish the six components necessary for being a

profession. It is also significant for identifying the nature of an archival programme to prepare graduates to work in the Thai archival workplace. If Thai archivists are recognised as a professional group, an archival programme in Thailand could focus on preparing graduates to be professional archivists. This means that the nature of an archival programme should not be academic but rather be professional-based.

As a professional programme to prepare archival professionals, an archival programme needs to improve students' learning regarding how to be a professional archivist. To improve students' professional learning, an archival programme should apply the theory of professional learning to fit with the needs of the archival profession. The following section reviews the appropriate methods suggested for improving students' learning ability to become professional archivists.

#### **2.3.4 The theory of professional learning**

The theory of professional learning has been extensively developed. One of the most prominent studies is the research by Reid et al. (2011). They proposed a model for understanding professional learning and identified four main elements necessary for improving students' ability to learn for their future profession. This model was chosen to analyse how to develop professional learning of archival students in Thailand because of three main reasons. First, the theory of professional learning within Reid et al. (2011)'s model is completely compatible with Hughes and Hughes (2013)'s definition of a profession. According to Reid et al. (2011), this model focused on delivering a proper body of professional knowledge, learning with professionals, developing professional identity, and understanding professional roles and responsibilities. All of these focuses are the significant components of being a profession defined in Hughes and Hughes (2013)'s framework. Since the professional status of archives management is justified by Hughes and Hughes' framework, learning how to be a professional archivist should developed on the basis of this framework. Second, their research findings can be adapted to fit with the archival profession because their research focused on how to develop the ability of students to learn how to be a professional and provided examples based on variety of professions such as psychologists, engineers, musicians,

mathematicians, or politicians and some of them are unrecognised professions like archives management. Third, and finally, since a model of professional learning designed for a Thai context has not been proposed, an existing one that can be applied to fit with Thai context must be chosen although it was developed within the western context.

This model was studied to find how to develop and adopt these four main elements in the archival programme to ensure that archival students can develop their learning ability to understand the archival profession.

Reid et al. (2011) have identified that the effectiveness of any professional programme to prepare graduates to work professionally relies on four main elements taken up in the programme. These four elements are: (1) a body of professional knowledge; (2) learning for work; (3) professional identity; and (4) professional pedagogies. Research literature on these four elements, therefore, should be reviewed to identify how these aspects might be incorporated in an archival programme which aims to prepare graduates to work effectively as professional archivists.

### ***(1) Body of professional knowledge***

Many researchers – e.g. Carter (1985), Eraut (1994), Pavlin, Svetilik, and Evetts (2010), and Reid et al. (2011) – have studied how to improve professional education in particular they have tried to define and identify the core elements of professional knowledge as they believe that delivery of appropriate professional knowledge is one factor contributing to the success of preparing young professionals.

Carter (1985) provided a basic understanding of a body of professional knowledge, in the process attempting to identify the composition of this knowledge. He suggests that it has three elements: experiential, factual, and social knowledge and that each kind of knowledge is required in professional education. He also explained that the learning process of experiential knowledge “is generally seen as a cyclical process having four or five stages from which we may deduce four

levels of experiential knowledge: experience, internalisation, generalisation, and application” (Carter, 1985, p. 138), whereas factual knowledge consists of different types including facts, structures, procedures, concepts, and principles. However, he has argued that knowledge alone is not enough: a body of professional knowledge also includes skills and personal qualities. He categorised four types of professional skills: information, mental, action, and social skills, and four categories of personal qualities, namely mental, attitudes, personality, and spiritual qualities.

Eraut (1994) similarly attempted to clearly define the body of professional knowledge by studying the knowledge requirements for professionals, finding three main parts of knowledge that may be relevant to professional knowledge. First, he mentions that discipline-based theories and concepts are the first component of knowledge but “the relevance of such knowledge to professional training is often difficult to decide, especially when crowded syllabi or job pressures force consideration of priorities” (p. 43). In addition, he argued that it takes time to learn and apply these in a work context. Therefore, he concluded that the validity of theoretical knowledge is “determined by individual professionals and their work-context, but also affected by the way in which the knowledge is introduced and linked to their on-going professional concerns” (p. 43).

Second, Eraut identified generalizations and practical principles as the second aspect of the body of professional knowledge. He defined generalizations as the process by which the knowledge and know-how received from experience in previous work contexts are applied to deal with the present work environment, and practical principles as a way to acquire knowledge and know-how to work effectively. He argued that “one way to develop the knowledge base of a profession would be to study this generalization process, to make it more explicit so that it can be criticised and refined, and to give close attention to specifying the conditions under which any given practical principle or generalization was held to apply” (Eraut, 1994, p. 44).

Finally, he explained that specific propositions about particular cases, decisions and actions are the third area relevant to the body of professional

knowledge. He argued that know-how or technical knowledge is able to handle regular routine work but non-routine work tasks need more skills in order to make decisions. He inferred that the skills to deal with non-routine works include non-technical knowledge such as professional ethic, and communication, problem-solving, and team-working skills.

Pavlin, Svetilik, and Evetts (2010) worked on the core elements of the body of professional knowledge surveyed 63 occupational groups in Slovenia to explore “the black box of practical occupational knowledge: required occupational competences, modes of learning and intellectuality of work” (Pavlin, Svetilik, and Evetts, 2010, p. 94). They found some significant relationships between knowledge, competence, and level of education. First, they discovered that the formal occupational knowledge provided by educational institutions was separated from tacit and specialised occupational knowledge developed by an individual’s work experience. However, they argued that since professionals need both, the difficulty is how to bring them closer. Second, they mentioned that knowledge for professionals – in particular practical occupational knowledge – is associated heavily with the concept of competence, but they reminded us that acquired and required competences are different. Therefore, we should not compare “the individual occupational employees with selected job settings and employers needs with educational programmes” (p. 97). Third, they underlined the close relationship between practical occupational knowledge and levels of formal education. They concluded that “occupations and professions whose work is more intensive according to the information-process learning involved, the level of competences related to mastery and expertise required, and which lack manual work, are also generally represented by a higher educational level” (p. 109). Fourth, they confirmed that competences relating to flexibility, innovation and mobilization do not correspond to the level of education achieved. Competencies such as the abilities to be flexible and to innovate cannot be designated as such in the curriculum. However, they argued that the emergence of learning outcomes, national qualification frameworks, and life-long learning will force higher educational institutions to, nonetheless, include these competences in their

curriculum. Finally, they suggested that “schools and faculties will remain composed primarily of accredited experts and professionals, but the curricula they run will have to respond more than before to the demands of the world of work” (p. 110).

Likewise, Reid et al. (2011) reported on their investigation of how the final year undergraduate students studying political science, psychology, and mechanical engineering from the knowledge they acquired from their studies and attempted to apply it in their work context, in order to define what knowledge professionals need for their work. They established that the body of professional knowledge is comprised of three main elements: (1) ritual, knowledge outside discipline but necessary for preparing graduates to work in that discipline; (2) rational substantive, knowledge and skills specified within discipline and relevant to the character of the discipline’s work; and (3) rational generic, general skills needed for the world of work. Reid et al. also identified “important relations between the structure of the curriculum, the trajectory of knowledge formation, and the relationship between formal studies and working life” (p. 63). They argue that the amount of knowledge that has been transferred to work depends on what type of knowledge was located in the curriculum structure and that the work competency of novice professionals relies on this.

First, Reid et al. found that most students who study psychology believe that they can transfer their knowledge to their work effectively as a psychologist. They explained this outcome as a relation between the nature of discipline, type of curriculum, teaching approach, and knowledge transfer mode. Due to the character of the psychology programme, which has been widely and clearly accepted as professionally-focused, a problem-based learning approach and thematic curriculum structure concentrates on using real-life situations as case studies. The students acquire rational, substantive and generic knowledge, which they can then transfer to their work on a continuous basis.

On the other hand, Reid et al. discovered that most students who study political science are reluctant to admit that the knowledge they gained can assist them with working effectively. They mentioned that since the character of the

political scientist as a professional is unclear, the approach to teaching within the discipline is always focused on the liberal arts tradition that uses sequential learning throughout the curriculum. This discipline always focuses on teaching knowledge regarding theory and principle and students need their experience and skills to transfer this and apply it in their work. Again, Reid et al. revealed that most mechanical engineering students believed that the knowledge from their university studies is not relevant to their professional work as engineers. Although engineering is quite accepted as a profession, the nature of engineering programmes is quite academically-focused and there was a lack of connection between courses. The curriculum contains much knowledge regarding theory and principle which most students were not able to see as connected with their work.

In summary, the body of professional knowledge consists of:

- (1) Discipline knowledge, i.e. knowledge relating to theory and principle;
- (2) Practical knowledge, i.e. knowledge relating to the competence required for working in that profession;
- (3) Generic knowledge, i.e. knowledge relating to general working skills.

The degree to which these three forms of knowledge are placed on the programme depends on its nature. According to Reid et al. (2011), if the programme is purely academic, the knowledge will focus on disciplinary and generic knowledge and students will not know how to apply these to work immediately, as they see them unrelated to their future work. On the other hand, if the programme is purely professional, it will focus on practical and generic knowledge and students will be able to transform them to work effectively, as they see them as relevant to their future work.

Sections 2.4.1 and 2.4.2 review the studies of the nature and model of an archival curriculum to identify its nature as a professional programme. If an archival programme is developed to prepare archival professionals, the programme should focus on practical and generic knowledge. Section 2.4.3(1) reviews studies on the body of archival knowledge to identify whether or not the practical and generic knowledge is adopted in the Thai archival programme.

## ***(2) Learning for work***

Cassidy (2011), Hodge et al. (2011), Reid et al. (2011), and Kuijpers and Meijers (2012) have studied different types of learning and tried to identify the significant component of work-related learning. Cassidy (2011) has explored the theory of self-regulated learning and found that it is quite useful for higher education since it supports the idea of lifelong learning and increases employment capacity. She has identified the key components of this learning style as self-learning and self-evaluation. However, to improve this, she suggests “introducing curriculum strategies which focus on the development and enhancement of cognitive skills, metacognitive skills and affective skills” (Cassidy, 2011, p. 996).

Hodge et al. (2011) studied experiential and situated learning theories through their work on students in three Australian universities who were found to learn about the real world of work through practice and work-based exchanges. They concluded that “building on both experiential and situated learning theories, ... students can experience transformative and emotional elucidations of learning that can challenge tacit assumptions and transform the ways they understand the world” (Hodge et al, 2011, p. 167).

Reid et al. (2011) analysed data from the Professional Entity Project, which studied the relationship between the perception of students regarding their future work and their learning at university, drawn from interviews with 200 undergraduate students in three higher educational institutions in Sydney, Australia, in order to identify the core elements of their learning. They argued that learning for work consists of three main components: extrinsic technical, extrinsic meaning, and intrinsic meaning. They suggest that the relationship between those three learning modes and the students’ view on their future professional work correlates with the students’ ability to understand their future professional work. If **extrinsic technical** is a main part of students’ learning, those students’ perception of their future professional work will be limited to its specific technical aspects. For example, music students who focus their learning on the technical aspects of playing a musical instrument always interpret their future professional career as

that of a musician. If **extrinsic meaning** is a major component of students' learning, their perception will be broader than the typical meaning of their professional work; for example, for students who study music their future work will not only be as musicians, but also songwriters or other positions relating to producing music. Finally, if **intrinsic meaning** is a core element of students' learning, those students' perceptions will be broad enough to generate their authentic or original work in relation to their professional work; their future work will not only focus on producing music, but also on creating their original work. Reid et al. (2011, p. 46) conclude that "each profession can be perceived in ways that suggest the narrowest extrinsic technical, the broader extrinsic meaning or the broadest intrinsic meaning aspects. Each of these perspectives inclines people to different forms of participation within their formal studies and their early professional work".

Kuijpers and Meijers (2012) believe that a career-oriented learning environment can enhance a student's career competence. However, they argue that this kind of learning "differs in many ways from a conventional learning environment" (p. 452). They explored 4,820 students in 11 universities in the Netherlands to discover the relationship between the learning environment that Dutch universities offer and the career competences that students develop. They identified that the learning environment supporting: (1) real-life work experience; (2) students' opportunity to make their own choice; and (3) dialogue between students and counsellors regarding career choice, can develop career competence.

The studies above concluded that learning for work is the kind of learning that enhances working skills while self-regulated learning and the learning from real work are significant components in terms of enhancing working skills. Learning for work can thus be classified into three types:

- (1) Extrinsic technical meaning, i.e. learning only the technical skills necessary for working in that profession;
- (2) Extrinsic meaning, i.e. learning all significant qualifications for working in that profession;
- (3) Intrinsic meaning, i.e. learning to create your original work.

If an archival education programme focuses on developing extrinsic technical learning, students will see the scope of their archival work limited to dealing with archival processing only. On the other hand, if the archival programme focuses on developing extrinsic learning, student will see the scope of their future work in a wider context, thus they are able to manage their archives to meet at a more strategic management level. In contrast, if the programme focuses on developing intrinsic learning, the student will be able to deal with archival processing, manage and implementing their archive's policy, and understand the roles and responsibilities of a professional archivist. Consequently, their archival identity will have been developed. Section 2.4.3(2) reviews how the archival programme develops the ability of students' learning for work in order to identify whether or not these three types of learning for work have been developed.

### ***(3) Professional identity***

There is a substantial amount of research regarding the development of professional identity, though Trade, Macklin and Bridges (2012) argued that not much research has focused on investigating how to develop professional identity comprehensively. However, they found that the level of professional identity development achieved relied on the ability of students to engage in the professional community. Reid et al. (2011, p.89) classified level of engagement into three categories:

- (1) "Formal, A physical presence and a willingness to do what is asked for (by teachers, employers);
- (2) Disciplinary, A meaningful interest in and interaction with the artefacts of the discipline, a desire to understand the profession;
- (3) Essential, A personal commitment to and involvement with the discipline, a personal identification with the profession".

They also discussed the relationship between the type of knowledge required for a given profession, the type of learning required for a particular job and the levels of student engagement with the professional community. This relationship is illustrated in Table 2.3.4(a).

**Table 2.3.4(a): The relationship between knowledge for Profession, Learning for work and Level of students' engagement in profession (adapted from Reid et al. (2011))**

Knowledge for Profession	Learning for work	Level of student's engagement
Discipline Knowledge	Extrinsic technical meaning	Formal
Practical Knowledge	Extrinsic meaning	Disciplinary
Generic Knowledge	Intrinsic meaning	Essential

Table 2.3.4(a) implies that the body of professional knowledge within the curriculum, the approach to develop a student's capacity to work professionally, and the level of student engagement in the given profession are related and enhance students' professional identity. Therefore, any curriculum designed for preparing students to work as professionals should be aware of this relationship.

For example, if an archival curriculum focuses on teaching archival theory and work practice is separated from other teaching modules, archival students will not understand how to integrate what they study into their practice. In addition, if they learn only simple techniques in archival work over a short period of work practice, they will develop their identity based on archival technicians who will do what they are asked to do by their employers.

Similarly, if the archival curriculum focuses on teaching practical knowledge and work practice is included in each module, archival students will be able to understand how to apply the archival theory to their future work. In addition, if they learn a wide variety of archival methods, they will understand the numerous roles of archivists and be able to develop their identity in order to understand the character of an archival professional.

Section 2.4.3(3) reviews how the work placement is included in the archival programme to identify whether or not the programme succeeds in developing the archival identity of students.

#### ***(4) Professional pedagogies***

Much of research on professional pedagogies – e.g. Kemp and Seagraves (1995), Barrie (2007), Reid et al. (2011), and Sinn (2013) – has concluded that the

effective pedagogy for preparing new professions consists of three main elements, which are: (1) the delivery of professional knowledge and generic skills; (2) the learning from work practice; and (3) the understanding of professional formation.

- ***The delivery of professional knowledge and generic skills***

The major problem in teaching students to work as professionals is associated with: (1) the kinds of professional knowledge and generic skills which should be taught; and (2) how to deliver these to students effectively. Kemp and Seagraves (1995) have argued that most higher educational institutions fail in preparing their students to work as professionals because universities have not delivered both professional knowledge and generic skills appropriately having separated teaching generic skills from core courses. Therefore, students have not seen the relationship between them and have argued (or felt) that they have not been prepared to work professionally.

Barrie (2007) has tried to tackle the above problem and found that most universities were unable to delivery generic skills effectively because they lack understanding of generic attributes, an understanding which is very important for preparing students to work effectively. Barrie classified the generic attributes into six hierarchical levels as detailed in Table 2.3.4(b).

**Table 2.3.4(b): Hierarchical level of generic attributes in higher educational curriculum (adapted from Barrie (2007))**

Level	Generic attributes
Remedial	Not include in curriculum
Associate	Additional apart in curriculum
Teaching content	Context of discipline knowledge
Teaching process	Inclusive in discipline knowledge
Engagement	Engage in curriculum
Participation	Participate in university's life

Barrie (2007) has concluded that the level of generic attributes that universities selected reflects how they deliver generic skills to their students, and this affected the ability of students to work effectively. For example, if the generic skills are defined as a level 2 (associate), then the university will design a specific

course to teach those generic skills. Then, students have to take that course but they will not understand why they have to study and for what. Consequently, they cannot apply these skills in their future job. In contrast, if the generic skills are defined as Level 4 (teaching process), they will feature in all core courses. In this case, students learn these skills by taking a discipline-based course and understand that they are practising what they have to do in their future job. Consequently, they can apply these skills in a work context effectively.

Likewise, Reid et al. (2011) have studied how the content of professional knowledge should be delivered and argue that whether or not students will be able to understand the scope of their future work depends on their ability to understand the nature of knowledge in their discipline. Hence, they suggested teaching meta-knowledge (how to acquire knowledge) rather than delivering disciplinary knowledge that can be learnt from textbooks. Teaching meta-knowledge will help students to learn how to access the knowledge necessary for their future work.

The answer for what type of professional knowledge and generic skills should be delivered and the approach to teaching them has not been identified clearly. However, many studies, e.g. Kemp and Seagraves (1995), Barrie (2007), and Reid et al. (2011), have recommended teaching both meta-knowledge and generic skills since both support students when learning how to work as professionals.

- ***The learning from authentic work***

Reid et al. (2011), and Sinn (2013) among others have suggested that learning from authentic or real-life work contexts can facilitate students' understanding of their future work. However, those designing authentic work experiences should consider two main things. First, "educators need to maintain or develop close links with their industrial or professional colleagues so that the pictures they paint of the profession, the knowledge they present and the activities they design, relate closely to those which are apparent and important in professional situation" (Reid et al., 2011, p. 106). Second, the workload of both students and professional mentors have to be considered to ensure that the latter

will have enough time to consult and advice students, and students should be able to practice and submit their assignments on time (Sinn, 2013).

Since authentic work can develop students' ability to understand their future work, assignments dealing with work practice should be designed in relation to the professional curriculum. However, consulting with the professional community is needed to ensure that students will gain the best knowledge and practice.

- ***The understanding of professional formation***

Reid et al. (2011, p.110) have identified the relationship between the extent to which a given profession is clearly defined and pedagogy, which may affect the ability of students to understand their future professional identity and work: "Where the professional field is clear, pedagogies and leaning typically focus on the inherent requirements of that field". Where this is the case, students will understand their professional formation and be able to apply their knowledge to work effectively.

For example, music performance is a clear defined field in that "the whole focus is on preparing students for their professional role as musician" (Reid et al., 2011, p. 110). Therefore, the pedagogy will focus on students' practice for performing on the musical instruments. In addition, most teachers are professional musicians who "display the full range of conceptions about its nature, and the nature of music and learning in music" (p. 110). Consequently, students will understand their professional role and be able to apply their musical knowledge to work as a professional musician.

Mathematics, for example, is not, on the other hand, a clear field, with a predetermined professional outcomes. Therefore, the pedagogy will focus on "presenting the subject as if it was just a set of rules that needed to be learnt" (Reid et al., 2011, p. 107). In addition, most teachers do not display an identity of being mathematicians being rather perceived as 'teacher'. Consequently, students will not

understand their professional role and not be able to apply their mathematic knowledge to work as a mathematician.

The ability of students to apply their knowledge to work as a professional depends on the pedagogy used to explain to students the role of their professional work. Therefore, teachers should know exactly how to envisage the character of graduates that are prepared and design the pedagogy to follow this. In the specific case of the archival field, an archival programme might therefore appropriately focus on: (1) teaching archival knowledge and the principles applicable to working in their archival workplace; (2) providing work placements to practise with professional archivists and learn how to be an archival professional; and (3) improving the archival identity formation of students by teaching them the archivist's job role and responsibilities. Section 2.4.3(4) reviews the pedagogies used in the archival programme to identify whether or not these support student's ability to learn how to be professional archivists.

The four elements of professional learning as identified in the literature provide possible tools that should be included in an archival programme to prepare graduates to work effectively as professional archivists. The next section reviews the nature of and models of archival curricula to explore how these four elements have been taken up in archival curricula.

#### **2.4 The nature and models of archival curricula**

The research regarding archival curricula and training has been done substantively. Many researchers – e.g. Wosh (2000), Bailey (2007), Procter (2007), Giannakopoulos (2008), Trant (2009), Anastas (2010-1), Gatt (2010-1), Hoy (2010-1), Guercio (2010-1), Kallberg (2010-1), Wickham (2010-1), Lems (2010-1), Turrini (2012), and Sinn (2013) – have debated how to design an effective archival curriculum to train archivists, but no one has been able to identify the proper model of an archival curriculum. However, the study of this literature has revealed certain factors contributing to the success of archival curricula in preparing professional archivists.

### **2.4.1 Factors contributing to the success of archival curricula**

The success of archival curricula currently depends on three main factors, which are: (1) the extent to which it responds to the challenges of the digital age; (2) the collaboration between archival academics and practitioners; and (3) the introduction of an interdisciplinary programme.

#### ***(1) Responding to the challenges of the digital age***

The main problem that current archivists are struggling with is how to access, manage and preserve digital records which need technical knowledge and skills that archivists never previously had. However, Bailey (2007, p.119) has argued that dealing with digital records is not especially difficult, by contrast to what most archivists believe: “few archivists or records managers understand the science of paper preservation and yet this has never been considered a problem”. In order to manage digital records effectively, Gatt (2010-1) recommended educating archivists to be “digital archivists” able to develop and implement policies and processes to preserve and restore digital information. They do not have to be technical experts in IT, but they should know how to negotiate digital information.

However, Guercio (2010-1) argued that it is hard to educate archivists to become effective digital archivists because the range of skills that the latter should have may be impossible because too extensive to implement on an archival studies postgraduate course. Hence, she suggested introducing a new curriculum called “digital curation”. Although the digital curation programme has not been well established, Guercio explains that this idea would have some impact on the archetypal archival curriculum. It is not about changing the title of programmes from ‘archives and records management’ to ‘curation’, but it involves the success of archival scholars in terms of “investigat[ing] how the nature of the records interacts with the practices of administering the records but also able to transform their research outputs in graduate and postgraduate education” (Guercio, 2010-1, p. 166).

Similarly, Kallberg (2010-1) explained that the digital age has also changed the role of archivists to include acting as an auditor of information. In order to prevent the loss of information caused by limitations in long term preservation of technology, archivists should have more skills and knowledge to deal with digital records. However, she argues that the new competences that archivists should have do not relate to providing technological solutions but are related to strategic planning and management skills: “professional education for archivists needs to include an introduction to managing change in organisation, advocacy, audit and leadership skills” (p. 185).

Archivists in the digital age are not people who exclusively look after paper-based records or historical documents. They are persons who are able to set a policy and procedure to manage all kinds of records effectively, in particular digital records, so that important information will not be lost. Therefore, the curriculum set for preparing potential archivists should concern itself with these skills and not neglect to include them as main modules.

### ***(2) The collaboration between archival academics and practitioners***

Archival education consists of research training and practice. Therefore, students have to learn both archival theory and skills. Many researchers, e.g. Hoy (2010-1), Wickham (2010), Lems (2010-1), and Sinn (2013) who have studied the usefulness of learning from discussions and practising with professionals conclude that a work placement can assist students to understand better their future work and roles and work as professionals. However, before including a work placement in the archival curriculum, a number of issues should be considered. For example, Hoy (2010-1) identified the range of approaches through which to create work placements, and these are flexible and are not regarded as only an assignment to report what have been practised. In addition, the main focuses of the work placement are often based on educating and giving practice to archival students to understand their future roles and responsibilities as a professional archivist, the understanding of the archival organisation and the development of archival knowledge. Thus, an effective work placement should use a variety of approaches

to allow students to better understand their future position as well as improving their knowledge and skills of archival work. Wickham (2010-1) and Lems (2010-1) have discussed mentorship programmes created by professional associations and argue that the success of these depended on: (1) the explicit goal of mentoring; (2) the willingness of both mentor and mentee to participate in the programme; and (3) sufficient time for mentoring. Therefore, in order to ensure that the work placement included in an archival curriculum is effective, a lecturer who takes responsibility for designing and managing the work placement should:

- (1) Design clearly what experienced archivists should discuss and how to support students developing their working skills, thereby improving their positive appreciation of their future job and enhancing their understanding of their future professional identity;
- (2) Inform both experienced archivists and students clearly about what they have to do in the programme;
- (3) Evaluate the progress of students after they have attended the programme for one semester.

Sinn (2013) concluded that the success of a work placement depended on the collaboration between academics who teach archival theory to students and experienced archivists who mentor students during their work practices. The curriculum designer should be aware of the need to invite experienced archivists to be student mentors on the programme. Considering the qualifications of Thai archivists, it is worth noting that it may be difficult to find an experienced archivist to be a mentor because Thailand faces the problem of a lack of qualified archivists.

### ***(3) The change to an interdisciplinary programme.***

The idea of integrating archival education into information science education has been studied for many years. Much research – including Giannakopoulos (2008), Trant (2009), and Turrini (2012) – has explained why any archival curriculum should be modified to fit with the new trends regarding information management.

Giannakopoulos (2008) has argued that this should take place for two main reasons. The first is associated with the new character of archives. In common with many commentators, Giannakopoulos explains that the change in the nature of archival materials from paper to electronic form has forced archivists to extend their role. Now, archivists have to look after records from their creation in order to ensure that the records will be kept properly to ensure the preservation of the information in those records for current organisational administration purposes. Therefore, archivists should have the competences to deal with both records (which will become archives) and the information within those records. Similarly, the needs of the labour market should be considered. The archivist that the market needs now must be competent to deal with “the demand for smooth and rapid access to comprehensive information” (Giannakopoulos, 2008, p. 117). Therefore, the curriculum should be broadened to focus on managing information within records and “facilitate[ing] public access to this information” (p. 118).

Trant (2009) identified that although libraries, archives, and museums have their own disciplines and theories, they are facing the same problem regarding information technology. Therefore, all disciplines should establish the “core of common practice, giving all graduates common and shared knowledge, skills and cross-institutional experiences, and providing archives, libraries, and museums with professionals better equipped to deal with the challenges they face in the networked information environment” (Trant, 2009, p. 378). At the same time Trant has also argued that the sharing of core common practices between them is not about changing their core expertise or discipline knowledge: a core curriculum concerns non-disciplinary skills such as management, technology, teamwork and problem-solving skills respectively to deal with the new information technology.

Turrini (2012) has concluded that archival curriculum development has been hindered because it lacks a specific academic home. Normally, archival studies are placed either in a history or library and information science department. Although there is an idea that interdisciplinary programmes benefits higher educational institutions in that they can broaden their curriculum, Turrini argues that it can generate a negative impact on archival curriculum. First, it will mean that “the field

of archival education [will become] chaotic, inconsistent, and difficult to standardise” (Turrini, 2012, p. 373). In addition, merging with other disciplines has meant that an archival curriculum’s objectives have to be changed in order to fit with the wider department’s goals, which may not align with archival science. Therefore, it would be better to have an independent archival department allowing a specific archival curriculum to be developed within it.

It is possible to argue for the idea of merging the archival curriculum with information science. However, some aspects relating to the necessity to design a new archival curriculum to meet the demands of both labour market and social needs are addressed. First, information management skills in relation to records and archives are the main competences that current archivists should have. Second, the required skills relating to electronic records are not about solving technological problems but associated with how to establish the most appropriate policies and procedures. Finally, whether the archival curriculum is either housed within information science or stand alone is not important as long as it can enhance students’ skills in terms of meeting the requirements of contemporary archival work.

Although the literature discussed in this section does not identify the exact nature of an archival curriculum, it draws attention to certain significant aspects. First, an archival curriculum should prepare graduates to work as professional archivists. Second, a curriculum should provide students with both disciplinary knowledge and work placements that support students’ understanding of current archival work, in particular how to deal with digital archives. Finally, and structurally, a curriculum can be managed either within its own department or under other departments, depending on which can facilitate the curriculum to achieve its aims.

Since the archival curriculum focuses on preparing archival professionals, its main aim should be to improve the ability of students to learn how to be professional archivists. The next section reviews the archival curricula model that has been designed for prepare archivists in western developed countries and in

Thailand, thereby identifying which model should be used to prepare Thai graduates to work as professional archivists. It does this by referencing the four elements of professional learning.

#### **2.4.2 Models of archival curricula**

Models of professional education have been established for many years. However, the patterns may vary depending on the differences of region and tradition. According to Katuu (2009), archival curricula can be classified in four patterns, which are: (1) Italo-Hispanic model; (2) France, Germany and the Netherlands; (3) UK, and (4) North America. In addition, the United Nations Education, Scientific and Cultural Organization (UNESCO) and the International Council on Archives (ICA) have provided guidelines for implementing archival curricula to train archivists in developing countries (UNESCO 1982, 1986). The review of each model in the following section contextualises the archival postgraduate programme teaching used in Thailand.

##### ***(1) Italo-Hispanic model***

This model used in Italy and Spain has spread to Latin America. Alonso (1988) explained that the archival curriculum in these countries has been designed to train people to work in both public and private archives. Students have to study “the theoretical and practical aspects of traditional archival education and relevant technological advances” (Alonso, 1988, p. 333). However, Katuu (2009) argued that the difficulty in separating archival work from librarianship and documentation has led to the failure to improve archival competence in Spain and Italy. In addition, the position and qualification of being an archivist have been blurred: Alonso notes that someone qualified as a librarian or documentalist may also be able to work as an archivist in Spain.

The main subjects included in the Italo-Hispanic curriculum are: (1) archival theory; (2) history of archival institution; (3) palaeography and diplomatic; (4) conservation and reproduction; (5) bibliography and source material; (6)

organization and methodology; and (7) computer science for archives (Alonso, 1988).

### ***(2) France, Germany and the Netherlands***

Orr (1981) explained that the archival curriculum in Germany and the Netherlands was designed to recruit archivists at two distinct levels. The first level is a senior archivist who holds a doctoral degree in history and will be trained to deal with historical and complex documents. Holding the top level of administration, the senior archivist will also be trained to manage archival repositories. The second level is a mid-grade archivist who has a secondary school education who will be trained to technical or practical works such as conservation, or the preparation of finding aids. The archival course in this pattern focuses heavily on training students to work for an archival repository. After completing the course students will be effective practitioner at their designated level rather than a graduate who holds a degree from university.

The archival curriculum in France has been designed historically linked with the programmes of the Ecole de Chartes (Cook, 1993) which provided senior students for the national archives system. Orr (1981) among others argued that the traditional model of training that focused on interpreting historical documents has caused French archivists to lack a level of administrative skills. This has been addressed, to some extent, by the development of Masters' programmes which follow the UK or Canadian model to educate archive professionals to work in a much broader range of institutional settings.

### ***(3) The United Kingdom***

The model used in the United Kingdom has spread to English-speaking African countries. According to Shepherd (2006), the archival curriculum in the UK has been designed and managed by universities within either history, library and information studies departments or university archives, and most archival programmes in the UK are at post-graduate level. In addition, all master's degree programme in archives and records management in the UK "fulfil (or aspire to fulfil)

the requirement of the Society of Archivists accreditation” (Shepherd, 2006, p. 15). This means that students will be able to work as qualified archivists in the UK if they can pass these programmes.

Therefore, as a postgraduate programme within the university domain, the archival curriculum in the UK always concerns two main things. First, it focuses on enabling students to work as either a qualified archivist or records manager but the archival scholars involved in teaching also develop research on archival science to enhance knowledge in this discipline. It is possible that a weakness of the UK model has been, as Katuu (2009, p.134) argued, “the dearth of a sturdy foundation in theoretical and methodological aspects of archival and records management knowledge”. He suggested that students learn the archival practice normally used in archival institutions and copy these to use in their workplace without re-examining critically the effectiveness of that practice. However, as archival science has developed as a research discipline in the UK, this agreement can no longer be made for the curricula in 2016.

#### ***(4) North America***

Three main things in North America contribute to the pattern of archival curricula used in this region. Cox (1992) divides the pattern of the North American archival curriculum into two main strands, which are: (1) practical oriented (learning by practising to improve work competence); and (2) theoretical oriented (developing archival theory and methodology to improve work practice). In addition, Katuu (2009) explains that archives and records management are separated in the US, in particular, because the archivists and records managers in this region have viewed themselves as separate professions. Finally, Katuu mentions that the development of archives and records management programmes in the US and Canada are different although they have a common purpose.

In summary, the curriculum model in North America is associated with the following aspects:

- (1) Archivists are professionals who are required to improve their knowledge and skills continually. Therefore, a Continuous Professional Development Programme (CPD) is needed;
- (2) Archivists should understand the theory behind that practice. Therefore, knowledge regarding archival theory and methodology is needed;
- (3) Archival curricula in Canada and the US are designed for preparing professional archivists and their content of knowledge are similar but their implementation is very different. Canada developed multiple programs while the US developed an entirely autonomous self-contained programme;
- (4) Both archivists and records managers in North America have their own professional associations to develop their work, status and recognition.

#### **(5) UNESCO**

UNESCO (1982, 1986) provided guidelines for implementing training courses for archivists, in particular those who are not able to develop their archival theory and standard of practice. Although the two documents are quite old, their concepts can be used as a basic guideline for most developing countries including Thailand to adapt for their own curriculum. UNESCO (1982, 1986) suggested that the effective archives and records management programme should consist of three main elements:

- (1) proper pedagogy to serve both archival theory and practice;
- (2) sufficient resources to manage programme;
- (3) harmonization of IT knowledge.

In order to contextualise the archival program used in Thailand with reference to the above model, it is necessary to understand how an archival programme has been developed in the country. There is no published research regarding the development of an archival education in Thailand. The OHEC database of higher educational programmes in Thailand demonstrates that at present there is only one archival programme in Thailand, the postgraduate programme at Silpakorn University. Because the development of this programme has not been studied

before, an examination of its structure is carried out here to understand the extent to which this Thai archival curriculum derives from the existing models of an archival curriculum.

### **2.4.3 The model of an archival curriculum used in Thailand**

According to Silpakorn University Department of Oriental Languages (2009), the archival postgraduate programme at Silpakorn University in 2001 was called the Master of Arts in Archives and Records management (MARM) and it was a two year master programme aiming to prepare graduates to have archival knowledge and skills sufficient to work in archives. In addition, entry requirements for the programme (Department of Oriental Languages, 2009, p.1) allowed anyone with a bachelor's degree in any field to apply to study in this programme; they were not required to have any working experience in archives. To complete this programme, students do not have to attend any work placements but must take 14 modules and do a dissertation (Department of Oriental Languages, 2009, p.1-3 and see Appendix 8 for more detail regarding programme structure).

The brief detail of MARM described above demonstrates that, as a university-based academic postgraduate programme students study archival theory to apply it to their future work and conduct research to develop new archival knowledge. Thus the MARM had some aspects in common with similar programmes in the UK. However, while it aimed to prepare graduates to be able to work as archivists, its focus was different from that of the UK where the focus is on the preparation of qualified archivists and records managers. Nonetheless, its core similarities, as a university-based programme, were with the UK model.

Although MARM was a university-based programme similar to the UK model, it did not guarantee that MARM implemented four elements of professional learning to prepare their students to be able to work as professional archivists like those in the western countries (e.g. the UK). The following section reviews the implementation of these four elements in the archival programme teaching in the western countries (e.g. UK) and in the MARM to demonstrate the preparation of archivists in these two settings.

### ***(1) The body of archival knowledge***

Many researchers – e.g. Stephenson (1993), Eastwood (1996), Nesmith (1996), Williams (1997), Westwood (1998), Yusof & Chell (1998), Pember (1998), Upward and McKemmish (2006), Uhde (2006), Tibbo (2006) and Nesmith (2007) – studied how to improve the archival curriculum taught in universities to prepare graduates to work as professional archivists. They divided the body of archival knowledge into three broad categories: (1) archives and records management core knowledge, which should include electronic records and current archival problems; (2) archival practice, which should include generic skills such as IT, management and problem-solving skills; and (3) research methodology skills. These three components reflect a body of professional knowledge established by Cater (1985), Eraut (1994), Pravlin, Svetilik and Evetts (2010) and Reid et al. (2011) and which includes: discipline, practical, and generic knowledge (See section 2.3.4).

Duranti (1993, p.8) discussed the nature of the archival discipline and the whole body of archival knowledge “because these two factors determine how the members of a profession should be educated”. Using the term ‘archivology’ she argues that archivology is a discipline, an applied science, and a profession consisting of theory, methodology and practice, while the relationship between these three parts constitutes the body of archival knowledge. For example, the archival theory regarding the nature of records is created to designate the archival methodology that archivists have to practise for examining a specific type of record and finally those archivists gain knowledge and use this knowledge to generate new theoretical and methodological concepts.

She also identified (1993, p.17) the four core concepts of archival professional education in Europe (including the UK) and six aspects of the nature of archivology and the body of archival knowledge. In terms of the nature of a professional archival education in Europe, an archival programme is:

- (1) a postgraduate programme following an undergraduate programme in history, law or humanities;

- (2) a pre-[professional]appointment education that provides an archival mind-set and improves professional identity;
- (3) a professional education focussing on providing knowledge regarding the core element of archival profession; and
- (4) knowledge of history, law, administration, or other disciplines that are included in the body of archival knowledge must be designed specifically in relation to the archival curriculum and taught in aspects relating with the role and responsibilities of archivists.

In terms of the nature of archivology and the body of archival knowledge:

- (1) Archives study is a science, a discipline, and an art;
- (2) Archival science is included in records management;
- (3) Knowledge regarding records context, records make up, meaning and purpose is one aspect of archival science;
- (4) Knowledge regarding institutional management, resource management, and information management is an additional part of archival science;
- (5) The body of archival knowledge consists of theory and practices;
- (6) The body of archival knowledge focuses on both international and local contexts.

In summary, the literature regarding the body of archival knowledge has identified that archival education in western countries (e.g. UK) is profession-based and aims to prepare graduates to work as professional archivists and the body of archival knowledge is comprised of the disciplinary, practical, and generic knowledge necessary to work as a professional archivist (see Section 2.3.4(1)).

On the other hand, MARM's structure indicates that its knowledge delivery was based on disciplinary knowledge which is only one of three main components of a body of professional knowledge as discussed in Section 2.3.4(1). However, data derived solely from its structure cannot indicate that due to the lack of a full range of a body of professional knowledge, MARM failed in preparing professional archivists to work in the Thai archival workplace. Chapter 5 will use data collected from MARM's interview stakeholders to analyse the content of the body of archival

knowledge in the archival postgraduate programme at Silpakorn University. In this way, it is possible to identify whether or not the programme modified the western conception of an archival professional education in relation to a body of professional knowledge to fit with the context of archives and archivists in Thailand.

### ***(2) Learning for the archival work***

As outlined in Section 2.3.4(2), Cassidy (2011), Hodge et al. (2011), Reid et al. (2011), and Kuijpers and Meijers (2012) have suggested that students will develop their learning skill to the level of intrinsic meaning (understand their future work in a wider context, and being able to develop their professional identity) if they can learn by practising in real work situations and their teacher instructs them in relation to understanding their future roles and responsibilities. However, research directly addressing the extent to which archival programmes in western countries develop students' learning ability in this aspect has not been found but Hoy (2010-1), Wickham (2010-1), Lems (2010-1), and Sinn (2013) discussed in Section 2.4.1 have identified that learning about archival work can be developed by discussing issues with professional archivists through either the mentorship programme or work placement, and that the success of these two approaches depends on the collaboration between the university that manages the archival programme and the archival institution that provides professional archivists as mentors and practice locations. The example of archival programmes in UK in particular at The University of Liverpool (2012) seems to illustrate that a work placement is used within the university archival domain to improve students' learning and understanding of archival work. In addition, lecturers who teach on the archival programmes in western countries (e.g. UK) are archival scholars who conduct research to develop archival knowledge and principles applicable to their national contexts and most of them have working experiences in archival repositories. They understand and are able to teach their students the roles and responsibilities of professional archivists.

On the other hand, MARM's structure shows that work placements were not included in the programme. However, this data alone cannot identify that MARM did not improve their students' learning in terms of understanding their future

work. Chapter 5 will use interview data to analyse how the Silpakorn programme develops the learning skills of archival students in this respect.

### ***(3) Archival identity***

Section 2.3.4(3) notes that archival students can develop their identity as professional archivists through work practice which should be included in each module of study. Hoy (2010-1), Wickham (2010-1), Lems (2010-1), Sinn (2013), and the example of the archival work placement within the University of Liverpool programme show that the archival programmes use work placement with the professional archivists and the role of lecturers as an archival scholar who conducts archival research and has experiences working as archivists to develop students' archival identity.

On the other hand, MARM's structure shows that the programme did not use work placements to develop student identity. Chapter 5 will use interview data to analyse how the Silpakorn programme develops the archival identity of students to identify whether or not this programme follows the suggestions of Section 2.3.4(3).

### ***(4) Pedagogies for preparing professional archivists***

More recent research regarding the pedagogies used in the archival programme in the university domain has not been identified but studies of archival education by e.g. Lodolini (1989), Schaeffer (1994), Wylie (1995), Craig (1996), and Couture (1996) illustrate that the archival programme is a professional programme for preparing professional archivists, while Cook (1993), Eastwood (1996), Procter (2005), and Scheurkogel (2006) have suggested that the archival programme should prepare graduates to have both archival knowledge and working competencies in order to deal with the role and responsibilities of archivists that have changed gradually to fit in with the needs of society.

The review of research on archival education discussed above cannot identify clearly whether or not the pedagogies used in archival programmes support students' understanding of their future profession. However, the study of the archival programmes taught in western countries, in particular archival programmes

in the UK, provides some indications that these programmes may improve students' learning ability in terms of understanding their future profession (see Section 2.3.4 (4)) by using three main tools.

The first tool is the inclusion of a work placement in the programme. The work placement programme may assist students' appreciation of their prospective roles and responsibilities from the professional archivists they have to practise with. The second tool is the recruitment of lecturers who have both an archival degree and experience in archival work to teach and manage the archival programme alongside inviting professional archivists as guest speakers. This approach provides the students with a chance to learn how to be a professional archivist from their teachers and guest speakers. The last tool is the inclusion of a dissertation in the programme. Doing a dissertation may assist students to learn how to collect knowledge, conduct research, update existing archival theory and principles, understand the problems that exist in archival repositories, analyse data and find new approaches to develop archival work.

Since there is no research regarding the pedagogies used in MARM, Chapter 5 will use interview data to analyse what pedagogies the archival programme at Silpakorn has used to prepare students to work as professional archivists and assesses whether or not those pedagogies support students' learning abilities as discussed in Section 2.3.4 (4).

Since MARM is a postgraduate professional qualification within the university domain, it requires both a work placement with professional archivists and knowledge of archival theory and principles, and the postgraduate programme should therefore be developed to meet both requirements. However, whether or not any archival postgraduate programme in Thailand can demonstrate these attributes of a professional programme for preparing professional archivists is constrained by the requirements of the Thai higher educational system. These constraints and requirements are discussed in the following section.

## **2.5 The Thai higher educational system and policy**

The Thai higher educational system, its structure, traditions, expectations and requirements, and present government policy are the main factors shaping the nature of postgraduate programme teaching in Thailand, including the archival programme, as all programmes must be designed and developed to comply with these factors. In particular, the traditional way of teaching and learning – as well as the administrative culture – that have been cultivated within Thai higher educational institutions since the first institution was established may affect the pedagogy and identity formation of archival graduates who are trained within this tradition and culture. The history of the Thai higher educational system and its regulations must be studied so that significant factors contributing to the design and development of an archival postgraduate programme in Thailand can be understood.

### **2.5.1 Background of the Thai higher educational system and universities**

The economic crisis that hit Thailand in 1997-1998 had a huge impact on education. The Thai government proclaimed educational reform in 1999 as a main tool to improve Thai human resources, which were seen to be very significant for stimulating economic recovery and for sustaining Thai economic growth. According to the National Educational Act of 1999 (2<sup>nd</sup> Amendment 2002), Thai human resources should be developed in terms of: (1) the level of educational attainment; (2) professionalism, especially relating to working standards; and (3) correlation with the jobs available. Many scholars such as Witte (2000), Kirtikara (2001), Nitungkorn(2001), and Sangnapaboworn(2003) have studied the causes of this crisis and its effects on the Thai higher educational system and universities. They have suggested that universities in Thailand did not prepare graduates to meet the needs of the employment market and conducted insufficient research leading to new technology, processes or products to support the rapid growth of the Thai economy, resulting in Thailand's inability to sustain economic development and an overreliance on external business investment. In order to understand the reasons why universities in Thailand could not supply effective human resources and

innovation, they looked to the background of the Thai higher educational system since it was formally established in 1889.

The history of the Thai higher educational system shows that universities in Thailand have been developed based on governmental and social demands that may not serve the job market, and upon an assumption that the original purpose of the university is as a place for creating and sharing new knowledge and innovation, as in the western world. This underlying philosophy may affect: (1) the ability and desire of universities to develop courses and programmes; (2) the approach to the design and management of curriculum; and (3) the pedagogies applied to teach and prepare graduates.

The development of the higher educational system in Thailand can be classified broadly into three main periods, which are (1) the period of establishing higher education colleges to train young Thais to work for the governmental sector, from 1889 to 1964; (2) the period of expanding universities to produce graduates to meet social demands 1965 to 1999; and (3) the period of university reform to develop both the populace and nation to compete in a globalised world, from 1999 to the present.

**(1) The university as a training school to transfer western knowledge and prepare civil servants and professionals to meet the Thai government's needs (1889-1964)**

The first higher educational institutions in Thailand were founded during 1889-1917 to fulfil Thai government policies to reform the country to meet perceived western standards. In order to avoid being colonised by western countries, such as the UK or France, King Chulalongkorn, with his absolute monarchy, changed all governmental structures and administration. Many new public agents, such as the Ministry of Interior Affairs, Justice, Education, Foreign Affairs, Health, Transportation, and Agriculture respectively, were created. A huge number of new civil servants who were able to work in these new systems and tasks were required to run these governmental organisations. Thailand during the reign

of King Chulalongkorn also needed specific professional occupations to develop healthcare, transportation, and justice to meet western standards.

As a result, a Royal Medical School to train doctors, a Law school to educate lawyers, the Royal Pages' School or the Civil Service College to prepare civil servants, and an Engineering School for engineers were created in 1889, 1897, 1902, and 1913 respectively.

In 1917, following an initiative by King Vajiravudh to establish a formal university in Thailand in the honour of King Chulalongkorn, the first such institution in Thailand, Chulalongkorn University, was founded by combining the Civil Service College, the Engineering School and, the Royal Medical School, and by creating two new faculties, the Faculty of Arts and Science and the Faculty of Political Science. The university system in Thailand has been established formally since that date.

The creation of a university in Thailand in 1917 was not for conducting research and creating new knowledge, or even for finding "a truth", as most western universities had aspired to. Rather, the new university followed on from the priorities established in the late nineteenth century when "the higher education institutes in Thailand were set up to produce professionals [...] for the bureaucratic reform during the reign of King Chulalongkorn" (Kirtikara, 2001, p. 4). Likewise, the main objective for establishing a university in Thailand was to transfer western knowledge to Thais so that they could work in governmental sectors, which were developed rapidly to imitate western models in order to avoid being colonised by the western powers and to maintain Thai sovereignty (Sangnapaboworn, 2003). Universities in Thailand served as a training school for the governmental sector (Watson, 1981).

Although Thailand changed from an absolute monarchy to a democracy after the democratic revolution in 1932, the government structure and administration did not change. The bureaucratic system, which had been reformed by King Chulalongkorn, still existed. Many public offices still needed additional civil servants to work for their organisations. Chulalongkorn University was seen as an institution to prepare new civil servants.

The democratic revolution in 1932, however, had two main impacts on the higher educational system in Thailand. First, it provided a better opportunity for more Thai citizens to attend university. The Thai democratic government opened Thammasat University in 1934 as an open access university. All Thai citizens who passed secondary education and were able to pay the tuition fee could study to get a degree and learn about democracy in this university. Thammasat University, therefore, was seen as a symbol of Thai democracy and as a place to prepare public administrators, lawyers and politicians. Due to the government policy during the 1940s to change the image of Thammasat University and control freedom of expression among Thammasat students, the Thai military government transformed it from an open access institution to a closed state-run university in 1942. In addition, courses and curricula were changed from an emphasis on politics and democracy to law, liberal arts, political science, economics, commerce and accountancy in order to curb the democratic environment within this institution. Like Chulalongkorn University, after 1942 Thammasat University was seen as a training school for civil servants.

Second, the revolution of 1932 stimulated the development of specialised universities to prepare professional graduates and civil servants in fields where Thailand still lacked such expertise. The Thai government during the 1930s-1940s opened three more universities to serve the human resource needs of particular public agencies. First, the School of Fine Art was opened in 1934 and developed into Silpakorn University in 1943. It was a university for training people mostly to work in the Department of Fine Art. Second, Mahidol University, directed by the Ministry of Public Health, was founded in 1942 to train people to work in medical services. Third, Kasetsart University was created in 1943 by the Ministry of Agriculture to develop Thai agriculture, in particular to educate civil servants to work in the Ministry of Agriculture. Subsequently, in 1964, a College of Education at Prasarnmitr, Bangkok, was created by the Ministry of Education to train Thai teachers, and then developed into Srinakharinvirot in 1974.

All universities in Thailand during 1889-1964 were established to prepare civil servants and professionals through the transfer of western knowledge. They were not places to discover new knowledge and here was no sense of higher education contributing to economic growth or social development. This background may still contribute to the character of modern Thai universities, in particular regarding their approach to the design and management of the curriculum as well as the way in which they prepare students. On the other hand, these academic roots do demonstrate an underlying commitment to the training of students to enter particular professions. Historically, this might not have included archive management as a profession, but the broad recognition of the role of universities in developing students as professionals in their fields is well established.

**(2) The expansion of universities to produce graduates to meet social demands, not the needs of labour market (1965-1989)**

The period 1965-1989 was “the golden age of university expansion in Thailand” (Watson, 1981, p.304). The Thai government opened more universities as well as allowing private higher educational institutions to be set up. The objective of increasing the number of universities was not to prepare more civil servants to undertake jobs in the public sector, but to enhance the skilled manpower required to underpin national economic growth and to meet the increasing demands of Thai people for higher education.

In order to ensure long-term, sustainable development, the Thai government during the 1960s initiated a strategic plan to enhance Thai prosperity. The National Economic Development Board was set up under the Prime Minister’s Office to design a blueprint for this purpose. The first National Economic and Social Development Plan was implemented in 1961. It was a six-year strategy to develop both the economy and society in Thailand and the development of education and manpower was part of this undertaking. One policy in developing education was to expand higher education to other regions by setting up universities in each part of Thailand. Chiang Mai University was opened in the Northern region in 1964; Khon Kaen University was founded in the North Eastern region in 1965; and Songkhanakarin University was established in the Southern region in 1968.

These three new universities were not created to prepare civil servants like those that were opened in the first period, but “were designed to generate agricultural and economic development, to stimulate local employment opportunities, as well as to provide trained manpower for these opportunities” (Watson, 1981, p. 305).

In addition, the policy to increase the numbers of high schools and of high school students in each region, which was an aspect of the first National Economic and Social Development Plan, resulted in increased demand from those high school students to attend universities. Watson (1981) has noted that the creation of the three new universities could not meet the high demand from high school students to access higher educational institutions since they still provided limited places.

In order to deal with this problem, the Thai government implemented the Private College Act in 1969, to enable the private sector to establish higher educational institutions, and opened two new public open-access universities, Ramkhamhang University in 1971 and Sukothai Thammatherad Open University in 1980 (Suwanwela, 2005). Opening private and open-access universities during the 1970s was intended to respond effectively to the increasing demand from Thai high school students to attend university. Following the establishment of private and public open-access universities, the number of students in higher educational institutions increased dramatically from 69,000 in 1970 to 800,000 in 1984 (Suwanwela, 2005).

The huge increase in the number of undergraduate students during the 1970s might suggest that the policy to expand educational opportunities succeeded. However, the policy to develop higher education in order to meet the manpower needs of the country failed. Suwanwela (2005) has underlined that most Thai graduates during the 1980s were unemployed because they earned degrees that job market did not need. The open access and private university systems allowed students to enrol on any course they wanted and the Thai government did not force those universities to open courses that the job market required. This had a negative

impact on both Thai human resource development and new knowledge and innovation.

As a result, Thailand lacked a supply of some significant professionals needed to improve the provision of new knowledge and technology. Suwanwela (2005) has noted that most Thai students preferred to study social science rather than science courses, even though science graduates were in high demand in the job market. There were two reasons why they decided to study in social science courses: Firstly, they thought that their academic ability was insufficient to study science courses, which were seen as difficult subjects. However, they still needed to get a degree since it was the first step to getting a well-paid and permanent job in Thailand. They therefore decided to study social science courses, which were seen as easier to complete. Secondly, open access and private universities in Thailand preferred to establish social science courses since they were less expensive to offer in terms of teaching costs and infrastructure requirements. The criteria for opening social science courses were more flexible than for scientific courses, which needed laboratories, smaller class sizes, and specific teaching tools and work practices that open access and private universities in Thailand could not afford. Science-based courses were opened mostly by government-controlled universities, which provided a limited number of places. Many students, who wanted to study science-based courses but who could not pass the necessary examination, had to change their minds and opted to study for social science courses instead since they could easily enrol at private or open-access universities.

Second, the policy caused Thailand to fail to develop its own technology and innovation processes, which normally emerge from the study of science and engineering. Thai government policy regarding higher education in the 1970s focused only on providing more access to university by increasing the number of private universities and founding open access universities, without concerning itself with what courses they offered and what courses students would choose to study, resulting in the over-supply of social science students and a shortage of science students to develop new innovation and technology as mentioned above.

The demand from high school students to attend university did not decrease although most graduates during the 1980s experienced difficulties in finding a graduate-level job. The huge in-flow of foreign investment, high economic growth and the dramatic increase of the middle classes in Thailand after 1985 also accelerated this demand. Many new private and public universities were opened and the number of Thai universities increased dramatically after 1985.

Most universities after 1985, however, were still not responding to the job market, in particular regarding the need for engineering and science graduates. They always “provided curricula to supply students’ demands but neglected to respond to national needs, or the market’s need” (Rupavijetra, 2011, p.2). After the economic crisis hit Thailand in 1997-98, the unemployment rate among new graduates increased dramatically. This legacy may have come to influence the policy of Thai higher educational institutions regarding how to assist their graduates to get a job. In addition, it has forced universities in Thailand to reconsider their role as places to develop Thai human resources and as centres for applied research and innovation.

### **(3) Universities are reformed to develop new knowledge and technology (1999 to present)**

As noted, although the first university was founded in Thailand in 1917, the higher education system in Thailand did not develop as a centre of knowledge, research and innovation to improve the Thai capacity to compete with other nations. Rupavijetra (2011) has argued that there were more than 100 higher educational institutions in Thailand during the 1990s. However, most of them served Thai government policy and social demands, which only required an increase in the number of graduates; their needs were satisfied by preparing these graduates with existing knowledge transferred from the western world.

After the economic crisis hit Thailand in 1997-98 and as the unemployment rate of Thai graduates increased noticeably during the 1990s, Thai perceptions towards universities changed. Researchers such as Macdonald (1998), Witte (2000) and Ramesh (2009) have suggested that higher educational institutions after 1998 were seen as a main contributor to helping to develop Thai human resources and

new knowledge, thereby encouraging innovation. Universities in Thailand were expected to: (1) ensure a higher level of education among the Thai people; (2) prepare graduates to work professionally; (3) design courses and curricula to support workplace demand; and (4) discover new knowledge and invent new technologies.

### **2.5.2 Problems causing Thai universities' failure to reform to meet the new expectations**

In order to fulfil these expectations, it was recognised that the higher education system in Thailand must be reformed. However, researchers such as Nitungkorn (2001), Kirtikara (2001), Sangnapaworn (2003), Suwanwela (2005), and Rupavijetra (2011) have argued that these reforms would not succeed in meeting new expectations unless Thai higher education's other internal and external problems were resolved effectively.

#### ***(1) The internal problems***

The first internal problem was the inequity of access to higher education. Sangnapaworn (2003) has stated that, although the number of higher educational institutions in Thailand had increased in the 1990s, in 2002, only 27.4% of all 18-21 year-old Thais were able to study in higher education. The reason that a majority of Thai high school students could not access higher education was related to two main factors. The first factor was the limited places available in state-controlled universities and the second factor was the tuition fee and other expenses to be covered.

Due to a perception within Thai society that public universities were of a higher standard and that the quality of their graduates was higher than private and open-access universities, most Thai high school students wanted to study at these universities, as they would be able to get a better job post-graduation. To win one of the limited places at the public universities, they needed to pass an entrance examination; entrance depended solely on the test performance. This performance commonly reflected the educational standard of their high school and their families' capacity to support them to attend extra tutoring schools to help to succeed on the

test. Most high school students from high income families who were able to support them to study at higher standard high schools passed the entrance examination to get one of the limited places at the public universities. Conversely, most high school students from low income families were unable to pass the entrance examination. Nitungkorn (2001) reported that the chance to get a place at a public university for high school students from professional families was 54 times that of those students from farmer families and 31 times that of labouring families because of their income differentials.

Although some high school students from low income families could pass the test to get a place at state university, they might also be deterred from attending higher education because their families could not provide them with a tuition fee and other expenses. The majority of Thai high school students who could not pass the entrance examination had two choices. The first choice was to study at private universities but they had to pay an expensive tuition fee normally three times higher than public universities' fees, or they could study at open-access universities where they had to undertake extensive self-study and did not benefit from the small classes provided by the public universities. Although private and open-access universities in Thailand could provide many places for those high school students who could not attend public universities, most of them were still not able to study in higher education as their families could not provide them with enough funding. Sangnapaworn (2003) has noted that 70% of university students in 2002 came from high income families as the costs of study in universities were very high.

The second internal problem was the low quality of teaching and learning. Traditional Thai teaching methods differed from those of the western world. Memorization and transferring knowledge were the main approaches to teaching and learning that both Thai students and teachers were familiar with. Elsewhere, higher education requires students to improve their self-learning, critical thinking, problem-solving and creativity, but the pedagogies used in Thai universities could not support these skills. Sangnapaworn (2003) has remarked that the teaching and learning in Thai universities had never been changed since the first university of

Thailand was founded in 1917: “The teaching and learning in higher education institutions are perceived as having placed too much emphasis on memorization and contents, which do not relate to the real situation, labour demand and the development policy of the country” (Sangnapaworn, 2003, p.3).

The third internal problem was the lack of unity in higher education policy. Before the National Education Act of 1999 was implemented, higher education institutions in Thailand were supervised by different public agencies, which had different policies and budgets, resulting in different standards and quality levels. In addition, government policy regarding human resource development was changeable and not unified, causing confusion for most universities; policy development did not respond to modern requirements by encouraging the curricula that Thailand needed, resulting in “the mismatching of graduate profiles and market requirements” (Sangnapaworn, 2003, p.4).

The fourth internal problem was low investment in higher education. Sangnapaworn (2003) has reported that the budget allocation for higher education in Thailand dropped from 17.2% of planned government expenditure in the early 1990s to 14.4% in 2002, resulting in a lack of resources to improve the quality of academic staff, facilities, research projects and innovation. Sangnapaworn also noted that the percentage of academic staff in Thai higher educational institutions who held a doctoral degree was only 28% in 2003 and only 0.9% of all academic staff in 2001 had conducted sufficient high quality research to receive the academic title of professor.

The last internal problem was inefficient administration within public universities. The bureaucratic system of government administration, which has not changed for at least 100 years, was still prevalent, and all public universities were part of this system. These difficulties affected the ability of public universities to improve their human resources and facilities, and hindered their ability to change. Public universities could not manage their budgets, resources and facilities by themselves. Even as far as minor changes were concerned, they needed approval from the Thai government, whose policy regarding higher education was not unified

and stable, resulting in the slow process of development in terms of academic staff, curriculum, teaching facilities, research and innovation. In addition, inflexible management, restrictive resource allocation and weak lines of authority in the management of institutions meant that public universities were not able to allocate enough resource to attract academic members who wished to improve their teaching, conduct research and create new knowledge and technology.

## ***(2) External problems***

The first external problem that Thai higher educational institutions have faced since the 1990s was the inability of public universities to support the increasing social demand for higher education. As a result of 12 years free basic education, the number of high school graduates increased dramatically. Kirtikara (2001) has estimated that the number of high school graduates will rise from 700,000 in 2000 to 1.8 million in 2016, but the existing capacity of public universities that have limited seats can cater for only 80% of this figure. It meant that 20% of this figure has to be taken by public open-access or private universities in order to ensure that there will be a place for all high school graduates. Nitungkorn (2001) has also suggested that the large majority of high school graduates would apply to study in selective public universities as their first choice as this was seen to be the first step to getting a well-paid job. If they could not attend the public universities, they would apply to study in other public open-access and private universities. This represents a major challenge that both public and private universities in Thailand must resolve in order to cope with this demand.

The second external problem was the need to respond to advances in information technology and the beginning of a knowledge-based society that affects the approach to learning and teaching in higher education. Sangnapaworn (2003) has pointed out that higher educational institutions around the world had responded to this phenomenon by revising their teaching and learning to promote life-long learning and to enable their students to learn by themselves. Nitungkorn (2001) has explained further that due to the growth of an ageing population, higher education students would not only be aged 18-24 years, but would cover a variety

of age groups, often with very different needs. Higher educational institutions should be able to improve themselves to meet the requirements of this new environment. However, the predominant Thai pedagogy, which focuses on memorization and transferring knowledge, has struggled to respond to these two changes. Universities in Thailand need to change the way they teach and improve the way their students learn.

The third external problem is the high expectation within Thai society that Thai universities will act as major contributors to improving the nation's competitiveness in a globalised economy. Sangnapaworn (2003) has noted that Thai society expected that local universities would support this goal by improving their research, both in terms of quality and quantity, thereby ensuring that Thailand would develop new knowledge and technologies to compete with other nations. In addition, they needed to "encourage the development of a student's creativity and individuality so that they are high-quality human resources and contribute to the country's competitiveness" (Sangnapaworn, 2003, p.5). This is another challenge that universities in Thailand, which have never done sufficient research and have almost no tradition of innovation or the development of new technologies, have to face.

The final external problem was the need to reform the structure of public universities to cope with the problems of budget constraints and shortage of academic staff by becoming autonomous universities. After the economic crisis hit Thailand in 1997, the Thai government started to solve the problem of budget deficits by reducing the numbers of civil servants and decreasing the budgets allocated to public universities (Sangnapaworn, 2003). This situation forced most public universities to seek more flexibility to manage their own resources, while implementing their own policies and strategic planning, and developing their own organisational structures to ensure that they had enough staff and income to operate their institutions. Nitungkorn (2001) has argued that the pressure to change public universities in Thailand to become autonomous universities was not only the result of the economic crisis, but also "the increasing trend for higher educational institutions to be more autonomous in managing their resources,

personnel, curricula, and admission policy that started in the United Kingdom in the early 1980s and is now spreading all over the world” (p.469). In addition, higher educational institutions are required by the public to exercise financial accountability and guarantee the quality of their educational programmes (Nitungkorn, 2001). This is another challenge for public universities, which have historically never been independent and expected to manage their own budgets, and have never been assessed for their quality.

All the published research suggests that the Thai higher educational system needed to be reformed to cope with the following problems:

- (1) inequity in access to higher education;
- (2) low quality of teaching and learning;
- (3) ineffective nature of higher educational policy;
- (4) low investment in higher education;
- (5) inefficiency of administration;
- (6) increase in social demand for higher education;
- (7) response to the advance of information technology and the transition to a knowledge-based society;
- (8) need for more autonomous universities.

### **2.5.3 The regulatory environment**

In the light of the above problems, the Thai government decided to implement a new education law intended to develop universities and other higher education institutions in Thailand to cope with those problems. The National Education Act, implemented in 1999 and amended in 2002, introduced major reforms into the Thai higher educational system.

First, a new public agency called the Office of the Higher Education Commission (OHEC), which was under the supervision of the Ministry of Education, was established by The National Education Act 1999 to oversee the development of the Thai higher education system to comply with The National Economic and Social Development Plan and to improve the quality and standards of Thai higher educational institutions. All private and public higher educational institutions in

Thailand were expected to manage the standards of their curriculum and courses to meet the Thai government's requirements as specified by the OHEC. Second, the unified plan for improving the higher education system to deal with the problems discussed in Section 2.4.2 was designed by OHEC during the 2000s. This plan was called the 15-Year Long Range Plan, and was amended in 2008. In the second 15-Year Long Range Plan (2008-2022), the OHEC identified four areas that must be improved to ensure that higher educational institutions could fulfil the expectations of Thai society in developing human resources, research and innovation. These four areas were graduates, academic staff, research, and good governance, and all these four were included in the OHEC's major plan. Finally, the OHEC implemented two main regulations in 2005 and 2009 respectively to control and improve the quality of higher educational programme teaching in Thailand in terms of both improving the quality of teachers and their pedagogies and developing the knowledge and working competence of graduates to meet the needs of the labour market. The first regulation was the Ministry of Education Decree on Standards for Higher Educational Curriculum 2005 and the second regulation was TQF:HEd 2009.

This review of the Thai higher educational system and its universities identifies that the government is trying to solve the latter's long lasting problems by implementing two main regulations to control the quality of teaching programmes in Thai universities. OHEC, on behalf of the Thai government, expects these two regulations will force universities to change their role to: (1) invent new knowledge and innovation; (2) develop programmes to meet the needs of the Thai market; and (3) prepare graduates to have sufficient knowledge and working competence to be employed professionally. The following section reviews and discusses these two regulations to identify whether or not they are effective mechanisms to assist in meeting OHEC's expectation.

### ***(1) Ministry of Education Decree on Standards for Higher Educational Curriculum 2005***

In order to control the quality of lecturers who develop, manage, and teach on any higher educational programme in Thai universities, the OHEC, on behalf of the Ministry of Education, implemented the Ministry of Education Decree on

Standards for Higher Educational Curriculum 2005. The Decree applies to both undergraduate and postgraduate levels. Since this thesis focuses on an archival postgraduate programme, the regulation is studied only in terms of the postgraduate level. According to the Decree, any postgraduate programme teaching in Thailand has to be developed to meet the following three main criteria: first, the objective of the programme has to comply with Thai higher educational policy, university philosophy, and international professional standards; second, the structure of the programme must consist of two options, Option A (undertaking dissertation) and Option B (conducting individual studies). Finally, with regard to the academic staff, the programme must comply with the following criteria:

- (1) At least five full time academic staff are recruited as permanent lecturers on a given programme and they will not be deployed on more than one programme;
- (2) Three of those five academic staff must be capable of taking responsibility for managing the programme and they must hold either a doctoral degree or the title of associate professor in an associated field;
- (3) The primary dissertation supervisor must be a full time lecturer who holds either a doctoral degree or the title of associate professor in an associated field. They must also need post-doctoral or post-master's degree research;
- (4) The secondary supervisors and examiners can be either a full- or part-time lecturer, but they must either hold a doctoral degree or have the title of associate professor in an associated field;
- (5) Examiners can be either a full time lecturer or a part time lecturer;
- (6) A lecturer who teaches on the programme can be either a full- or a part-time lecturer but they must have at least a master's degree or the title of assistant professor in an associated field;
- (7) One full time lecturer should supervise not more than five postgraduate dissertation students. However, the full time lecturers can supervise up to 10 students if they have sufficient experience;

- (8) One full time lecturer can supervise not more than 15 postgraduate students conducting their individual studies.
- (9) The full time lecturer who has to supervise both students who are undertaking a dissertation and those who conduct individual studies can calculate their workload by using a 1:3 ratio between the dissertation and individual studies.
- (10) The full time lecturers who take responsibility to manage a given programme must be supervisor and/or an examiner and/ or a lecturer.

In order to comply with these three criteria (policy compliance, structure and staffing), an archival postgraduate programme has to demonstrate that:

- (1) It meets the need of the Thai archival workplace;
- (2) it prepares graduates to be professional archivists and that their knowledge and competence meets the international standards of the archival profession and that they can work effectively in the Thai archival workplace;
- (3) it contains both dissertation and individual studies options;
- (4) it is staffed by five qualified lecturers with doctoral degrees in archives and records management who manage, teach, supervise, and examine on the programme.

These four requirements suggest that the Decree on Standards is one mechanism that can force an archival postgraduate programme at Silpakorn University to develop its infrastructures to support preparing professional archivists to work in the Thai archival workplace. However, the substantive question is how these four requirements can be fulfilled. Chapter 5 analyses how the Silpakorn programme is developing to comply with the Decree on Standards.

### ***(2) The Thai Qualification Framework for Higher education 2009 (TQF: HEd)***

TQF:HEd was developed as a national qualifications framework for higher education, the type of framework which first emerged in Europe after the establishment of the European Higher Education Area (EHEA) in 1999. That

framework was created to “ensure the quality, consistency, and comparability of all qualifications offered by higher educational institutions” (Koller, 2010, p.159). This idea expanded to other regions, including Australia, South Africa, and Southeast Asia. The OHEC, with support from the Australian Government through the Thai-Australia Government Sector Linkage Program, accepted this concept and developed TQF:HEd by studying the Australian Qualification Framework (AQF). After consulting with and surveying leading universities in Australia, OHEC published the TQF:HEd implementation Handbook in 2006; all Thai higher educational institutions were required to comply with the framework to manage their current programmes and to design new programmes. In 2009, TQF was promulgated as an education law and all higher educational programmes in Thailand were required to comply with it by 2013 at the latest.

Many researchers such as Blackmur (2004), Allais (2007), Fernie and Pilcher (2009), Koller (2010), Allais (2011), and Raffe (2013) have studied the impacts of national qualification frameworks (NQFs) on curriculum design. Countries beginning to implement such frameworks today need to consider such findings carefully. However, for Thai universities, little such guidance was available. Neither the Thai government nor OHEC responsible for implementing TQF: HE had ever realised the problems of using NQFs that may affect the ability of Thai universities to prepare graduates to meet the needs of the nation.

First, the learning outcomes statement that the NQFs required as a tool for identifying, assessing and comparing the qualifications of graduates can distort the effectiveness of the curriculum to prepare graduates to achieve the knowledge and competence required for a particular qualification. Fernie and Pilcher (2009) noted that, in order to map and compare qualifications between countries, it is necessary to recognise that their educational policies, teaching approaches, history, culture, political context and economies may all be very different. However, NQFs ignore these differences since they are too difficult to deal with and design only the learning outcomes statements focusing on generic outcomes, which are easy to compare, but very difficult to capture and identify within the curriculum. Allais (2007) explains further that disciplinary knowledge is a significant attribute that

graduates must achieve, but also suggests that NQFs' learning outcomes statements do not clearly identify such knowledge. In addition, the NQFs require the translation of those learning outcomes statements into knowledge attributes that must be identified within the curriculum. The outcome of using the learning outcomes statements as a main key for identifying the qualifications of graduates in academic programmes is to emphasise the difficulty of applying learning outcomes statements within curriculum design because "learning goals are not easily definable and unproblematic and learning is not reducible to precise statements"(Knight, 2001, p.373).

Second, the approach necessary to achieve the learning outcomes statements is not identified clearly in the NQFs, resulting in some difficulty in designing pedagogies and assessment systems to ensure that graduates achieved the learning outcomes and that the programmes meet academic standard.

Third, stakeholders – in particular employers – do not get involved with the whole NQF process, resulting in an inability to establish graduate qualifications at a level that would meet labour market expectations. Allais (2011) notes that NQFs are introduced as a mechanism to improve the relationship between educational providers and the labour market, by including employers in the process of setting up a learning outcomes statement. However, in practice there is very little communication between educational providers and the labour market. Employers viewed the NQFs as "something coming from education institutions, and dominated by educational thinking, with which they are being asked to comply" (Allais, 2011, p. 240). In addition, other stakeholders, such as professional bodies, take a little part because "most NQFs have been driven by governments or central agencies more than by stakeholders, and employers or professional bodies tend to be closely involved only in specific sectors or niches" (Raffe, 2013, p.151).

Finally, many countries – in particular, developing states – appear to borrow the NQFs model from developed countries without realising the differences in their cultures, educational systems, learning and teaching approaches, government policies, and labour markets. Raffe (2013) has noted that borrowing a NQF model,

which is perceived as successful in a developed country, may not succeed in the context of societies, economies and cultures that are different.

Although Raffe (2013) has suggested developing countries that decide to implement NQFs tackle the above problems in order to implement NQFs successfully, the Thai government and OHEC have never followed his suggestions. First, he recommended that NQFs should be implemented on the basis of national needs rather than borrowing from other countries. Second, NQFs should be focused on three main issues including national context, learning outcomes, and the transparency of an individual qualification. Third, NQFs should include both the capacity to meet market needs and the knowledge required in each discipline. Finally, NQFs should be designed by stakeholders rather than solely by policy makers.

The TQF:HED implementation Handbook 2006, which was the main document setting out its operations, provided a basic understanding concerning why and how to implement the process within curriculum design and this highlights its ignorance.

First, TQF:HED is designed by using the Australian NQF as a guideline. This meant that the former might have been unduly influenced by the Australian educational system, yet it was clear that this might not meet the needs of the Thai educational system. Second, while TQF:HED was intended to meet the Thai national needs, in reality, the Thai context and how this affected the way in which TQF:HED was implemented in terms of curriculum design was poorly understood. Third, TQF:HED specified five domains for learning outcomes that should be implemented in all higher educational programmes in Thailand i.e:

- (1) Ethical and moral development;
- (2) Knowledge;
- (3) Cognitive skills;
- (4) Interpersonal skills and responsibility;
- (5) Numerical, analytical and communication skills.

However, it was unclear in TQF:HEd how these required outcomes were recognised or how they should be translated into curriculum design. Finally, TQF:HEd was designed to describe the qualifications of graduates at each level of study from advanced diploma to doctoral level. The qualifications were intended to comprise both the knowledge and skills compatible with world standards and the specific abilities that Thai society needed. However, there was no agreement about what constituted necessary knowledge and skills, who would identify these skills, and how they should be interpreted in terms of curriculum design.

Because TQF:HEd was implemented without consideration of these issues, it affects the ability of Thai universities to prepare graduates to meet national and labour market needs.

According to TQF:HEd, any programmes taught in Thai universities, including an archival postgraduate degree, have to take the following actions:

- (1) Prepare its programme to meet Thai government policy regarding Thai higher education, the mission of the given university, and labour market needs;
- (2) Specify learning outcomes of its programme to comply with the five domains of learning outcomes created either by the professional framework or TQF:HEd;
- (3) Improve knowledge and skills of students to meet both the international standards of a given profession and Thai national needs;
- (4) Prepare resources and facilities to comply with the Ministry of Education Decree on Standards for Higher Educational Curriculum 2005.

To satisfy the requirements of the regulatory environment, comprising the Decree on Standards and the TQF, academics developing the archival programme must be able to answer the following questions:

- (1) What is the Thai government policy on higher education, the mission of their university and the needs of Thai archival workplace?

- (2) How can the five domains of learning outcomes designated in TQF:HEd be interpreted to prepare graduates to work in the Thai archival workplace?
- (3) What knowledge and skills should students have to become a professional archivist working effectively in the Thai archival workplace?
- (4) How can the qualifications and number of archival lecturers to meet Decree on Standards requirements be achieved?

Chapter 5 analyses how the archival programme at Silpakorn University has been developed to meet the regulatory requirements.

## **2.6 Conclusion**

The literature review and the analysis of official documents identify at least three major factors which contribute to the effectiveness of a Thai archival postgraduate programme (and specifically that at Silpakorn University). The first factor is the national context of archives and archivists. This chapter has established that definitions of archives and archivists, the function of archives, and the role and responsibilities of archivists in Thailand may not be the same as in western (UK) concepts and practice. The second factor is the professional status of archivists and the way in which an archival programme contributes to that status. The literature review has illustrated that archivists in western countries (e.g. UK) can be considered professionals and that university-based archival education has been developed there to prepare graduates to work as professional archivists by including both archival knowledge and practical skills. The last factor is the Thai higher educational system and policy that shapes the nature of any postgraduate programme. The review of the literature and official regulations has demonstrated that the requirements to comply with national standards for higher educational programmes may affect the ability of the Silpakorn programme to prepare graduates to work as professionals in the Thai archival workplace.

The literature review has also shown that more data is required to analyse the effect of these three factors in order to answer the three research questions.

The next chapter discusses the methodology and methods required to collect sufficient data for this analysis.

## **Chapter 3: The methodology**

### **3.1 Introduction**

This chapter discusses the research methodology that is used in this thesis. It is divided into five parts. The first part explains the reasons why the interdisciplinary, meta-discipline, multiple methods approaches and triangular analysis are the main selective framework and methodology of the research. The second part describes the research design or methods and presents a clear picture of how to collect data to achieve the main aim and objectives of the research (as seen in Chapter 1). Because the research investigates the factors contributing to the effectiveness of an archival postgraduate education in Thailand to prepare graduates to work in the Thai archival workplace professionally, data collected from stakeholders is required. The interview preparation, consequently, has to be well established and is explained in more detail in the third part to ensure that data is accurate and sufficient for analysis. Next, in the fourth part, what happened during collecting data and the process of interpreting the data are discussed to confirm that latter is trustworthy. Finally, the methods to analyse data are explained in the fifth part.

In discussing this methodology and data analysis, it is critical to be aware that there is at present only one formal postgraduate educational programme in archives and records management in Thailand and this programme is taught at Silpakorn University.

### **3.2 Research framework and methodology**

The research framework and methodology are set up on the basis of finding the appropriate methods to collect accurate data that will assist in answering the research questions. The four main following elements have been selected.

#### **3.2.1 Rationale for interdisciplinary**

As discussed in Chapter 1, the aim and objectives of the research are to identify those factors contributing to the effectiveness of an archival postgraduate

education in Thailand to prepare graduates to work professionally in Thai archives. This will be achieved by exploring both the current context of archives and archivists in Thailand and the Thai higher educational system in terms of preparing graduates to work as professionals. In order to achieve these aim and objectives, the research framework and methodology must be set up appropriately to ensure that methods used facilitate the collection of accurate data to answer the research questions and finally meet the aim and objectives of the research. This research explores: (1) the definition and the function of archives; (2) the definition of archivists; (3) the status of archivists as a professional group; (4) the roles and responsibilities of archivists; (5) the sociological theory regarding the definition of a profession; (6) theory of professional learning proposed by Reid et al. (2011); and (7) the higher educational system for preparing professionals. Bearing all this in mind, the framework and methodology have to be a combination of two disciplines: archival science and higher educational research. Therefore, this thesis is an inherently interdisciplinary study.

### **3.2.2 The nature of meta-disciplines**

Gilliland and McKemmish (2004) explained that research in archival science normally focuses on three main issues, which are people, artefacts, and process. In addition, archival science requires “conducting research and developing theory around the documentary products of other disciplines and activities” (Bates, 1999, p. 1043). Similarly, educational research “is a field that cuts across, or is orthogonal to, the conventional academic discipline” (p. 1044). Therefore, both archival science and education are double hermeneutic or meta-disciplines.

Bates (1999) also identified that a meta-discipline always researches the subject of the conventional discipline by using its professional core to find a way to manipulate and transmit knowledge effectively. Bates (1999) also explained that, normally, a meta-discipline analyses the processes and domains involved with its respective professional activities. For example, archival science analyses how to appraise, acquire, authenticate, preserve, and access records, and its domain is records. Education analyses how to teach and learn and its domain is curricula.

However, both disciplines need to research how human beings interact with the process and domain to achieve the research's purpose; this purpose typically relates to an improved knowledge or practice of their professional activities.

The research questions involve three main strands: (1) meta disciplines and interdisciplinarity (archival science and education); (2) a specific phenomenon (the current context of archives and archivists in Thailand and educational regulations or acts that an archival postgraduate programme in Thailand must comply with); and (3) human interaction with that phenomenon (how to deal with that context to ensure that graduates are able to work professionally as archivists in Thai archives). Therefore, in order to answer the research questions, triangulation or multiple methods must be employed as these "can be used to investigate different aspects of the same phenomenon and thus tease out complexities and reduce bias in the research" (Gilliland and McKemmish, 2004, p. 172).

### **3.2.3 The multiple methods approach**

The multiple methods that are used in the research, however, are not the same as mixed methods. Venkatesh et al. (2013) explained the differences between mixed methods and multiple-methods. Mixed methods involve "multiple world views (i.e., combination of qualitative and quantitative methods)" (Venkatesh, et al., 2013, p. 23). Multiple methods, on the other hand, engage with "a single worldview (i.e., qualitative) but employ multiple methods of data collection and analysis" (p. 23). Therefore, the methods of collecting data to answer the research questions in this research are multiple-methods; these comprise: (1) a literature review; (2) the analysis of official documents; and (3) semi-structured interviews. These methods are chosen because a full literature review is needed not just to investigate the academic study of the topics, but in order to gather primary data regarding policy, regulations, and rules relevant to the higher educational policy and the context of archives and archivists in Thailand. This method assists in identifying the impact of these educational and archival policies and regulations in terms of preparing graduates to work in the Thai archival workplace professionally. The data collected from the literature review and the analysis of official documents are used

to answer the first research question: What are the significant factors contributing to the design of an archival postgraduate programme which both complies with TQF:HEd and Ministry of Education Decree on Standards for Higher Education Curriculum Postgraduate Level 2005 (the two main acts or regulations that the Thai government has implemented to control the standard and quality of all university programme taught in Thailand) and with the needs of Thai archives?

However, data exclusively derived from the official documents is not enough to answer the first question fully. It only partially answers the second research question: What are the current contexts of archive and archivists in Thailand and how do these contexts influence the effectiveness of using a western (UK) model to prepare graduates to work in the Thai archival workplace? The latter question requires in-depth data relating to the preparation of graduates to work in the Thai archival workplace, and the requirements of the Thai workplace in terms of both their academic degrees and other skills supporting their working competence. Flick (2002, p.80) has explained that semi-structured interviews are the appropriate method to collect data from an interviewee who “has a complex stock of knowledge” that can be “expressed spontaneously in answering an open question”. Therefore, the method of semi-structured interview was chosen to collect data from stakeholders involved in preparing graduates to work in the Thai archival workplace as they have knowledge and are able to provide their perceptions, opinions, ideas, and suggestions regarding both aspects of the topic: the preparation of graduates and the current context of archives and archivists in Thailand. This method helps to identify significant data relating to factors that contribute to the effectiveness of an archival postgraduate education in Thailand in preparing graduates to work professionally in the Thai archival workplace. Data from these stakeholders is also a main source to understand how graduates can be prepared to meet the needs of Thai archives.

#### **3.2.4 Triangulated analysis**

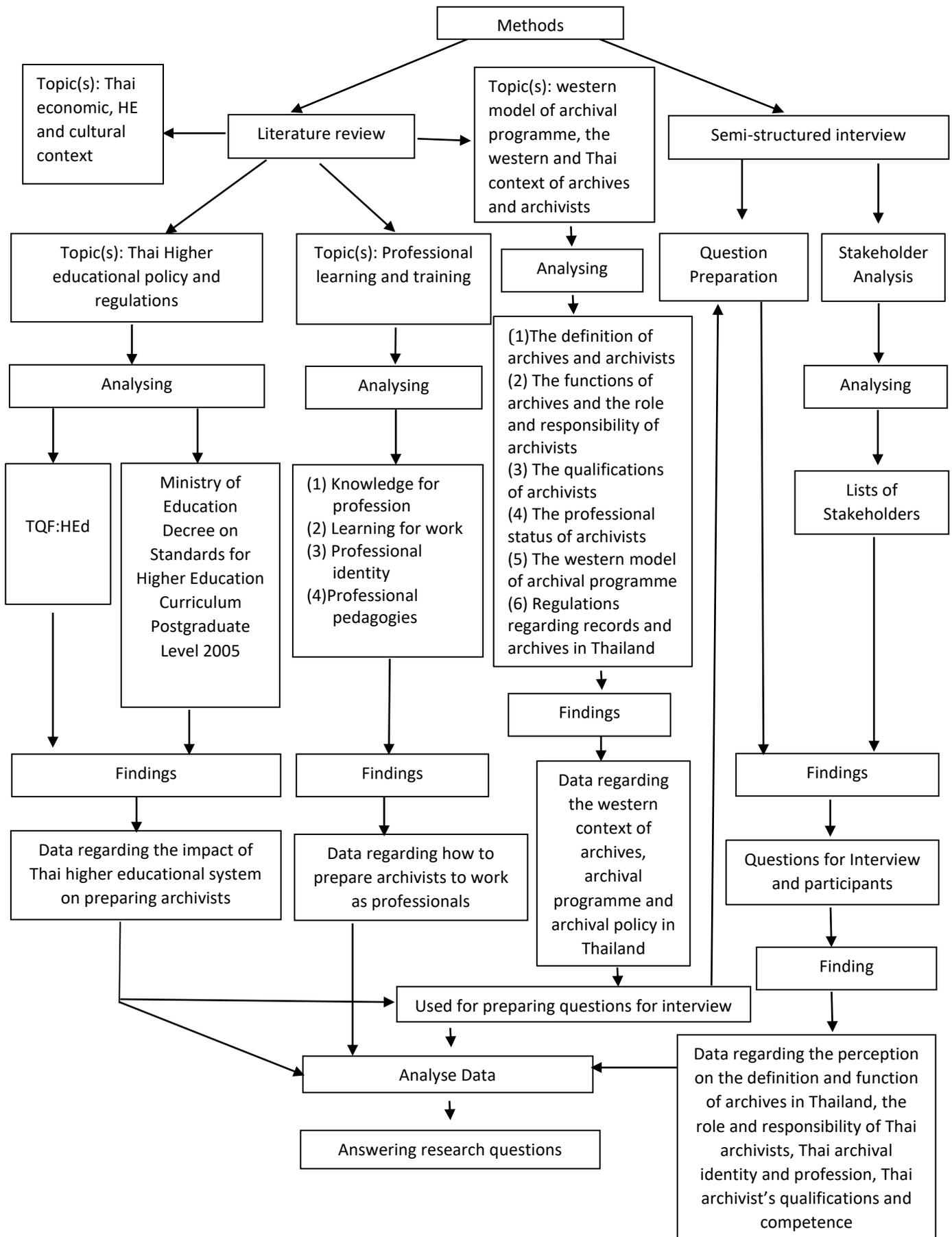
Since the data are collected from interviewing a small group of people, the validity of them is important. Venkatesh et al. (2013, p.34) explained that “validity,

in the context of a qualitative study, is defined as the extent to which data are plausible, credible, and trustworthy, and thus can be defended when challenged. Therefore, to ensure that the data collected from a semi-structured interview is valid, Maxwell (2005) has recommended conducting research to meet three validities, which are: (1) descriptive; (2) interpretive; and (3) theoretical validity respectively. The research must be well designed in order to obtain accurate data from interviewing. In the present case, this means that the interview data must be interpreted and analysed with due regard to existing theories associated with the Thai higher educational context, the four elements of learning for professionals (Reid et al., 2011), and the western model of preparing archivists. Finally, the findings can be considered acceptable if the data is analysed by using a triangulated approach, cross referencing between literatures, interview data, and the researcher's analysis.

### **3.3 Research design**

The following diagram illustrates the research design.

**Diagram 3.3: The research design**



The data collected from semi-structured interviews are analysed by comparing them with the data collected from literature and the primary data regarding Thai higher education policy and regulations (drawn mainly from official documents), and the context of archives and archivists both in western concepts and in Thailand. The triangulated analysis assists in identifying a valid answer on what factors contribute to the effectiveness of an archival postgraduate education in Thailand in preparing graduates to work professionally in the Thai archival workplace.

### **3.3.1 Research framework**

Data collecting from both relevant documents and participants are analysed by focusing on three main issues that provide a significant impact on preparing graduates to work in the Thai archival workplace.

The first issue is the impact of Thai higher educational policies and regulations on preparing graduates to work as professional archivists. Three main dynamics are considered. The first is how the five domains of learning outcomes required by the TQF rules affect the preparation of graduates and their competence to work as professional archivists. The second concerns how resources and facilities - in particular archival lecturers or scholars and the work placement programme that students must practice with professional archivists in archives for certain periods - are prepared to meet both the rules of Ministry of Education Decree on Standards for Higher Education Curriculum Postgraduate Level 2005 and the nature of preparing professionals. Third, and finally, there is the issue of how an archival postgraduate programme in Thailand manages to comply with its regulatory environment while meeting the needs of the Thai archival employment market. These findings contribute to answering the first research question regarding the significant factors contributing to the design of an archival postgraduate programme in Thailand, one that can meet both the needs of the Thai higher educational system and its regulation, and the requirements of Thai archives.

Secondly, the western context of archives and archivists and the western model of preparing archivists are studied and compared with those of Thailand in

four respects: (1) the definition of archives and archivists; (2) the function of archives; (3) the roles and responsibilities of archivists; and (4) archivists' qualifications. These comparisons enable the collection and analysis of data to answer the second research question, namely identification of the current contexts of archives and archivists in Thailand and how these influence the effectiveness of using a western model to prepare graduates to work in the Thai archival workplace.

Finally, the sociological definition of profession is studied and analysed to identify the status of archives management as a profession and how to develop the professional status of archivists. Then, the model designed for understanding professional learning proposed by Reid et al. (2011) is used to analyse whether or not the four elements supporting learning for professionals are being included in an archival postgraduate programme. First, the body of professional archival knowledge is discussed and analysed to identify how this knowledge is similar or different from the knowledge that Thai archivists must have. Second, the approach to improve the ability of students to understand their future work is discussed and analysed to identify which approach can develop the ability of archival students to understand the work of professional archivists and whether or not this approach is used in Thailand. Third, the approach to develop a professional identity is discussed and analysed to ascertain how the archival students develop their professional identity via archival identity formation and whether or not the status of Thai archivists can be enhanced through this formation. Finally, the pedagogies for preparing professionals are discussed and analysed to identify the archival pedagogies used in the western (UK) model for preparing professional archivists and how similar or dissimilar these are from the pedagogies used in the Thai university environment. These findings are able to answer the third research question that tries to identify those elements necessary to prepare graduates to work as professional archivists in Thailand and the position these elements take up in postgraduate archival programme in Thailand. Answering these three questions will demonstrate the impact of imposing a western (UK) model on the preparation of graduates to work in the Thai archival workplace.

### 3.3.2 Research methods

Diagram 3.3 shows two main tasks carried out to locate the data required to answer the research questions. The first task is the literature review. This involves: (1) a study of the academic literature relating to the research themes; and (2) a study of all policies and regulations concerning, first, the design and implementation of any higher educational programme and second, the management of records and archives in Thailand. The analysis of the relevant documents assists in answering the first research question.

The OHEC, the main organisation for accrediting and approving all higher educational programmes in Thailand, is the source of two significant regulatory documents for designing and implementing Thai higher educational programmes. These two documents (Ministry of Education Decree on Standards for Higher Education Curriculum Postgraduate Level 2005 and TQF:HEd) are studied and analysed to identify the significant requirements and criteria for implementing Thai archival postgraduate programmes.

There are two key official documents regarding the regulation of archives and records management in Thailand: the Office of Prime Minister's Order Regarding Administration work (1983) and a second amendment (2005) and the National Archives Act of Thailand 2013. These two documents are also discussed and analysed to identify the definition of records and archives and the function of NAT, and to judge how Thai public agencies keep their non-current records to comply with these two laws and the extent to which NAT is able to acquire those records. This data is then compared with the interview data. This comparison assists with the understanding of the current context of archives and archivists in Thailand.

The second task relates to the semi-structured interviews. This involved: (1) the stakeholder analysis; (2) the preparation of the interview questions; (3) a field trip to conduct interviews and (4) ethical approval. The perceptions, ideas, and views of stakeholders involved questions relating to: (1) the Thai higher educational policy; (2) professional learning; (3) the context of archives and archivists in Thailand; and (4) the archival postgraduate programme at Silpakorn University.

These questions have assisted with finding sufficient data to complete the first three research questions as well as demonstrating the impact of using a western (UK) model to prepare graduates to work as archivists in the Thai archival workplace. Consequently, the aim of this thesis encompasses those factors contributing to the effectiveness of an archival postgraduate education in Thailand, thereby meeting both the needs of Thai archives and archival graduate students.

### **3.4 Interview preparation**

A number of interrelated processes have to be done in order to prepare a semi-structured interview. The first process is stakeholder analysis. The second process is the setting up of interview questions. The third is planning the field trip to conduct interviews, and the final process is the ethical approval application.

#### **3.4.1 Stakeholder analysis**

According to the research aim and questions, people who either get involved with preparing graduates to work in archives in Thailand or who can provide valuable feedback or assessment of archivists' competence and qualifications can be viewed as stakeholders. For example, they may be policymakers who assisted the Thai government, Ministry of Education, or Silpakorn University to design the first formal archival postgraduate programme in Thailand. They may be Thai elites who convinced Silpakorn University to open this kind of programme, and they may also include the head of the National Archives or other archives in Thailand who hire graduates from this programme to work in their archives. Finally, stakeholders may be staff who are working in archives in Thailand and understand the competencies that archivists should have.

In practice, the decision to classify a particular group or individual as a stakeholder was taken if the group or individual fulfilled three main criteria. First, they are involved with one or more of the four main parts of implementing the archival postgraduate programme at Silpakorn University, which include: (1) programme designers; (2) programme management and teaching; (3) students; and (4) employers. Second, they are involved with the development of archival work

and archival professionals in Thailand. Finally, they agreed to be interviewed formally, thus ensuring that the data gathered from them is rigorous and usable.

The group of people associated with preparing archivists formally and whom it was also possible to interview include: (1) academics who design, manage, and teach in the archival postgraduate programme at Silpakorn University; (2) students who are studying or used to study on this archival postgraduate programme; (3) heads or executives of selected archives who will hire archival graduates; and (4) archivists who are working in these selected archives.

***(1) Academics who design, manage, and teach on the archival postgraduate programme at Silpakorn University***

According to the OHEC database on higher educational programmes taught in Thailand (OHEC, 2016), there is only one formal educational programme in archives and records management in Thailand. This programme, formerly known as MARM (Master of Arts programme in archives and records management), was redesigned in 2013 and now is called MAC (Master of Arts programme in archives and cultural heritage information management). Because this programme is managed by Silpakorn University, the first group of stakeholders is academics at Silpakorn University who were or are involved with either MARM or MAC. Information collected from Silpakorn University website and annual reports shows that nine academic staff are involved with either designing, managing, teaching or supervising on either MARM or MAC (Graduate School, 2009). These nine persons were contacted for interview because they had the potential to provide data relating to the current status of the archival programme at Silpakorn University, the pedagogies used, the problems in managing the archival programme; in addition they had ideas to improve the programme to meet TQF, university policy, and market needs. They might also be able to provide more data regarding the names of people involved with designing or managing this programme and who should be interviewed further.

## **(2) Students**

47 students have registered in MARM since the programme began in 2001 (Graduate School, 2009), but only 15 students completed the course (see Appendix 1). After MARM was changed to MAC in 2013 and opened in 2014, seven new students registered for this new programme (Graduate School, 2014, p. 76). Therefore, students who stopped studying MARM, completed MARM, and those who are studying on MAC could be interviewed to gather various perspectives on MARM and MAC, in particular the decision to study this programme, what they have learnt and practised, what they will do or are doing after completing the programme, and what they understand by archives and archivists. However, it is impossible to interview them all. So, in order to ensure that the data collected is rigorous, three students in each category were contacted for interview.

## **(3) The heads or executives of selected archives who hire archival graduates**

Information regarding the categorisation of archives in Thailand is limited. However, information gained from the official website of the National Archives of Thailand (NAT) and in discussion with lecturers who teach on MARM and MAC and archivists who work at NAT, shows that archives in Thailand are not categorised into national archives, public archives, community archives, and business archives as is typical elsewhere. Rather, archives in Thailand are divided into four main types of organisation: (1) government; (2) independent government agencies or self-funded public bodies; (3) non-profit private organisations; and (4) higher educational institutions and universities. Since these four types of organisation have their own very different management policy and methods that directly and indirectly affect their organisation's archives, selected archives from these four kinds of organisation were chosen as case studies and they include : (1) National Archives of Thailand (NAT); (2) Bank of Thailand Archives (BoT); (3) Buddhadasa Indapanno Archives (BIA); and (4) university archives. The head or executives of these four case studies were contacted because they would be able to provide their perceptions, ideas, and views on: (1) the function of their archives and the roles and responsibilities of their archivists or archival staff; (2) the qualifications and competence of the archivists or

archival staff needed for their organisation; (3) the policies required to develop the professional status of their archivists or archival staff and their archives; and (4) the current context of archives and archivists in Thailand. Because the internal structure of the organisations in each of the four case studies is different, the decision-making processes needed to select participants representative of the heads and executives of each case study differs. The reason for selecting these four case studies and participants are as follows:

### ***(3.1) National Archives of Thailand (NAT)***

Because NAT is the only formally-established state archive (NAT, 2016), it was selected as the first case study. There are four main sections in NAT and their duties and functions differ (NAT, 2016). Therefore, the heads of the four main sections were contacted because they are able to provide significant data on the competence and skills required of archivists who work in their section. As each section has its own unique function and duty, perceptions of the character and identity of archivists may vary depending on the nature of the section that archivists work with. Therefore, it is necessary to understand both the overall character of the archivists who work at NAT and their specific character in each section. Both the head of NAT and the head of each of the four sections were interviewed to provide the relevant data, a total of five participants.

### ***(3.2) Bank of Thailand Archive (BoT)***

Some government agencies such as Thai parliaments, Public Relation Technical Development Office, or the Ministry of Healthcare established their archives by merging with a museum. For example, Thai parliament archives are under The Museum and Archives Section, which itself is under the Department of Academic Affairs, in turn a department under the Secretariat of the House of Representatives. However, as their organisations are not independent from the Thai government, staff working in these archives are either civil servants or civil officers; they are not regarded as “archivists” (like those who work at NAT), as in the civil service system, the position of “archivist” is specified only for a civil servant who works at NAT (OCSC, 2012).

The BoT archive was established by the Bank of Thailand (BoT). BoT is a central bank or an independent organisation set up by the Thai government to control and sustain the national financial system and banking (BoT, 2011). Their staff are not civil servants but BoT officers. Since the concepts of accountability, reliability, and good-governance are the most important features of BoT, their records and archives are meant to evidence these three concepts, and the BoT archive is a highly prominent archive. It was, therefore, selected as the second of the four case studies. Due to its internal management structure, the BoT archive has only one head who takes responsibility for both managing archives and recruiting and developing BoT archival staff. This individual was contacted for interview (BoT, 2016).

### ***(3.3) Buddhadasa Indapanno Archives (BIA)***

Many private organisations in Thailand established their archives for promoting their archival holdings and collections. These private organisations are not commercial companies but rather are non-profit organisations set up to promote the reputations and the work of famous people in Thailand or to support religious work and philosophies. Most archives in this category are either religious archives (e.g. Historical Archives Archdiocese of Bangkok <http://www.catholichaab.com/main/>) or personal archives (e.g. Professor Rapee-Sakik Archives <http://www.jitarsabank.com/event/view/1192>). One prominent archive in this group is Buddhadasa Indapanno Archives (BIA) which was founded to promote Buddhism and the philosophy of Buddhadasa Indapanno, one of the famous monks in Thailand who died in 1993 and who left his ideas and philosophy behind in his book, memos, notebooks, and other kinds of material (BIA, 2016). BIA is selected as the third of these four case studies as it is a highly active archival institution in Thailand trying to improve Thai archival knowledge and practice by cooperating with other Thai archives to set up a project called “sharing knowledge for developing archival practices in Thailand” (BIA, 2016). This project involves regular meetings and seminars between its members in order to share knowledge regarding archives and records management. In addition, BIA is regarded as a model of religious archives in Thailand: many foundations dealing with Buddhism would

like to open their religious archives; and they contact BIA asking for advice and visit BIA to explore how the institute is managed. BIA has one manager who takes responsibility for both managing archives and recruiting and developing staff, and this individual was contacted for an interview (BIA, 2016).

### ***(3.4) University Archives***

Many universities in Thailand (e.g. the universities of Chulalongkorn, Thammasat, Mahidol, and Kasetsart respectively) established archives to maintain their records and to promote the long history of their particular university. A survey of the official website of 20 universities in Thailand shows that 15 of them have established their archives. A sample of six university archives was selected after consideration of their expertise and reputation. First, Payap university archive was selected since it is the first private university in Thailand to have initiated, set up, and developed its archive (Payap, 2013). Strongly supported by US missionaries and the Foundation of the Church of Christ in Thailand, Payap university archive holds many collections dealing with missionary activity in Thailand and is expert in the preservation and managing archives (Payap, 2013). Second, a further five universities - the universities of Chulalongkorn, Thammasat, Silpakorn, Mahidol, and Kasetsart- were selected as the top five universities each with a long history and good reputation in Thai society. In addition, they are the first group of public universities to have established archives and other universities that would like to set up equivalent archives always visit them to gather ideas about how to develop their own archives. Mahidol University refused to take part in this research: Srinakarinviroj University, the sixth-ranking university and with a similar reputation replaced it.

As seen in section 2.5.1 (1), these first six public universities are famous and have expertise in different fields of study. For example, Kasetsart University is famous for agriculture science. Its activities involve improving agricultural knowledge. Most of its archival collections are related to agriculture in Thailand. Thammasat University is famous for legal education and political sciences. Its activities involve improving the legal and political system. Most of its archival

collections are related to the laws and politics in Thailand. These different missions may provide a variety of data and perceptions regarding the function of archives and the ability of archivists to deal with their duty. Therefore, the heads of these five public university archives and Payap University archives were contacted in order to arrange interviews.

#### ***(4) Archivists working in these four case study institutions***

Data solely derived from the heads of archives in these four case studies is insufficient to analyse the necessary qualifications and work competences of archivists in Thailand and their professional status. It is necessary to delineate the perception of archivists or archival staff working in these four case studies in terms of their role and responsibilities, the skills and working competences and their status. Therefore, a number of archivists in each of the four case study organisations were selected for interview. The number of archivists and the reason for their selection are explained as follows:

##### ***(4.1) NAT's archivists***

As each section in NAT has its own function and character, archivists working in all four sections had to be interviewed. Four archivists were selected one from each section - records management, archives and services, preservation and conservation, contemporary historical records section - and contacted to arrange interviews.

##### ***(4.2) BoT's archival staff***

Discussions with the head of BoT archives shows that archival staff at BoT archives are separated into two main teams, the record management and archives management teams. One member of the record management team and one from the archives management team were selected and contacted for interview.

##### ***(4.3) BIA's archival staff***

Discussions with the BIA archives manager showed that there are six sections in BIA: archives; books and Dhamma media; activity; public relationship;

services; and management sections respectively. Only the archives section takes responsibility for archival work and processes. Therefore, one staff member working in the archives section was selected and contacted for interview.

#### ***(4.4) The university's archival staff***

Archivists working in the six selected university archives were contacted for interview. One archival staff member per university was provided for interview making a total of six.

#### ***(5) The type and number of stakeholder***

A total of 44 participants were identified to represent each type of stakeholder as follows:

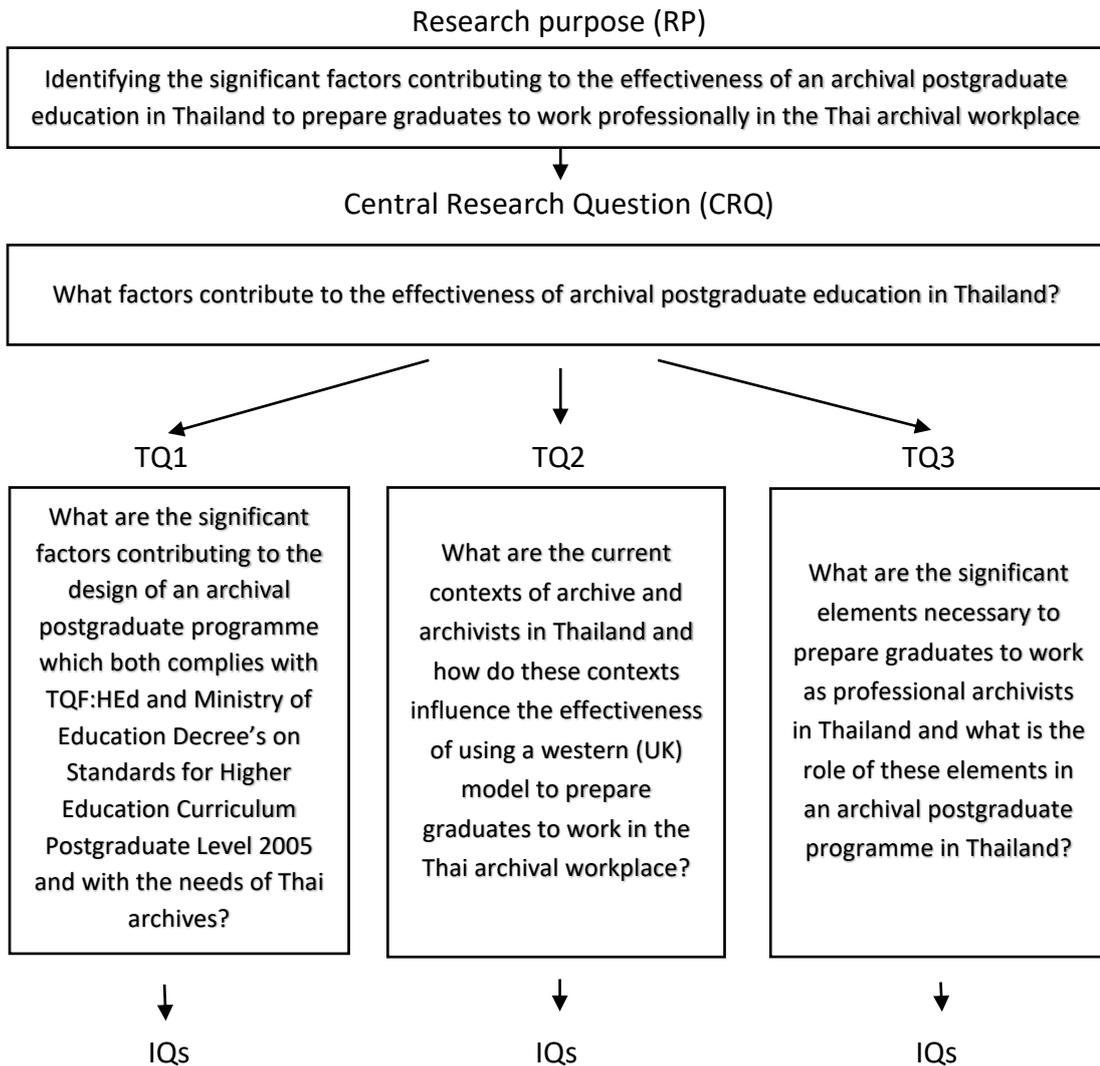
**Table 3.4.1: Types and a number of stakeholder**

Type of Stakeholder	Numbers
Academics	9
Students	9
NAT	9
BoT archive	3
BIA	2
University Archive	12
Total	44

#### **3.4.2 Setting up questions for interviews**

The second process involved drafting the interview questions. Wengraf (2001) suggests an approach to set interview questions by focusing on transferring research questions, which he has called “theory questions (TQs)” into interview questions, which he has termed “interview questions (IQs)”. He argues that IQs should be simple and easy to understand but they should still be able to reflect TQs (Wengraf, 2001). Wengraf’s approach was used to draft the IQs in this research as the model in Diagram 3.4.2 illustrates:

**Diagram 3.4.2: Setting up IQs**



All IQs must cover the significant issues and topics needed to answer TQ1, TQ2, and TQ3. Although each stakeholder group is involved with the archival programme at Silpakorn University and the preparation of graduates to work professionally in the archival workplace in Thailand, the questions asked of them differ depending on their role within the programme and in the preparation process.

Firstly, as persons who initiate, design, manage, and teach in MARM and MAC, the first group termed “educational providers”, were asked questions relating to the following issues:

1. Aims and objectives in setting up MARM and then developing into MAC;

2. Pedagogies, resources and facilities in running course, problems encountered, and limitations;
3. The current status of MAC and its sustainability;
4. Core elements needed to prepare graduates to work professionally in the archival workplace in Thailand and how these elements were applied in MARM or MAC;
5. The implication of TQF:HEd and other related regulations to the management of MARM or MAC;
6. The definition of archives and archivists in the Thai context and the professional status of Thai archivists;
7. The progress of archival principles, knowledge, and theory in Thailand.

Secondly, individuals who had formerly studied or completed MARM, or studied, MAC, were termed “students” and were asked questions related to the following issues:

1. Decisions to take MARM or MAC;
2. Expectations before and after taking MARM or MAC;
3. Pedagogies and learning approaches in MARM or MAC;
4. Approaches to apply knowledge from MARM or MAC to their work;
5. Status and perceptions of the archival profession.

Finally, the third group, as persons involved in either managing or working in these four case studies, the third group, designated “employers/ potential employers”, were asked questions related to the following issues:

1. Definitions of archives and archivists;
2. Functions of their archives and role and responsibilities of archivists in their organisations;
3. Knowledge, skills, and working competences needed to work as an archivist in their organisation;
4. Approach to developing working competencies, problems, and limitations

5. Opinions on the necessity of having archival degree to fulfill their required roles and develop their work competences;
6. Status of the archival profession in Thailand, and how to enhance its recognition.

These different sets of interview questions require flexible and in-depth discussion. The appropriate method to collect data in this case is a semi-structured interview as this method involves both “a certain degree of standardization of interview questions, and a certain degree of openness of responses by the interviewers” (Wengraf, 2001, p. 62). Semi-structured interviews also provide an opportunity to discuss not only the specified issues but also other relevant topics derived from the interview. As Sharan (2009, p. 90) has written, “this format allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic”. Therefore, the main questions are set up as a guide to the important issues that must be explored. Table 3.4.2 (a) shows the details of participants and main interview questions which were developed from the significant issues presented above.

**Table 3.4.2 (a) List of interview questions (IQs)**

Participants types	Role and number of participants of each type	Questions
1. Educational providers (9 participants)	1. Dean of the Faculty of Archaeology (as MARM was managed by the Faculty of Archaeology (1) 2. Dean of Graduates School (as MAC is managed by the Graduates School (1) 3. Academic staff who either design, manage, teach, or supervise either MARM or MAC (7)	1. What are the aims and objectives behind the design and opening of MARM course(s)? 2. How do you manage the MARM course to meet both academic standards and stay within the university budget? 3. According to the data from Graduate school, no students have registered for MARM course since 2008. What are the main reasons why the MARM course has not recruited more students and do you have any suggestions for increasing recruitment? 4. The MARM course was redesigned and a new programme opened in the first semester of 2014, what are the core elements in the new programme and why did those core elements have to be inserted into the new programme?

Participants types	Role and number of participants of each type	Questions
		5. In your opinion, what are the strong and weak points respectively of the new MARM programme in terms of training Thai archivists to work professionally? 6. As TQF is a compulsory regulation, what is your approach for developing MARM to meet TQF requirements? 7. Are there any problems and limitations in redesigning MARM to meet TQF's rules? 8. What do archives and archivists mean in Thailand and are archivists recognized as professionals in Thai society? 9. How can archival knowledge and practice be developed in Thailand?
2. Students (9 participants)	1. Students representative of MARM graduates (3) 2. Students representative of students deciding not to complete MARM(3) 3. Students representative of current MAC students (3)	10. Why did you decide to study on MARM/MAC? 11. What were your expectations before taking this MARM course and to what extent were your expectations met? 12. What are the main pedagogies and learning approach used in MARM/MAC? 13. Do you think what you have learnt from the MARM/MAC course is relevant and necessary for working in the archival field? Why or why not? 14. Do you think an archivist is a professional in the same way as a doctor, a lawyer, or an accountant? Why or why not? 15. What does 'professional' mean to you and what are the core elements of being professional? 16. Do you think archivists in Thailand are recognised as professionals? Why or why not? 17. How can the status of archivists in Thailand be improved?
3. Employers/potential employers/ Archivists (26 participants)	1. The head Of NAT (1) 2. The head of four departments at NAT(4) 3. The heads of six selected university archives (6) 4. The head of BoT archives (1) 5. The manager of BIA (1) 6. Archivists representative of the four departments at NAT (4) 7. Archival staff	18. What does "an archivist" mean to you and what is an archivist's role in your organisation? 19. What does "archive" mean and what is the main function of your archives? 20. What are the significant requirements and work competences an archivist in your organization should have? 21. Do you think knowledge and skills concerning electronic records and records keeping are important for your organisation? Why or why not? 22. How does your organization develop your archivists' work competences?

Participants types	Role and number of participants of each type	Questions
	representative of the six selected university archives (6) 8. Archival staff representative of the record management team, BoT archives (1) 9. Archival staff representative of the archives management team, BoT archives (1) 10. Archival staff representative of archivists working at BIA (1)	23. Do you think having master degree in archives and records management is necessary for working as an archivist in your organization? Why or why not? 24. Do you think an archivist is a professional in the same way as a doctor, a lawyer, or an accountant? Why or why not? 25. What does 'professional' mean to you and what are the core elements of being a professional? 26. Do you think archivists in Thailand are recognised as professionals? Why or why not? 27. How can the status of archivists in your organisation and in Thailand be improved?

Kvale (1996) has suggested how to formulate IQs and Wengraf (2001) has designed a table to check the compatibility between TQs and IQs. In order to ensure that all IQs respond to TQ1, TQ2, and TQ3 and are not too difficult to understand, I (the researcher) adopted these ideas and formulated easy- to- answer questions. All IQs in Table 3.4.2 (a) are, therefore, checked and formulated to ensure that all interview questions respond to TQ1, TQ2, and TQ3 as well as are easy to answer as shown in Table 3.4.2 (b).

**Table 3.4.2 (b): IQ Formulation**

IQ No.	TQ No.	IQ Formulation
1	1	Why did your university establish this course?
2	1	How do you manage this course with the budget you have to comply with university standards?
3	1	Why are there so few students study on this course?
4	3	What is the difference between MARM and MAC?
5	3	How does this course prepare graduate to be able to work in archives?
6	1	How have you prepared this course to meet TQF rules?
7	1	What problems were experienced during preparing this course to meet TQF rules?
8	2, 3	What are archives and archivists? Are archivists professionals in Thailand or not? Why?
9	2	How do you develop Thai archivists?
10	2	What is an archivists? What do archivists do in your archives?
11	2	What is an archive? What do your archives do?

IQ No.	TQ No.	IQ Formulation
12	2	What qualification and working skills should your archivists have?
13	2	Is it necessary that your archivists should know about electronic records and records management and why?
14	2	How do you improve your archivist's knowledge and skills?
15	3	Is it necessary that your archivist must have archival degree and why?
16	2	Are archival professionals like doctors, lawyer, or accountants and why?
17	2,3	What is a professional? And what professional qualifications should archivists have?
18	2	Are archivists in Thailand are professionals and why?
19	2	How can you develop archivists in Thailand to be professionals?
20	1	Why did you study this course?
21	1	What do you want from this course and what do you get from this course?
22	3	How does your teacher teach you and what do you do to pass your course?
23	2,3	What do you study in this course? What you get from this course and does it help you to be able to work in archives or not and why?
24	2	Are archivists professionals like doctors, lawyer or accountants, and why?
25	3	What is professional? And what professional qualification should archivists have?
26	2	Are archivists in Thailand professionals and why?
27	2	How can you develop archivists in Thailand to be professionals?

### 3.4.3 Planning for the field trip to conduct interviews

After potential participants were identified and interview questions were set up, the process of making appointments and planning the trip started. The Department of Archaeology, Silpakorn University, NAT, BoT, BIA, and six university archives were contacted and all agreed to participate in the research by providing a list of people who could be interviewed. After finishing informal contact via e-mail, a list of 44 potential participants consisting of their name and contact details was made. In line with ethical research requirements (see Section 3.4.4), all 44 potential participants were informed about the aims of the research, their role in the research in a participant information sheet, and were required to sign the consent form before starting the interview (see Appendix 2 and 3). After the potential participants read these two documents and agreed to take part in the research, formal appointments were made in August 2014. The interviews were planned to take place from November 2014 to January 2015 since all 44 appointments could be made in that period. This timeline meant that the ethical approval had to be obtained by October 2014.

#### **3.4.4 Ethical approval process**

The final phase of interview preparation is the ethical approval process. The University of Liverpool requires all research involving human participants, tissues or personal data, to be conducted in accordance with the generally accepted principles set out in the university's policy (University of Liverpool, 2016). Because this research involved collecting data via semi-structured interviews involving 44 interviewees, the research falls within the parameters of this policy. In addition, as the interviews were taking place outside the UK, the research must comply with University of Liverpool Policy on studies taking place at an overseas research site (University of Liverpool, 2016).

In order to ensure that the research complied with these two policies, the ethical approval from either the Committee on Research Ethics or its subcommittee had to be obtained before starting the interviews.

##### ***(1) Preparing the application***

The ethical approval process in force in 2014 required the preparation of a participant information sheet and a consent form to comply with the guidance notes (Liverpool, 2013). Data from guidance notes detailing completing an application for approval of a project involving human participants, human data or human material, shows that the research is able to ask for an expedited review, as it is an individual research project interviewing participants on a non-sensitive issue and not involving research required full ethical review (Liverpool, 2016, p.4). In accordance with the guidance notes, an application form, a participant information sheet, a consent form, interview schedule, a list of participants, and debriefing material were prepared and submitted in July 2014.

While preparing these documents, many aspects of conducting research to comply with fundamental ethical principles in relation to collecting data safely and participants' confidentiality and privacy were considered. In addition, a number of issues relating to research methods and methodology were considered to ensure that the data collected was both trustworthy and sufficient in terms of answering the research questions.

The first issue was the intensive interview schedule. The two-month period allocated to interview 44 people had the potential to result in some negative impacts on the data collection. First, it might not be possible to ask more questions relating to what participants said during a given interview because the interview time must cover all main research questions and participants may not be able to provide more time or they may be too exhausted to discuss for more than two hours. Secondly, interviewing two or three participants on one day may cause the researcher to be less active and lose concentration in terms of what participants said during the interview. Due to the nature of semi-structured interview, significant data may be collected from sub-questions raised during the interview. If the researcher is too tired to pay attention to what all participants said, some important data may be lost. Finally, a fixed schedule without sufficient spare time may cause problems if some participants ask for rescheduling. The field trip to conduct interviews should not be incomplete because of an inflexible schedule or inability to reschedule.

The second issue was the environment during interview. For participants' convenience, the interviewing locations were selected by participants not the researcher. Most of them selected their office; however, this type of location may have some negative impacts. These include, for example, disruption by participants' work colleagues during the interview. A non-private office may cause difficulty in relation to conducting a private interview. These kinds of disruption must be eliminated because any interview needs privacy and a quiet environment to ensure that participants are able to discuss freely all their ideas, perceptions and viewpoints. The accuracy and richness of data in this thesis depends on its approach to conducting interviews. If the interview is able to provide participants with freedom of expression and facilitates them expressing their ideas, the data will be rich and rigorous.

The third issue was how to ask questions. The main questions covering all significant issues relating to the research questions were made available to the interviewees before the interview. However, this alone cannot guarantee that the data collected will be sufficient to answer the research questions if the technique

and approach to asking questions is not also appropriate through practice and rehearsal before the interview.

The last issue was Thai tradition and its culture of expression. One problem with semi-structured interviews that may affect the trustworthiness of the data is a given participant's freedom to express their perceptions. Since all participants are Thai, their freedom of expression is shaped by Thai tradition and cultures, and in particular that younger people should respect older people by not arguing with what the latter say. In order to ensure that all participants are free from this cultural norm during interview, comparison or mentioning what other participants said did not occur. In addition, for participants who are older than me (the researcher), they might not pay attention to the different idea that I (the researcher) try to discuss with them during the interview because they may see me (the researcher) as younger than them and I should respect them by not arguing with their ideas. The possible approach to this potential problem is to modify the researcher's speech to be soft and gentle and try to change the argument into a question and to ask for their opinion on that issue. For participants who are younger than me (the researcher), they may decide not to express their perception or not to discuss that issue more extensively if they think their perspective is against me as the researcher because they want to respect me. The possible approach to prevent this problem from occurring is to inform them that they are free to express their perception and arguments during the interview and this is not regarded as disrespectful.

Due to the awareness of these four issues, taking a one-day training course - namely 'Research Approach and Methods' held by the Society for Research into Higher Education (SRHE) - provided significant techniques regarding how to conduct semi-structured interviews. In addition, I (the researcher) practised interviewing with two lecturers at the Centre of Lifelong Learning, University of Liverpool, which provided experiences in conducting semi-structured interviews before the field interviews themselves began. In addition, the interview period was extended by two weeks. Participants were also informed that the interview was confidential and they were free to express their ideas as they would not have any impact on their work and life.

### ***(2) Submitting the ethical approval application***

In response to the application and other related documents submitted in August 2014, three main issues were raised by the University of Liverpool's Ethics Committee. First was a potential difficulty in the process of translation and second was the tightness of the interview schedule. Finally, any reference to a participant's organisation must be carefully considered since inadvertent identification might contravene the provisions addressed in the consent form regarding anonymization.

In order to address these three issues, the following measures were established. First, after transcribing, I (the researcher) would check and proof all transcripts twice before they are quoted: data would be checked in terms of the accuracy of translation. Second, after finishing the preparation of the interviewing schedule, all participants would have their appointment date and time rechecked. Confirmation would also be made twice both one week and one day before the interview date. Rechecking and reconfirmation of the appointment would at least prevent mistakes and the interview schedule would not be confused or take place at a time when the participant was too busy. Finally, although the name of an organisation would appear in the thesis, the name of participants would not be mentioned. Instead, the coding system was used to refer to each interviewee (see Table 3.5.1 and Appendix 4). This approach complies with the conditions set out in the consent form, meaning that the principle of anonymization would not be contravened.

### ***(3) Accepting approval***

After these three main measures were reported, the research project was approved in October 2014. The interviews started on 20 November 2014 and finished on 26 January 2015 (see Appendix 4). During the two-month interview period, many problems were experienced and are seen as lessons regarding conducting semi-structured interviews. These issues are discussed in the following section (Section 3.5).

### 3.5 Data collection

The process of data collection using the semi-structured interview approach in this research project consists of two main procedures: (1) interviewing participants; and (2) transcribing and translating data.

#### 3.5.1 Interview scenario: problems and solution

The two-month period allocated to conduct semi-structured interviews in Thailand provided intensive data and research experience, in particular how to deal with unexpected problems that might affect the correctness and rigour of the data collected. The following incidents illustrate those problems and how they were addressed.

##### *(1) The higher number and the replacement of participants*

The interview preparation and the stakeholder analysis were undertaken between January 2014 and August 2014 but the interviews only started in November 2014. The length of time spent on preparation meant that some participants identified early on in the process were not available for interview in November 2014 for a variety of reasons, as follows:

First of all, three participants who were selected as representatives of current students had to be changed since these three selected participants graduated in October 2014. Fortunately, three new current students contacted in November 2014 agreed to participate in the research. Because a two-week excess period had been incorporated, this reappointment did not affect the interview schedule.

Second, two participants from Mahidol University Archives decided not to take part in the research in December 2014. Sinakarinviroj University was selected as a replacement because it is sixth in the top sixth Thai universities and it is located in Bangkok, making it a convenient location to conduct interviews. Sinakarinviroj University archives agreed to join the research and provided me (the researcher) with an opportunity to interview the head and three archival staff members. After

investigating making appointments, it was found that inclusion of the four interview participants from Sinakarinviroj University did not affect the interview schedule.

Finally, three participants who were contacted informally for interview in January 2014 could not act as representatives of current students for the research in November 2014 because they had already graduated in October 2014. However, since one of them was hired to work at NAT as an archivist at the Department of Contemporary Historical Records after graduation, this participant could act as a representative of NAT's archivists. The other two participants could also act as graduate representatives. Because the appointments with them were already set up, and interviewing them all did not affect the interview schedule, they were selected to be interviewed as extra participants. Unfortunately, one participant who graduated in October 2014 moved outside Bangkok, making him inconvenient to interview, he was taken off the list.

Due to the above three incidents taking place in the late 2014, the number of participants and case studies had to be changed to fit with the condition set out in the stakeholder analysis (see Section 3.4.1). The real number of participants and case studies are shown in Table 3.5.1.

**Table 3.5.1: Types and number of participants**

Potential participants	Participants	Expected Number	Real Number	Reference Number
Academic	Academics	9	9	EP 01-09
Students	Students			ST 39-48
- Currents	- Currents	3	3	
- Graduates	- Graduates	3	4	
- Not complete	- Not complete	3	3	
NAT	NAT			NAT 10-19
- Head of NAT	- Head of NAT	1	1	
- Head of Records Management	- Head of Records Management	1	1	
- Archivist in Records Management	- Archivist in Records Management	1	1	
- Head of Public services	- Head of Public services	1	1	
- Archivist in Public services	- Archivist in Public services	1	1	
- Head of	- Head of	1	1	

Potential participants	Participants	Expected Number	Real Number	Reference Number
preservation	preservation			
- Archivist in preservation	- Archivist in preservation	1	1	
- Head of contemporary historical records	- Head of contemporary historical records	1	1	
- Archivists in contemporary historical records	- Archivists in contemporary historical records	1	2	
BoT archives	BoT archives	3	3	PA 36-38
BIA	BIA	2	2	PA 34-35
University Archives Chulalongkorn	University Archives Chulalongkorn	2	2	UA 20-33
Thammasat	Thammasat	2	2	
Silpakorn	Silpakorn	2	2	
Mahidol	Sinakarinviroj	2	4	
Kasertsart	Kasertsart	2	2	
Payap	Payap	2	2	
Total		44	48	

The scenario described in this section illustrates that interview preparation needs to consider the replacement of participants and the changes in the number of participants. Ensuring that time is built into the interview schedule to deal with these two problems is necessary because it can facilitate the change of interview schedule during collecting data.

### ***(2) Longer interview sessions***

The expected interview duration was one hour per person, but the actual average length was two hours per person. The interview took more time than expected because most participants provided unexpected data and this took time for discussion. For example, NAT participants discussed the problem of not being able to specify an archival degree as a main qualification of NAT's archivists. Discussion of this problem had to be explained in relation to, for example, the Thai civil service system, NAT's structure, the authority of the Department of Fine Arts, and NAT archivists' career paths. All of these issues required at least 20 minutes to discuss. In addition, some participants discussed issues unrelated to what they were asked and it took time to return back to the main questions. For instance, one

participant working at NAT spent five minutes complaining about the bad service of one company who installed computer software at NAT. It was fortunate that this longer interview did not affect the interview schedule because the schedule was required to accommodate two participants per day, one in the morning and the other in the afternoon (See appendix 4).

The examples in this section show that interviewing skills and factoring in extra time are important because collecting rich and rigorous data needs sufficient time to discuss all aspects of the relevant issues; techniques are required which allow participants to express their ideas relating to the questions.

### ***(3) Exhaustion of the researcher***

Although the interviewing time was longer than expected, all 48 participants were interviewed within a two-month period. It could be claimed that this interview project succeeded because it could be finished by the end of January 2015. However, one unexpected issue arose. This was related to the physical well-being of the researcher (me) interviewing two participants for five hours a day. Since semi-structured interviews require a high degree of concentration on the part of the researcher in order to gather data effectively, the researcher must be active, mentally alert, and ready to interview. Interviewing one participant for more than two hours sometimes had a negative impact on the data collection. It was found that whenever the interview took more than two hours, exhaustion crept in over the course of the third hour and fewer follow-up questions were asked. Some data was not collected since participants were not asked to explain certain issues they raised. For example, one participant working at BoT archives explained the record management system used at BoT was changed to follow ISO: 15489 after feedback was received from Australian consultants. After transcribing this data, I (the researcher) realised that questions regarding why there was a need to change and to consult with Australian experts were not asked because I (the researcher) was too exhausted to be aware of these issues after the interview had taken three hours.

This problem identifies that the physical wellbeing of the researcher must be considered before setting up the interview schedule. In order to ensure that the researcher will not be too exhausted, the interview schedule and time must align with the ability of the researcher to handle the interview actively and effectively. Fortunately, in this interview trip, all participants were asked all main questions and on only five occasions did the interview take more than two hours.

#### ***(4) Loss of concentration and lack of continuity***

All interviews took place in a private room, but it did not mean that this prevented some disruptions. It was found that anytime the interview was disrupted either by telephone calls or human interruptions, participants lost their concentration and forgot what they had already said. After participants finished either their telephone calls or talking with other people, they were brought back to their discussion by reconfirming what they had already said and the question concerning forgotten issues was asked again. Although this took up more interview time, it did mean that significant data was not lost.

The identification of this problem suggests that collecting data from a semi-structured interview must always consider the possibility of some incidents affecting the given interview's continuity. Effective techniques to deal with disruptions such as telephone calls or human interruptions are essential to help solve the problem of losing data due to participants' loss of concentration.

These four scenarios provided significant lessons and experience in terms of conducting semi-structured interviews meaning that these four previously unexpected problems can be prevented in the next research project if skills relating to setting up schedules and interviews were improved.

### **3.5.2 The transcribing and translating process**

Since the interview was undertaken in Thai, the process used to extract the data consisted of two procedures; (1) transcribing and (2) translating.

### ***(1) Transcribing data***

According to Flick (2002), transcribing all audio recordings consumes too much time and energy and some passages may not be relevant to the research questions and are meaningless. Flick (2002, p. 171-172) recommended transcribing “only as much and only as exactly as is required by the research question”. In addition, he suggests spending more time on interpretation and any spare time on rechecking “the transcripts against the recording and the anonymization of data” (2002, p. 173).

Although only extracts of audio records of 48 participants that were relevant to the research questions were transcribed, transcribing finished in October 2015. It took nine months because transcribing one interview took at least eight hours: first two hours for first listening without transcribing, four hours for the second listening with transcribing, and two hours for the third listening to recheck the accuracy. Although a large amount of time was spent on transcribing, it was decided not to allocate this task to a third party. This was because the process of transcribing allowed a significant opportunity to memorise and analyse what participants said and assisted with identifying relevant data that answered the research questions.

### ***(2) Translating data***

After finishing transcribing, it was found that the extract of one participant alone was about 10 pages. It was impossible to translate all records into English and as the researcher I estimated that it might take a year to do, given that the research had to be completed by October 2016. Therefore, the decision was taken to translate only the sentences that were quoted in the thesis (See appendix 5). The validity of the translation was in addition checked by a Thai PhD student in archival studies at the University of Liverpool.

## **3.6 Data analysis**

Interview data was analysed by cross referencing it with the literatures (academic and official) to answer the research questions. In addition, to ensure that

data gathered from the interviews was valid and the analysis was appropriate, the following two aspects were considered.

### **3.6.1 Validity of interview data**

According to Leung (2015, p.325), “validity in qualitative research means “appropriateness” of the tools, process, and data”. Data is valid if it is collected using the appropriate methodology. In addition, Lincoln et al. (2011) point out that the rigour of the results depends on the data’s interpretation. This means that the data collected from the interview conducted with 48 participants can be trustworthy if the method used complies with the following conditions:

- (1) The number and types of participants are appropriate to constitute a sample;
- (2) The interview questions are appropriate in terms of the research questions;
- (3) The interview approach is appropriate in relation to the interview questions.

In addition, Flick (2002) has argued that the validity of interview data depends not only on the appropriate method used to collect the data but also on analysis of the interview situation in the following three aspects: first, whether the contents of what participants said is correct, appropriate and sincere; second, whether or not participants answer the questions without bias and are free to express their opinions; finally, whether participants are hiding the truth for their advantage or not. These three aspects must be taken into account during interpretation.

Since the interview questions in the research were about what, when, where, why and how, and were related to opinions, ideas and perceptions that are not categorisable into true or false statements, a possible way to interpret this data is comparing what participants said with other participants, the literatures and official documents. This method helps to eliminate the invalid interview data caused by the unreliable contents, participant bias and the deception of both interviewers

and interviewees. In addition, the triangulated analysis which uses multiple-methods to analyse data can help to solve the problem of biased interpretation and provide various perspectives that can help answer the research questions.

### **3.6.2 Triangulated analysis**

Many researchers such as Denzin (1970, 2001), Flick (2002, 2007), and Skott and Ward (2013) have defined triangulation as the use of different methods to investigate one phenomenon or “using more than one method to approach a research question” (Skott and Ward, 2013, p. 137). According to Denzin (1970, 1989) and Flick (2002, 2007), triangulation or the use of multiple methods consists of four main types; data, investigator, theory, and methodology. Since the research used two main methods to investigate one phenomenon, this research project can be seen to be based on a triangulated method combining semi-structured interviews with a literature research. However, triangulation in the research is not only the use of two methods for collecting data, but also the analysis of data from three different perspectives to ensure that results are rich and sophisticated.

The following diagram illustrates the triangulated analysis of the research.

**Diagram 3.6.2: Triangulated analysis of the research**

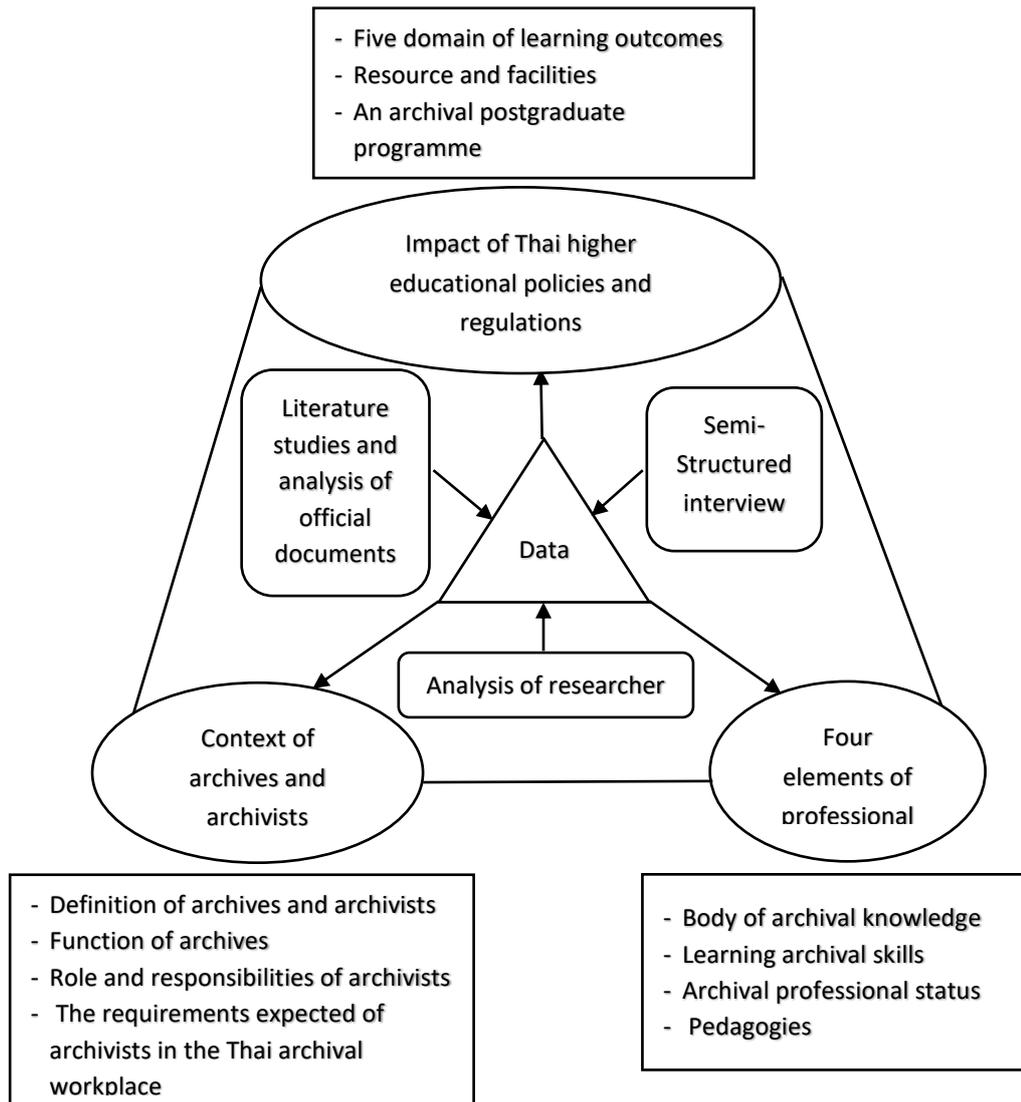


Diagram 3.6.2 shows how data collected from the semi-structured interviews is interpreted and compared with data collected from both the literature review and the analysis of related official documents to ensure that data is valid and rigorous. Then, data is analysed by focusing on three main aspects: the impact of Thai higher educational policies and regulations; the current context of archives and archivists; and the four elements of professional learning. In each aspect, data is analysed to answer the sub questions set up in that specific aspect. The answers of those sub questions generate data to answer the three main research questions. Finally, the impact of using a western model on preparing graduates to work in the Thai archival workplace is demonstrated and the factors contributing to the

effectiveness of an archival postgraduate education in Thailand to prepare graduates to work professionally in the Thai archival workplace become evident.

### **3.7 Conclusion-Summary of research methodology choices and implementation**

The choice of methodology used in this thesis focuses on finding the appropriate approach to collect valid and rigorous data to answer the research questions in an appropriate manner, thereby meeting the aim and objectives of the research. The research is an interdisciplinary project comprised of two meta-disciplines (archival science and higher educational research) and aims to study how humans interact with one specific phenomenon (preparing graduates to work professionally in the Thai archival workplace), while multiple methods (literature studies and semi-structured interviews) are used to collect data.

To ensure that the data collected is sufficient to answer the research questions, research is framed by focusing on three main issues affecting the phenomenon specified in the research (preparation of graduates to work professionally in the Thai archival workplace). Since the research is designed to study these three main issues including the impact of Thai higher educational policies and regulations, the current contexts of archives and archivists, and the four elements of professional learning relating to working professionally in the Thai archival workplace, interviewing the stakeholders in the Silpakorn master's programme was an absolute necessity. The interviews needed to be semi-structured because the data required of stakeholders concerned their perceptions, opinions, and suggestions.

The preparation of semi-structured interviews comprised stakeholder analysis, setting up interview questions, preparing interview trips, and ethical approval. The latter is a very significant process as it can help to prepare an appropriate framework for collecting data. However, interviewing 48 people is not an easy job. It needs both techniques and experience to deal with unexpected problems. The most significant concerns are time management and interviewing skills.

Data collected from both literatures and semi-structured interviews is analysed by using a triangulated method based on the interpretation and comparison of data from these two sources. Results from the triangulated analysis, finally, are used to answer the three research questions. The next chapter presents how data collected from participants was interpreted and the result of this interpretation is the current context of archives and archivists in Thailand, which provides an opportunity to discuss how to prepare graduates to work in the Thai archival workplace.

## **Chapter 4: Current understanding of archives and archivists in Thailand: findings**

### **4.1 Introduction**

This chapter presents the interview data collected from participants who are either former heads, current heads, former archivists or current archivists of four different types of archives in Thailand, thereby establishing the employers' perspective regarding the current context of archives and archivists in Thailand. This context has four constituent parts: (1) Thai society's understanding of archives and archivists as derived from definitions of archives and archivists in Thailand; (2) the function of archives and the role and responsibilities of archivists in Thailand; (3) the qualifications of archivists in Thailand; and (4) the status of Thai archivists as a professional group. Responses in each of these areas were explored and analysed to establish the significant elements influencing the current context of archives and archivists in Thailand.

Interviews were carried out in four different organisations or organisational contexts: (1) NAT; (2) Bank of Thailand (BoT) archives; (3) Personal private archives or Buddhadasa Indapanno Archives (BIA); and (4) University archives. The data is therefore presented and analysed in each setting, thus providing four case studies of the current archival context in Thailand.

### **4.2 The definition of archives and archivists in Thailand**

Interviewees were asked, first, about their own perception of what an archivist means and, second, how they think the general Thai public define archives.

#### **4.2.1 NAT**

Most NAT participants defined an archivist in a way similar to participant NA 12:

“An archivist is a person who takes responsibility for archival processing from acquisition, cataloguing, preparing finding aids to providing access to an archive. I forget one thing that is appraisal.” NA 12

While most participants mentioned archival processes as a main aspect of their definition, other elements were added. Thus, according to NA 13:

“Archivists are people who work in NAT and conduct their work based on acquiring, appraising, arranging, preserving, and providing access to archives, by using their academic knowledge and archival standards to ensure that all the processes of archival work can be achieved.” NA 13

While this response still defines an archivist as a person working in NAT and involved with archival processing, it also includes the use of their archival knowledge and standards.

A third participant added more detail in terms of what makes an archivist, explaining that:

“A civil servant who takes responsibility for the records centre is called an archivist because we do not have a records manager. We only have an archivist. In my view, archivists who work in NAT are people who have at least a bachelor’s degree and deal with archival processing. Their responsibility is not dealing with the whole process of archival processing but undertaking only one part of archival processing. For example, archivists who work in preservation section will take responsibility only for preserving. They will not deal with other processes such as cataloguing or providing access to archives.” NA 11

This respondent defined an archivist primarily as a civil servant who works either in the records centre or in the archival section in NAT, has at least a bachelor-level degree, and deals with at least one type of archival processing.

In addition, a specific characteristic associated with Thai traditions and culture was added to the definition of archivists. While NA 10 defined an archivist as a civil or king’s servant involved with archival processing, she also said:

“... archivists working in NAT have special characteristics. They need to have the ability to record events because since the Ayuthaya period [the fifteenth century], NAT has been assigned one specific responsibility. This is record what the Thai government, public agents, and royal families do. Royal

scribes who worked in the royal court a long time ago used to have this responsibility. Now ... this is our duty." NA 10

This definition emphasises the role of the archivist in recording significant events of the nation, a role which has existed in the royal court since the Fifteenth Century (Ayuthaya period).

Although most participants focused on archival processing, some defined archivists according to this role of preserving and recording history:

"For our section, the Section of Contemporary Historical Records, our archivists are people who work like royal scribes. We are people who record events that happen in Thailand, write daily news pieces, and chronicle. We are semi-historians. We write books or articles on specific topic concerning Thai history, specific national events and Thai tradition. In this section, we are recognised as semi-historians." NA 18

Likewise, another participant believed that:

"An archivist is a person who looks after the archives of nation because archival work is the collection and preservation of the significant records of every public body in Thailand. All working records reflect governmental administration. ... So, I think an archivist is a protector of the nation's archives." NA 17

These definitions derive from the fact that archivists at NAT are assigned two main responsibilities: (1) archival processes similar to those in national archives throughout the world; and (2) collecting, preserving and recording the history of the nation. In the NAT context, an archivist is a civil servant and may be seen as a quasi-historian who records and preserves the history of the nation if they work in the Section of Contemporary Historical Records.

As we have seen (Section 2.2.6), the definition of archivists is defined by an archivist's role in their organisation. Since those roles relate to managing records from creation to their permanent preservation in an archival repository, archivists are defined as people who manage both records and archives. The definitions

offered by NAT archivists are different: this is because archivists in NAT are defined with reference to their role in NAT.

Similarly, when NAT participants were asked about what archives mean in Thailand, significant key phrases used in definitions of archives (defined in Section 2.2.1) such as 'non-current records' or 'archival repository' were never mentioned. Most participants reported that:

"Thai people understand that archives involve recording or writing what happened in Thailand." NA 10

This view was common to most participants. Another participant explained that:

"In Thailand, most Thai people have never understood what archives mean. They only think that archives are the records of significant events ... public bodies, and government executives see archives as memoranda or recording events because they see us recording, writing, or taking photos." NA 13

Thus, archives are seen as recording events because this is the only activity that Thai government personnel can see NAT physically doing.

The definition of archives as 'recording events' is also reflected in the function of NAT. Participant NA 11 discussed:

"Our top management, in particular the head of the Department of Fine Art and the Permanent Secretary of the Ministry of Culture, understand that archives act as memorandums of national events or record what the Thai government does, while the main duty of NAT is to record these significant events. The Thai government and our top management always assign NAT to record new projects of both the Thai government and the Ministry of Culture. Our archivists who are working in the Section of Contemporary Historical Records must wear a formal civil service uniform to meet top managements to record and take photos of their projects. Records created by our archivists during the recording of those projects are kept and preserved properly in a temperature-controlled room at NAT's repository, although those records are not archives. Our

top management do not know what archives are. They know only that NAT must record what they do to promote their work. For example, when the new Thai constitution was discussed in the parliament, the Thai government assigned NAT's archivists to record what they were discussing." NA 11

It is this function of NAT that the Thai government understands and promotes: for the government, archives in general or NAT in particular is constituted solely of the Section of Contemporary Historical Records because that role supports the work of the government and politicians.

However, it is not just the visibility and utility of the recording function which leads many participants to explain why archives in general or NAT in particular are regarded as 'recording events'. One former NAT employee pointed out that:

"In the Thai language, 'archives' means recording or writing what happens. So, we are familiar with this meaning." EP 06

Another NAT employee described the relationship between the 'royal letter' and 'archives':

"The recording of the daily happenings in the royal court by royal scribes has been a Thai tradition since the fifteenth Century. Those records were called 'royal letters'. The term 'royal letter' was subsequently used to define 'archives' in the Thai language. The meaning of archives in Thailand was developed from the understanding that archives were letters recording events. Archives in Thailand were developed in this context. This was the nature of our country." NA 18

The former head of NAT expanded on this, providing more information about the historical context of NAT's development:

"The Section of Contemporary Historical Records was established as one of four main sections in NAT because archives were defined as the recording of events. The term 'archive' in Thailand developed from the Thai tradition of recording daily events in the royal court. ... I think the misunderstanding of what archives are still exist in Thailand. Archives are always defined as writing or

recording. Prince Damrong, the father of Thai history, also supported this misunderstanding. He recommended both the Thai government and the general public to maintain the memory of the nation by recording and keeping archives due to his misunderstanding that archives were letters recording what happened in Thailand. ... this duty [of recording] was transferred to NAT... Now, it is the main duty of NAT." EP 05

It is clear that this understanding of 'archives' meant that the government's objectives in establishing NAT in 1916 were very different from those of other national archives. As noted in Section 2.2.5, Yale (2015) has discussed the function of national archives in Europe in the nineteenth century in terms of preserving national history but the function of recording events or writing history has never been included in the core functions of archives. Because this recording was the main duty of NAT and NAT was seen as based on archives, the general public in Thailand considered - and continues to understand - archival activity as synonymous with recording.

As noted above (Section 2.2.2) the term 'archives' in the Thai language does not have the same meaning as it does in English: in Thai it denotes a memorandum of events which are recorded as evidence of what happening at a specific place and at a specific time. For example, NAT's archivists went to the Thai parliament to record the process of the new constitution's implementation in January 2015. What NAT's archivists recorded in relation to this event was regarded as 'archives' or primary evidence showing Thailand's implementation of its new constitution.

This meaning has been more recognised in Thailand since 1985 when the term was used in the title of a famous Thai TV programme, "Krungsri Archives". The brief one-minute historical documentary on Thai history, which has been on air during primetime on Channel 7 in Thailand for more than 24 years, has incidentally promoted the misconception of archives as historical events or their recording (see Section 2.2.2). The general Thai public sees 'archives' as a source of Thai history.

The data from the literature and NAT participants shows that the way in which 'archives' are defined in the Thai language, along with the fact that it is the

statutory duty of NAT to record significant events, have a huge impact on how both the Thai government (represented by the civil servants in NAT) and the general public perceive archives: in the NAT context, archives are seen as constituting a memorandum of significant events.

#### **4.2.2 The Bank of Thailand (BoT) archival context**

When participants from BoT were asked about archives and archivists, the answers were slightly different from those given at NAT. My analysis of the responses will attempt to demonstrate why there are substantial differences in perception and understanding.

According to one BoT archive employee:

“An archivist is a staff member or an officer in the Section of Archives who takes responsibility for appraising the value of records and deals with archival processing from arranging, cataloguing, repairing, preserving, scanning, to servicing.” PA 36

Another participant offered a similar explanation:

“I think the definition of an archivist depends on the content and the context of archivist’s task. In the situation that the section or the person is assigned to take responsibility for record keeping from current records to archives, their task may seem to be more than managing archives. However, in fact, we call them an archivist and their task is look after records from the latter’s creation to permanently preservation in archives. ... We have three teams in our archival section. Now, one team looks after records management and the other two teams look after archives. Archivists who work in records management team will do appraisal after the records have been created. Archivists who work in archives management team will look after non-current records that have been selected to keep permanently. This is the position of archivists in the BoT context.” PA 38

PA 38 introduced the idea that an archivist deals with both records management and archival processing because their duties cover the whole lifecycle from records creation to archives. However, another interviewee described an archivist by focusing on the historical and administrative value of archives:

“An archivist is a professional who looks after the significant information of the nation in terms of preserving the national cultural heritage and keeping national information. In fact, both private and public archives should call their staff archivists, but in Thailand archivists are only called as such in the public sector. Is that right? In my opinion, for BoT, our archives are national archives telling the history of BoT’s administration and working processes. We have to collect them all, keep and preserve them as long as possible to ensure that they are easily and quickly accessible.” PA 37

Therefore, there are three complementary views of the archivist’s role at the BoT archives: a BoT employee working in the archival section, dealing either with records management or archival processing, and preserving and providing access to BoT’s archives – which are also, as archives of the national bank, part of Thai national history.

These findings indicate that the term ‘archivists’ is defined by the role of archivists in a specific organisation. Since the role of archivists in the BoT is dealing with the whole process of archival processing (similar to what is discussed in Section 2.2.3), the definition encompasses people who deal with archival processing. (similar to what mentioned in Section 2.2.6).

At the same time, when asked what they thought archives meant in the Thai context more generally, their answers highlighted the differences between their definitions and the perceptions of Thai people more generally, for example:

“Before working at BoT, I saw archives as historical documents, as this is what I have learnt from the Thai context. However, when I start working at BoT, I came to see archives as valuable records created for administration or operational purposes within the organisation. Archives are important because they are evidence of administration,

operations, and decisions that are able to be reused as references. Archives are also the evidence to show the progress, decision taken, or the management of an organization.” EP 09

Though EP 09 previously shared the general public’s view of archives, her work had led her to develop a view more similar to the generally held international definition (e.g. ICA, 1984).

Another participant also explained how the BoT defines archives:

“The meaning of archives is defined according to organisational policy and regulations regarding the scope and definition of archives. ... For BoT, archives are records. We also define records as information that is written and recorded on media. We also define media as paper, all electronic media, pictures, photograph and all maps. This is records. So, archives are records that are appraised as valuable records of organisation. What is value of records? We define value as (1) for the history of administration; (2) for the history of nation; (3) for the related laws and regulations; and (4) for research. According to our regulations, we have to define the meaning of archives clearly to ensure that BoT staff can differentiate between general records and archives.” PA 36

Referring to a dictionary or glossary definition of the term ‘archives’ (as discussed in Section 2.2.1), it seems that archives are defined as non-current records that have been appraised as worth keeping permanently as they contain enduring value in terms of administration, history, laws and research. In Thailand, according to the National Archives Act of Thailand 2013, archives are defined as non-current records that have been appraised as worthwhile to keep permanently as they are regarded as national cultural heritage in terms of historical evidence (see Sections 2.2.2 and 2.2.8). The consistent understanding of archives as something related to history is dominant in Thailand. However, the definition of archives in the case of NAT and the BoT archives has shown that there is no one formal definition of archives in Thailand. Each organisation has its own definition. For example, the definitions of records, and of records values given by PA 36, are also those which appear in BoT material (Bank of Thailand, 2015).

One participant addressed the importance of keeping those archives which may not be important from the perception of executives and other staff working at BoT:

“I view archives as the history of the nation. I focus on content not context. I do not see archives as either paper or electronic. Archives are what Thailand does in terms of national administration. For the BoT, archives are economic administration, national financial and monetary policy. In each organisation, archives are the history of the working processes of that organisation. In my view, history can return. Consider the Economic crisis of 1997-1998, if Bank of Thailand does not study how this happened, a further crisis might happen. Historical information within archives can explain what happened in 1997-1998.” PA 37

PA 37 did not consider that the notion of archives as significant historical information was shared by many people in the BoT:

“To tell you the truth, which may be viewed as too negative, archives are seen as keeping rubbish. Executives always complain that we are keeping something that may not be necessary. They do not know what we are keeping. However, when those executives need those records, they will ask us. Even staff working in our section also complains in terms of why we have to keep those records. When they become allergic to dust during arranging and cataloguing, then those complaints are made.” PA 37

Most BoT staff, including executives, do not understand the value of archives as information sources, or as sources of organisational learning. Interviews with BoT staff show that the value of records has to be promoted widely in the BoT because records are the evidence of good governance, accountability, and transparency that all national banks require. However, when records are transferred to be kept as archives, they may be ignored since BoT executives and staff see archives as only historical documents (Section 2.2.2).

The third case considered, that of a private archive, will further demonstrate that definitions, and understanding, of archives and archivists vary according to context.

### 4.2.3 Personal Private archives: Buddhadasa Indapanno Archives (BIA)

When asked to define an archivist, and the archival role at BIA, PA 34, a participant working in BIA responded that it was first necessary to understand the context:

“Firstly, one has to ask the definition of BIA. As I told you before, BIA has three main working aims, which are: (1) housing the archives of Buddhadasa Indapanno; (2) keeping archives of other individuals with a relationship to Buddhadasa Indapanno; and (3) maintaining the archives of other Buddhist monks who are famous for their religious philosophy. I think the number of those kinds of monks may increase dramatically in Thailand in the future. Finally, we have musical archives that have records of many musical activities happening ... So, what our archivists do? They must be people who understand our work, know our wider function and roles and be able to use archives to fulfil the five objectives of our organisational master plan.”  
PA 34

Key here is the core role of the archivist as someone who focuses on keeping the archives to fulfil the organisational master plan. In this respect the carrying out of organisational activities can be said to mirror the role of the archivists at NAT and the BoT. However, because the archives are within a specific religious context, the role of archivists has additional or at least different aspects:

“We know that our archive is different from other archives in Thailand. A university archive or NAT are mainly places to house archives rather than to provide knowledge and use archives for other activities. Since we are a religious archive which focuses on specific knowledge, our archivists should know the archival techniques which are needed. However, it is more important to have a person who knows more about Buddhism and the philosophy of Buddhadasa Indapanno. It is what we are trying to do. We are finding a person who knows about our content and is interested in our work to be our archivists although they do not have archival knowledge.” PA 34

While BIA wants an archivist with archival knowledge and techniques, their more important criterion is for knowledge of Buddhism and interest in the

philosophy and work of Buddhadas Indapanno. BIA's role is to provide information about and increase the knowledge of Buddhism, and archives are used as a tool for creating attractive activities to further this aim.

Another participant explained that while archival processing was carried out, the main goal was to fulfil the organisational master plan:

“Archivists are people who take responsibility for archival processing. Managing records within an organisation needs to have specific knowledge and skills ... the main duties of archivists are taking care of records, acquiring significant records, and appraisal. ... However, in our archive, in our archival section, we work under our organisational master plan which consists of five objectives. These five objectives were integrated into our archival work.” PA 35

In practice, then, this means that archival processes are always undertaken working to meet the five objectives which are equivalent to five areas of archival activity:

“First is acquisition and collecting archives. Our archive collects records of Buddhadasa Indapanno. We also keep records of other important monks. ... We collect those records by buying or asking for donations. Second is preserving and conserving. The acquisition process in our archive is similar to what other archives do. We will collect records of Buddhadasa Indapanno from Surajthani province. When we get them, we do basic preservation such as cleaning. If we find bugs or mould, we will send them to be tested in the lab. After that, we will keep in a room with a suitable temperature. Third is setting up the database. This involves developing the database, writing description, and preparing finding aids for users. Fourth is promoting the use of these archives for research. We have a reading room for users to study our collection. We also have our online catalogue. Fifth is promotional activity. As you know, our archive focuses on activities that promote Buddhism and the philosophy of Buddhadasa Indapanno by using the records of Buddhadasa Indapanno as a tool. We have also used these records for publishing books. Our archivists have to achieve all these five activities but we may not do them all alone. Staff in other sections will help us to do our promotional activity. We also help other

sections to do their promotional activity, too. We may prepare data for other sections to use for their activity. However, we all should have basic knowledge and skills in these five areas of activity.” PA 35

The BIA interviews demonstrate again that the view of the archive’s role is conditioned by the context of the work and the specific characteristics of the archives. According to PA 34:

“Our archive and other private personal or religious archives were established because we see the value of the ideas and philosophy that famous monks in Thailand created to promote the core principal of Buddhism. This is a special characteristic of archives in Thailand. For example, Luang Ta Maha Bua is a famous Thai Buddhist monk of the late 20th and early 21st centuries. He has one pagoda that is famous among general Thai public. Many Thais want to visit this pagoda at least once a year. This pagoda is worth more than 100 million baht because it contains many valuable materials. However, no one knows how to deal with these materials. Luang Ta Maha Bua and his team of assistants used to visit us. We did tell them to view us as a role model. We can help him to establish his archives. It is not too difficult.” PA 34

Most private archives in Thailand are not business archives for keeping and managing the records of private organisations or business companies, but they are personal or religious archives set up to promote the value of famous individuals or religious philosophy and they manage the valuable material to these people or religions (see Section 3.4.1). For example, BIA was set up by a private foundation to promote the work and religious philosophy of Buddhaddasa Indapanno by using all relevant materials to support various activities including exhibitions, books, and a journal. Similarly, the Archives of the Archdiocese of Bangkok was founded by the Archdiocese of Bangkok to promote the philosophy and history of the Catholic religion in Thailand by maintaining and providing access to old records of the Catholic Church in Thailand (Archives of Archdiocese of Bangkok, 2016).

The BIA example clearly shows that archives in this context are not involved in recording events, or providing records of business transaction, evidence of

accountability, transparency or good governance, but are an information source or a tool for promoting history, ideas, philosophy and the works of a specific individual or religion. As noted in Section 2.2.5, the specific function of a personal and private archive is to use the materials of that person such as papers, manuscripts, and rare books that maybe difficult to define them as archives to promote the story of that person.

In the final type of archive investigated, university archives, questions about archives and archivists evoked yet more different answers.

#### **4.2.4 University archives**

For the case studies based on university archives in Thailand (Section 3.4.1 (3)), one manager and one archivist working in five public and one private university archives were selected to be interviewed.

##### ***(1) Public University archives***

The five public universities selected are leading Thai universities but differ in terms of their academic areas of expertise, their foundation, and their internal management (see Section 2.5.1 (1)). However, most interviewees in these five public university archives defined an archivist in similar ways:

“Archivists in our university are people who know and truly understand archival theory and are able to apply it to our university archival processing that may not be similar to the archival processing of other archives and not the same as the archival profession as discussed in archival theory. However, they must apply their knowledge and theory to deal with our university context that is not the same as the national archives or what is described in theory.” UA 22

As in other cases, the definition of an archivist is closely related to the organisational context:

“Archivists are people who take responsibility for collecting, preserving, keeping and cataloguing according to archival principle before providing access to archives. Archivists in my university ... have to do other jobs that university require them to undertake, such as preparing

exhibitions or presenting data to promote a positive image of the university.” UA 24

‘Other jobs’ may take precedence over archival tasks, as UA 25 explained:

“My responsibility relates to the policy of our executives. Sometime, I have to take responsibility for tasks that are not included in my job description [so that] I do not have time to do my archival tasks ... I have to prepare exhibition ... I feel that I am not an archivist but I am an exhibitor who displays the history of my university. I have to spend so much time searching and preparing historical data of my university that I do not have time for archival tasks such as cataloguing.” UA 25

According to the job description of staff working in these five public university archives, archivists are required to take responsibility for any tasks assigned specifically by their given university. Such tasks, however, are not delineated clearly.

Uncertainty about the types of tasks which archivists can be asked to take on may be increased by the fact that archivists working in these five public university archives have a number of different job titles: one university has an ‘archivist’ but another calls the staff member a ‘documentalist’, while the rest - the majority – characterise their archivists as librarians. As one participant explained:

“We cannot set up this position as an archivist because the administrative structure of universities has never prioritised the need to position archivists in the university structure. So, each university has to find a way to incorporate this position into their function. For us, we have a librarian position in our university structure. We used this position to hire an archivist by topping up the qualification by weaving in archival work into her job description.” UA 22

UA 22 went on to explain that it was not possible to add an archivist to the establishment because most of her university’s executives have never viewed an archivist as a necessary position within a university structure, or even understood what an archivist does.

Another participant discussed the relationship between her heavy workload and the misunderstanding of the role of her archives:

“I would like to complain that this is the problem of our structure. External people do not understand our work. They always see us as a museum, but it is not. It is preservation. It is work that is deeper than exhibition. ... It is very hard. Executives do not really understand us. They may think our work is not important. Although the University has been established for a long time, it is only me who does this job.” UA 23

In other words, the low number of archival staff affects their ability to deal with the workload.

The university interview data indicates that these archivists are defined by their respective roles and responsibilities. Because they are assigned to take more responsibility for exhibitions and the presentation of the history of university rather than archival processing, they are not seen as archivists as discussed in Section 2.2.3. Four of those five public universities do not call staff working in their archives ‘archivist’ but, rather, describe them as a librarian or a documentalist, someone who deals with data to promote the history of their university.

These perceptions not only affect the work and status of an archivist in the context of university archives, they also affect the role and function of university archives. When asking public university archive participants about what archives mean, their answers were different from the participants at NAT, or elsewhere. For example, one participant stated that:

“University archives are not a national archive like NAT ... we are not purely archives but we deal with records or historical evidence of the university.” UA 22

UA 22 also highlighted that the key concept in archives and archival work in her university context was that of the ‘hall of memory’:

“Archival or ‘hall of memory’ work is about collecting data relating to the history of university which consists of archives, records and artefacts presenting the history of the university.” UA 22

Another participant explained further the relationship between the perceptions of her university's management and the duty of her university archives:

"We look after all university records. We look after the hall of university history where all university artefacts are kept. We look like a museum but we keep everything including souvenirs ... received from visiting guests. We have to register, keep, and look after them. We have archivists who look after the hall of university history. University executive boards understand that the hall of university history is the place to exhibit university history. They always bring their guests to visit it. Archives are the place to keep material and books. Our top management told us we look like a library. They understand us in that context." UA 24

Another participant also explained the origin of her university archives and the relationship with library:

"Our archives are developed from the university's idea to set up archives but there was no one available to work in the archives. So, university librarians were required to work in archives when they had time. ... I, as one of librarians was allocated to work in archives although I was a librarian not an archivist." UA 30

Therefore, the perception of archives as a department of the library is hard to change:

"Although our library has tried to tell our university that archives should not be a section under the library's jurisdiction since 1997, our university have never changed this structure. Archives have been one section under the office of library and information centre since 2001."UA 30

Another participant explained the origin of her University archives and its relationship with the Centre of Art and Culture:

"The University would like to have archives because our university has been established for more than 50 years. Princess Sirindhorn, our alumni, has told the University Council that as the university has been established for a long time, it should have archives. Anyway, I do not know if this is the true reason, but I know from the University Council that Princess Sirindhorn has talked about this. Whatever the reason, a department dealing with preserving culture and arts was set up. After that, the

project to establish archives, a museum of education and a hall of fame, were created within this department. I have been appointed to take responsibility for this project since then.” UA 29

These archives appear to have been established as an information centre for the university’s history, art, and culture holdings rather than as a repository for its non-current records. This perception also appeared in UA 24’s university:

“The university’s president understands that the university’s hall of history is the place to keep souvenir. We are assigned to organise exhibit materials. Curating exhibitions turns out to be our duty. Our archives have become the place to keep concerning the university. ... Both university members and Thai society must have information about the university’s history. We operate as the source for publicising the history of the university.” UA 24

All the interview data clearly shows that archives in the context of these five public universities have much variety of functions. Depending on the perception of university managers they are either a ‘hall of memory’, a ‘university centre of historical information’ or ‘one section of library’. However, one of the five core functions of archives - designing and controlling records management system- (see Section 2.2.5) has never been mentioned in this context.

## ***(2) A private university archive (Payap University Archives, PUA)***

As noted above (Section 3.4.1(3)), PUA is the first private university archive in Thailand; the university was established and supported by the Foundation of the Church of Christ in Thailand. The archive holds not only university records but also records concerning the history of Protestants in Thailand, including personal records of missionaries who visited or worked in Thailand since 1828 (Payap University, 2013). This archive seems to be a combination of the university’s archives and religious, personal, and private archives.

Unlike the five public university archives, the definition of an archivist in the context of this private university archive is closely related to archival knowledge and understanding, rather than to archival tasks; so, for example:

“An archivist is a person who knows what archives are and understands how and why archives are important.” UA 20

and

“An archivist is a person who has both an archival degree and experience. Just having degree in archive studies is not enough, an archivist needs to have continuous working experience. A real archivist is a person who has archival knowledge and has been working in archives for many years.” UA 21

Since archival knowledge and experience are the main attributes of being an archivist, UA 21, who does not have an archival degree, does not consider herself an archivist:

“Although having 30 years working experience in archival work, I am not sure that I am an archivist. In theory, an archivist needs to have an archival degree.” UA 21

However, when UA 21 was asked what staff working in her archives undertake, her answer is similar to what archivists in other contexts do:

“Although we do not see ourselves as archivists, our duty is archival processing ranging from acquiring, appraisal, arranging, to providing access to archives. I think our staff should have the knowledge and understanding in terms of how to appraise, arrange and manage archives.” UA 21

Lack of a formal qualification does not mean that archives staff are unable to carry out archival tasks; UA 21, who holds a history degree, explains:

“When I started working in this archives, my supervisor was Reverent Robert Swanson who had been trained and passed archival training courses in the USA. He had more archival knowledge than Thai scholars. He did not care about my academic background. He taught me how to appraise and arrange records. ... I learnt from him and from what I have done. I think it is useless if you have archival degree without having real practice.” UA 21

In this context, of a private university archive, staff improve their archival skills through ‘on the job training’.

Whatever the actual functions of this private university archives are, its staff still have to contend with erroneous perceptions on the part of members of other universities who visited PUA:

“Some people might not understand what archives are. They could not answer me when I asked them what archives are and why they wanted to establish archives. I had to describe the difference between archives and libraries, but they still were not able to understand me. When I asked them what their objectives were in having archives, they told me that they wanted archives to be a place to keep all of the university’s artefacts and materials. I tried to tell them archives were not a museum or library or historical centre. Archives were a records keeping centre. ... Records [often] had to be stored for a certain period before becoming accessible, [whereas] library materials can be accessed as soon as they were accessioned. I tried to explain this to them. However, those people worked in the library. They might be familiar with library principles ... I have never worked in a library. I am a historian. I have known what archives are since I was a history student.” UA 21

PUA was established and developed during the 1970’s by the Reverent Robert Swanson who was a history lecturer and used to attend archival training courses in the USA. He was the first head of PUA. All archival staff under his management were trained to understand and handle archives under his instruction. In addition, most collections at that time were not university records but records of Christians and missionaries in Thailand. To best manage those records quickly, staff were needed who knew about the history of Christianity in the country. Because of this requirement, it was not surprising that staff were drawn from the university’s history graduates and trained in the management of specific archival fonds by the Reverend Swanson.

Because this archive was established as a repository for the Church of Christ of Thailand, it is perceived as a repository for archives relating to Christianity in Thailand rather than as a hall of fame for dealing with the history of a given university as is the case in the five public university archives. In this context,

archives are defined according to their function to serve the need of their given society (see Section 2.2.5).

#### **4.2.5 Summary**

The interviews from all four archival environments illustrate that how archives and archivists are defined depends on: (1) the perceptions of managers of archives and archivists; (2) the reasons why archives are established and their functions within the organisation; and (3) the position and duties of archivists in the organisation. As is the case in the western concepts (e.g. in UK model), archives and archivists are defined quite differently from that offered by participants working in the four Thai archive case studies. For example, in the western concepts (UK model) 'archives' are defined as non-current records appraised as necessary to be kept permanently because they are of enduring value in terms of administrative, informative, and historical evidence whereas 'archives' in Thailand - and in these four case studies - are interpreted as memoranda of events or historical documents of exclusively historical value, while imposing the western (UK) model on Thai practice may cause some problems. This is a significant concern in this thesis and is therefore discussed in much greater detail in the following chapter.

### **4.3 The function of archives and the role and responsibilities of archivists in Thailand**

Section 4.2 has shown that the meaning ascribed to archives in each setting is different and may affect the function of archives and the role and responsibilities of archivists. Section 4.3 studies the relationship between archives' meaning and functions, and the role and responsibilities of archivists in these four cases.

#### **4.3.1 NAT**

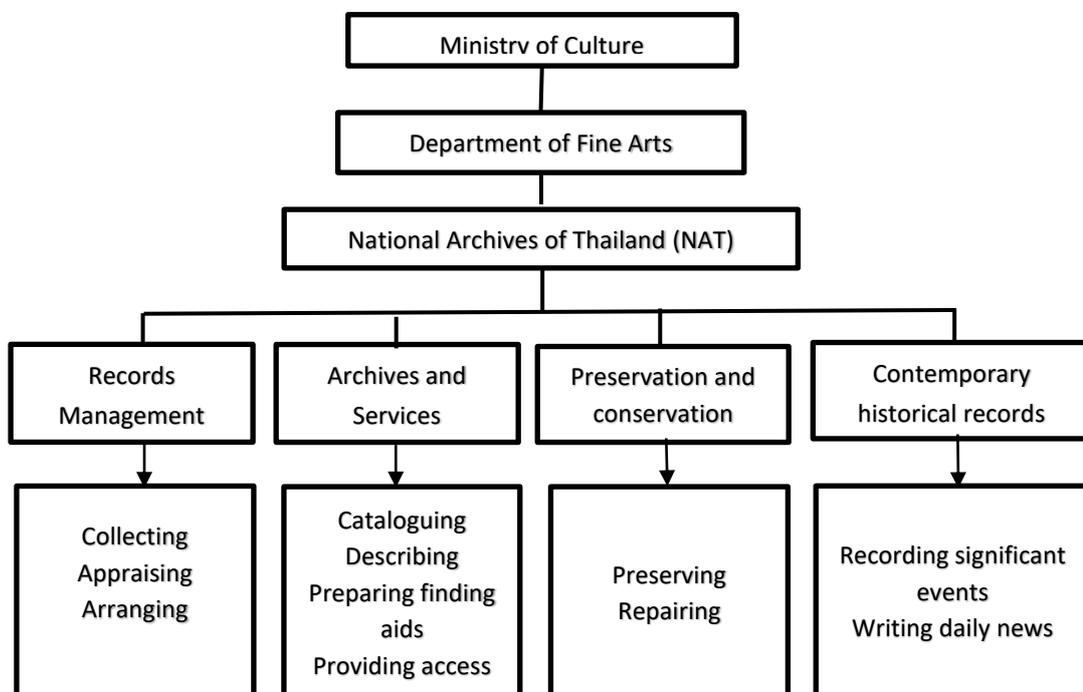
NAT was transferred to come under the jurisdiction of the Department of Fine Arts when Thailand became a democratic country in 1932. When the Thai government reorganised its structure and the Ministry of Culture was re-established in 2001, the Department of Fine Arts and NAT moved to the Ministry of Culture. In addition, most of the civil servants who have been promoted to be head of the

Department of Fine Arts will oversee the head of NAT. As seen in Section 2.5.1, Silpakorn University, which means ‘fine arts’ in English, was founded to prepare graduates to work in the Department of Fine Arts in 1943. Therefore, most of the civil servants who have been recruited to work in the Department of Fine Arts post-1943 are Silpakorn graduates. This underlines the close relationship between the Department of Fine Arts and Silpakorn University.

The archival programme was opened at Silpakorn University because the Department of Fine Arts supervises NAT and its main duty is to preserve Thai arts and culture and Silpakorn University is famous for this field. In addition, most of the civil servants who work in the Department of Fine Arts from the head to the general staff are Silpakorn graduates. This programme had to be created at Silpakorn University and not any other university.

Diagram 4.3.1 illustrates the current organisational structure of NAT, and the archival activities undertaken by each of NAT’s departments (NAT, 2016).

**Diagram 4.3.1: NAT’s Organisational structure and its departmental activities**



The definition of archives and archivists in the context of NAT discussed in Section 4.2.1 are reflected in this structure and the activities it details.

NA 11 explained the problem arising from higher management's lack of understanding of this structure, which are staffed by people:

"... who have never worked in archives, even the head of the Department of Fine Arts does not understand what archives are. Since the academic background of the people who have been appointed to be the head of the Department of Fine Arts is either archaeology, engineering, or architecture - not archives and records management - our executives have never understood our archival work. Whenever we invited the head of the Department of Fine Arts to open our meetings or seminars, he only read the script that we prepared for him. He only repeated what we wrote about the importance of archives and our work regarding collecting, preserving, keeping, and providing access to archives but he has never known what archives are and what our real problems are." NA 11

In addition, she described the result of coming under the Department of Fine Arts:

"...NAT should not under the Department of Fine Arts. It would be better to be directly under the Ministry of Culture because most national archives in other countries are under either the given Ministry of Culture or Ministry of Education ... We are one section under this department. We are not at the departmental level. Actually, we should be." NA 11

NA 11 is very aware of the comparative position of national archives and the benefits of these alternative structural models:

National archives in many countries are under the office of Prime Minister. This system provides them more power to implement laws and regulations regarding archives and records management." NA 11

In the current structure, for example, NAT cannot develop the collection of non-current records from public bodies, although this is a legal requirement as detailed in The Office of Prime Minister's Order regarding administration work 1983 and second amendment 2005 and the National Archives Act of Thailand 2013 (see Sections 2.2.7 and 2.2.8). At the same time, NAT's role is considered significant in other respects because the government:

“...allocates a huge amount of money directly to the Contemporary Historical Records Section to record special events and ceremony. The Contemporary Historical Records Section is better known [than the other sections]. Archives are seen as recording events or a small section within the Department of Fine Arts.” NA 13

From the point of view of the interviewees, NAT comes under the Department of Fine Arts because the Thai government and senior figures in the Ministry of Culture and the Department of Fine Arts are unaware of the real meaning of archives. Archives are viewed as merely recording events because this duty is well known; neither the Thai government nor then the Department of Fine Arts executives are aware what other sections in NAT do.

The NAT archivists, on the other hand, are clear about the dual role required by national archives:

“... we take responsibility for both dealing with archival processing and recording events. In the former case, the duties of archivists include collecting, appraising, arranging, cataloguing, describing, preserving, and repairing records. In another task, archivists must know how to record or collect events: this is called contemporary records or contemporary history.” NA 10

Following the functional separation of sections within the organisational structure (Diagram 4.3.1), each archivist does not deal with the full range of processes involved in archival work, but specialises in the work of the section to which they belong. There is no rotation of staff between sections. This leads to misunderstandings and problems:

“Due to the policy of not rotating duty, archivists know only their specific role. This is a problem in the archival work at NAT. No one has archival studies degree. They know only specific tasks. If we bring in archivists who work in preserving section to do access, we get problems because those archivists cannot provide access to archives because they do not know how to do it. Archivists who work in access cannot do preservation because they do not know how to do it either.” NA 11

The NAT model means that employees cannot deal with all the processes necessary for good archival management; they cannot generate an overview of the work, while sharing knowledge and experience does not appear to happen. Some NAT employees recognise that this is problematic:

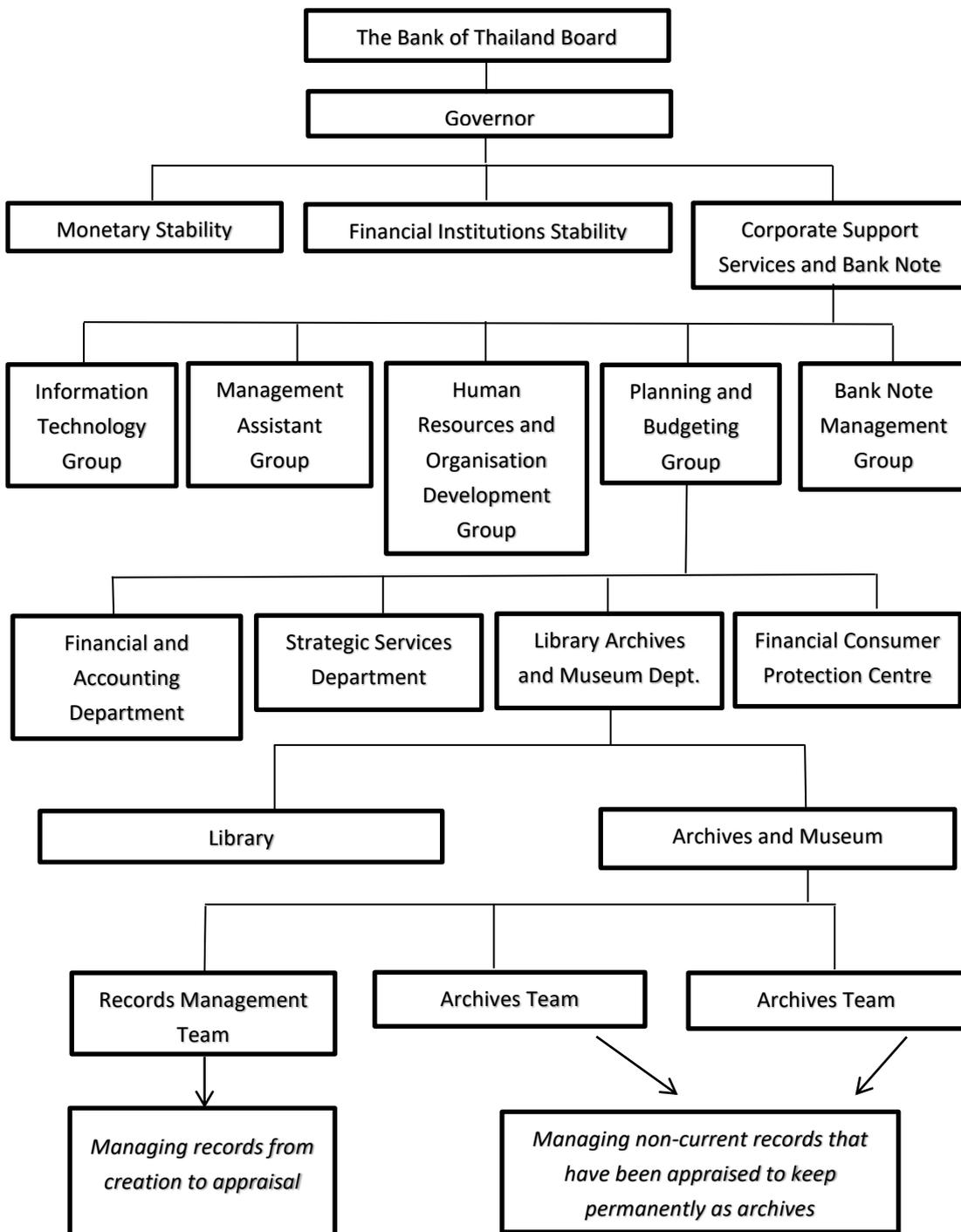
“... all archival working processes are related and cannot be separated. We ought to talk and share between sections about our planning, what we are doing and what will we do. However, now it seems that each department is doing its own job without seeing the relationship with [what other sections do].” NA 13

It is clear that, at NAT, archivists do not relate to the wider processes of archival work but concentrate on what they are assigned to do. This “silo mentality” is a significant concern in terms of how to run NAT when NAT’s archivists are unable to deal with all aspects of archival processing. This mind set has already caused at least one problem relating to the ability of NAT archivists to provide access to archives. Since all NAT archivists must be allocated to work on every Saturday in the reading room, they should have the knowledge and ability to deal with users in terms of either providing good services or useful information in relation to NAT’s collection, or making the right decision when providing access to restrictive archives. However, data from interviews indicates that some of NAT’s archivists cannot do this kind of job effectively because they have not been trained to understand NAT’s collection and they lack the knowledge regarding opened and closed records. These need considering whether or not NAT’s archivists need more archival processing training.

#### **4.3.2 Bank of Thailand (BoT) archives**

Diagram 4.3.2 illustrates the organisational structure of BoT, and the archival activities undertaken by each of BOT archives departments (BOT, 2016).

**Diagram 4.3.2: BoT archives' organisational structure and its departmental activities**



BoT archives are a subsection of the library archives and museum section. This section is under the planning and budgeting group and the department called 'Corporate Support Services and Bank Note Management'. The role of the archives and museum section is to manage records from creation to preservation

permanently in archives in line with their understanding of archives and archivists (see Section 4.2.2).

The organisational position of the archives seems to indicate that the executives of BoT understand the real meaning of archives and that these records are important for their organisation. One employee of BoT explained:

“The BoT records management system was established at the same time as our bank was established because our executives understood the importance of records management. At that period, such records keeping system was unknown in Thailand. We received assistance from the Rockefeller Foundation. Experts were sent to help us designing the structure of records keeping system and we used the system in use at the UN.” PA 36

Similarly, the other BoT employee stated:

“Our executive pays attention to records management because records are the evidence of our working processes. We are not able not to have. We are the central bank of Thailand. It is in our blood. It is in our main bloodstream.” PA 38

This first records-keeping system introduced based on the UN model was arranged on a functional basis and supported good record management by classifying records at the moment of their creation. Because it was supported by senior management, all departments in BoT classify their records and keep them properly using this system.

Records are seen as assets and as such must be controlled and managed properly. Because executives have viewed records as a valuable asset, they supported BoT archival staff in developing a new system which aimed to manage records more effectively. The Australian consultancy used to advice on the implementation shaped the way the new system was developed:

“Experts from Australia were hired in 2007. They advised us to follow ISO: 15489. They also told us to change our system to the business classification scheme. So, we decided to reclassify all our records. They also suggested us to have at least one records manager in each department to control this new system. ... However, the BoT decided to

have only one manager with a supporting team to control each records group and file plan. It has been agreed since then that this record manager will control all file plans, who can access and solve all problems regarding records.” PA 38

However, concern for records did not extend to support for archives:

“The departments who create records do not want to retain their records. Our executives do not want to expand the archival repository’s space. They always ask us, ‘Why not change to be paperless? Departments prefer to destroy their records after keeping them in the records centre for 10 years.” PA 37

So, while managers appreciate the importance of records, they do not also appreciate the significance of archives.

It seems to be that, at the BoT, records are important and are handled by the records management team. When records are appraised as necessary to keep as archives, they are managed by the archives team who views records differently.

As one archivist said:

“I have a different view from the records management team. I understand what records continuum is but the nature of our records and the collection that we have cannot be managed purely according to the principle of records continuum. We keep records that have been created from 1940 onwards. Now, we have at least one million documents or more than 10,000 files. I am not sure whether or not the records management system BoT uses today can manage these archives effectively.” PA 37

PA 37 also argued that:

“I am a traditional archivist like archivists in Europe. The management of operational records that BoT applies according to the records continuum theory cannot apply to managing archives that have been kept for a long time. The current BoT system that records will be appraised automatically since its creation without the involvement of any archivists from the archives management team, and this may cause the loss of valuable records. I think this system cannot apply for managing historical documents.” PA 37

Because of the input of the Australian experts, the BoT records management system has been influenced by a records continuum approach. However, it is not clear from the interview data that interviewees fully understood the nature of the continuum theory and how a records management system can be implemented in BoT archives. However, this is another example of inappropriate influence by western models.

When asked about staff roles and duties in the BoT archives, one interviewee answered by focusing on the job description:

“We are both archivist and records officer ... according to our job description, ... an archivist will collect records and conduct basic arrangement. Firstly, files will be scanned in terms of whether or not they are arranged according to their class and category and they are then registered in our database system. ... After that, records will be analysed, arranged and catalogued. Then, we will preserve, and provide access. We also support research. ... Appraisal was previously our responsibility, but we transferred it to the records management team. PA 38

The duties of BoT archival staff are divided between:

“...a records manager controls the file plan, undertakes records management training, controls current records, sets standards for keeping files and lays down file naming conventions. ... everything about current records and records before transferring to archives will be a responsibility of the records management team. The archives team manage non-current records that have been appraised for retention as archives.” PA 38

Just as problems arose at NAT due to the separation of duties, so this working model caused problems at BoT:

“Currently, the appraisal of BoT records is not our role but it is the responsibility of the records management team and the department where those records are created. The archives management team only took part in the preparation of the retention schedule. All departments use this retention schedule as a guideline for appraisal of their records since it was first established. I would like to argue that what happened when BoT created a new function after this schedule. A new department called the Financial

Consumer Protection Centre was established after the current retention schedule has been implemented. It was a new function of our bank. Due to our records management system, our archivists could not take part in the appraisal process. This department only asked us whether or not their records should be kept as archives or should be destroyed in 10 years' time. We did not have a chance to see their records because this is outside of our responsibility. I think we should have the chance to take part in the appraisal process. We should have more of a role than only preparing the retention schedule." PA 37

The link between archivists and records management team needs to be strengthened; according to PA 37:

"The division is a weak point of BoT. Most of our staff who works in records management team does not have archival knowledge. They do not even have a related background like librarianship. So, they cannot provide a good suggestion whether or not to keep or destroy these files."  
PA 37

The risk here is that BoT may lose some significant archives because appraisal is the responsibility of the records management team whose staff lacks archival knowledge.

While the records management system at BoT is based on many aspects of best practice, the bank's archivists have to manage records transferred for permanent preservation without having a direct role in the appraisal process. BoT's archivists do not have an appraisal role which is one of the main duties of an archivist (Section 2.2.6). This is another significant concern regarding how to ensure that BoT's significant records will not be lost due to the ineffective appraisal process.

Data from the BoT case confirms that records and archives in Thailand are separate and distinct and the importance of keeping records properly depends on the perception of executives in that organisation. However, after records are transferred to the archives, they are viewed only as historical documents which may or may not have any impact on the work of that organisation. This raises significant concerns regarding how to reshape the idea of records and archives in Thailand. If

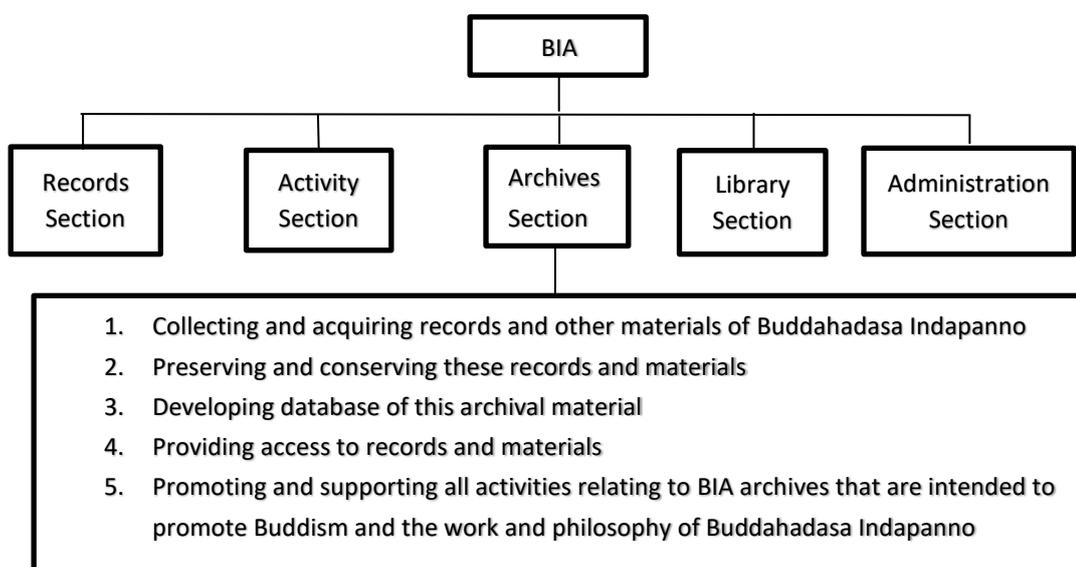
records and archives were distinct, it would be very difficult to develop the archival processing in Thailand to ensure that all valuable records will be permanently maintained as an organisation's information source in terms of administration, decision making, history, and research.

### 4.3.3 BIA: A Personal and Private Archive

The previous section shows NAT and BoT's organisational structures that reflect the functional separation of archives and the divided roles and responsibilities of archivists. On the other hand, the data from BIA reveals the non-separation duties of BIA's archival section while records and archives are fully separated.

Diagram 4.3.3 illustrates the organisational structure of BIA based on data gathered from interviews.

**Diagram 4.3.3: The organisational structure of BIA**



Activities promoting Buddhism and Buddhadassa Indapanno are the main job of BIA. Because the objectives of the archives section are derived from the organisational master plan, the main responsibility of the staff who work in the archives section is to fulfil that plan rather than dealing with archival processing. In the meantime, some activities carried out by the BIA archivist do not appear to relate to archival work:

“...those activities are useful in terms of promoting Buddhism. For example, when we initiated the activity called ‘music and dhamma’, we found that what Buddhadasa Indapanno said about the relationship between music and Buddhism has been an inspiration for some musicians to use music as a tool to develop human morality. This is religious archives. Therefore, we have to carry out and extend this work.” PA 34

In addition, BIA needs its staff to have a knowledge of and interest in Buddhism and Buddhadasa Indapanno rather than having expertise in archival work (see Section 4.2.3). This requirement leads to archivists’ perceptions such as those expressed by PA 35:

“I do not want to call myself an archivist because I am only an officer who works in the archive section and I have not studied about archives before.” PA 35

Therefore, at BIA activities concerning Buddhism and Buddhadasa Indapanno are the main priority rather than archival work per se. Because of this, it is not necessary for staff in the archives section to be archivists with related knowledge and experience. However, this is also problematic and raises significant concerns about how BIA can be improved without archivists to manage the collections based on professional standards. There is a clear picture. An effective way is required to improve the competence of BIA’s staff to have both archival expertise while at the same time fulfilling BIA’s masterplan.

#### **4.3.4 University archives**

##### ***(1) Public university archives***

As we established in Section 4.2.4, archives are seen as: (1) a hall of fame/memory/history; (2) a section or department under the office of library or centre of art and culture; and/or (3) the historical information centre of university. Although their organisational structures differ, the functions of their archives are quite similar.

Diagram 4.3.4(a) illustrates the archival activities undertaken by five public university archives (data drawn from Section 4.2.4).

**Diagram 4.3.4(a): Archival activities in five public universities' archives**

1. Collecting non-current records from any university department;
2. Keeping, preserving, cataloguing, and providing access to these records;
3. Managing hall of memory/hall of university history/university's museum;
4. Keeping and preserving all materials received from the university and university guests;
5. Exhibiting these records as well as material promoting the history and reputation of the university
6. Providing data on the history of the university to university staff and students
7. Publishing books and other forms of media to present the history and reputation of the university
8. Supporting any university activity relating to the institution's art, culture and history of university

The interview data confirms that the functions of these archives were devised on the basis of university managers' conceptions of archives and their functions.

University managers' perception of archives has also affected the role and duties of the archivists working there. For example, because his archives were seen as a historical information centre under the Department of Art and Culture, UA 26, as a university archives' manager described the role and duties of his archivists as:

"Archivists are people who have the role of collecting data. It is historical data. Since archives contain historical information, the role and duty of archivists includes collecting, cataloguing and setting up systems to keep that data. In addition, archivists need to know how to present historical data to the public, how to make archives easier to understand, and how to make both our university community and public appreciate our history." UA 26

UA 28 who currently works at UA 26's archives confirmed that presenting historical information was a principal duty:

"My main responsibility as a documentalist working in this archives is to promote our archives by publicising an archival booklet every three months. This booklet provides information about the history of our university and other historical topics related to our collections." UA 28

Likewise, in another public university archives where the archives are viewed as a 'hall of memory' rather than focussed on archival processing, the role and duty of archivists were described as follows:

"We do not only deal with archival work and wait for users to access the archives. We do not want our archivists to know archival theory and principles deeply but we want our archivists to know these in a broad sense and to be able to apply these to fulfil their work." UA 22

UA 22 went on describe the scope of her responsibilities which was a mixture of archival tasks and other jobs:

"Our university set up this position in a flexible way. ... our archivists have to spend 50% of their working time dealing with archival work and 50% of their working time working with other tasks assigned by our manager to fulfil our hall of memory function. We write the job description of our staff based on this approach." UA 22

An archivist working in the same institution described the archival processing component of the position:

"The role and duty of archivists, in my view, includes dealing with all archival working processes from finding non-current records, collecting, cataloguing, and preparing finding aids e.g. abstracts, description, providing indexes, or filing and repairing and then keeping and providing access. ... Our duty is to look after and manage all archival processes." UA 23

Similar archival and 'hall of history' responsibilities fall within the purview of UA 25 (who is working in UA 24's archives):

"My role and duty as an archivist in my university is taking responsibility for visual archives which mostly are photograph and slides and providing access to those archives. I also prepare exhibition for significant university events and do other special jobs required by university" UA 25

The interview data shows that the role and duties of archivists in the five public university archives are derived from their managers' understanding of the

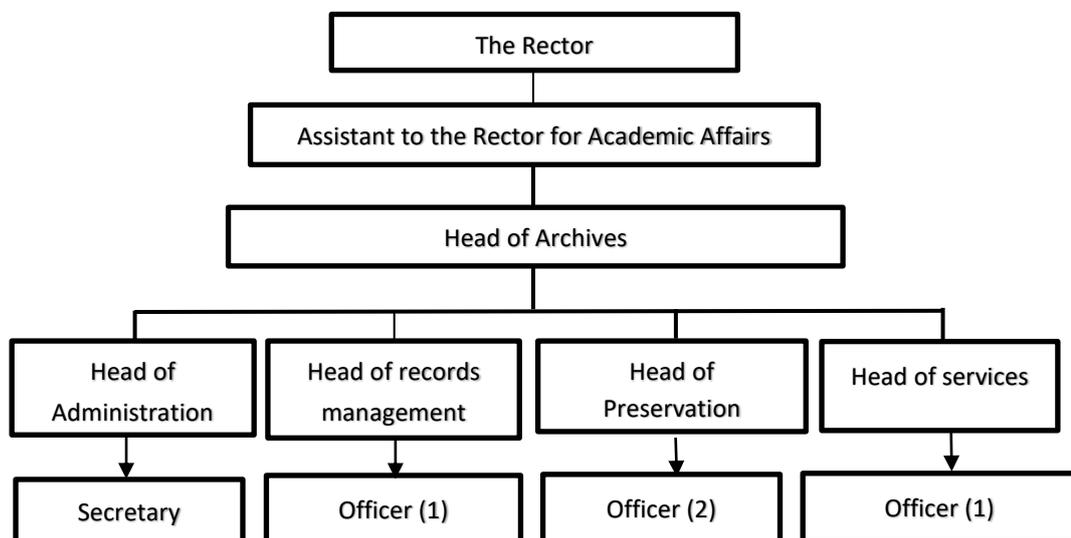
function of archives. Their role and duties varied from: (1) archival working processes; (2) presenting archives as historical data by preparing exhibitions and booklets; and (3) providing information regarding the history of the university as required by their university managers.

The variety of roles of the staff working in those university archives is a significant concern since it may lead to difficulties in terms of improving their ability, skills, and competencies in relation to dealing with many unexpected jobs that are not relevant to archival processing.

**(2) A private university archives**

Unlike the five public university archives, the organisational structure of the private university archives reflects the function of archives and the divided role and duty of archivists as in the case of NAT and BoT. Diagram 4.3.4(b) illustrates the organisational structure of PUA.

**Diagram 4.3.4(b): Organisational structure of Payap University Archives (PUA) (Payap University, 2016)**



PUA is one section out of six that report to the Assistant to the Rector of Academic Affairs (Payap University, 2016). It consists of four sections responsible for archival processing, from acquiring non-current records to providing access to archives. Although the second section is called the records management section, its

responsibility is not managing current records but dealing with non-current records transferred from any university department and the Church of Christ of Thailand (Payap University, 2016).

Unlike the five public university archives that were founded to promote the history of their university, PUA was set up specifically to manage the records collecting by the Church of Christ of Thailand and Payap University (Payap University, 2013) and the formal organisational structure reflects this function. Because archives are seen as old records, the functions of the archival repository explicitly include the keeping, managing and provision of access to these archives.

In addition, unlike the five public university archives (but like NAT), each individual staff member takes responsibility for one stage of the archival management only; so, for example, UA 21 explained that:

“As I work in the records management section, my duty is managing non-current records from appraising, registering, arranging, and preparing finding aids to ensure that our collections are ready for access.” UA 21

This data shows that PUA misunderstand the difference between managing records and archives. Records, in the perception of PUA, are non-current records that have been received, not current records used in University. PUA does not take any responsibility for managing current records but only for dealing with non-current records that their hold.

The separation of duties among staff could potentially affect the management of archives overall. However, UA 21 did not see this as a problem:

“It is not necessary to know the whole process of archival work because when staff member start working, they will be trained to work in their section.” UA 21

She continued:

“All current staff members have worked here for more than 15 years. They know their role and duty very well. PUA has only recruited staffs via internal recruitment. Most of our staff members are alumni”. UA 20

Through this recruiting process, UA 21 and ST 39 were selected as staff members after they graduated with history degrees from Payap University. Since all PUA staff have worked at PUA for 15 years, they are expert in terms of their responsibility, which does not include the whole process of archival management. In addition, most of them were first trained in archival theory, principle, and practices during the 1970's and have developed their work since then via "on the job training" rather than studying archival theory and conducting research to improve their understanding of archival principle. UA 20 discussed the weak point of this situation:

"There is a gap in terms of developing our staff's competence. They have never studied any new trend relating to managing archives. Now, archives are not only paper-based but also digital. They are always proud of their work in arranging and cataloguing their paper archives. Whenever I started to talk about digitise these paper archives, they will raise an argument. It is not a question of lacking skill, but of the difficulty of changing their attitudes because they were not born in the digital age." UA 20

It is clear that PUA archivists are experienced staff who clearly know and understand certain archival management processes in their responsibility though they may not be able to deal with the whole process. The challenge for PUA managers is how to improve the attitude of staff who are familiar with their system for a decade. This is another problem to be considered regarding how to train experienced archivists to accept unfamiliar new archival approaches.

#### **4.3.5 Summary**

The different archival functions and variety of archivists' role and duties in these four cases studies raises different problems or highlights different gaps. In addition, it affects the qualifications required of archivists. Qualifications are, in the western model, in particular the UK model, often provided through accredited university programmes. This is a topic which is of central importance to this thesis, and is therefore discussed in much greater detail in the next section.

#### 4.4 The qualification of archivists in Thailand

Sections 4.2 and 4.3 have demonstrated the relationship between: (1) the definition of archives and archivist; (2) the function of archives; and (3) the roles and duties of archivists. This section demonstrates how the three factors taken together affect the qualification requirements of each organisation and is based on the interview data collected in response to questions about the qualifications of archivists based in each institution. These include qualifications in the sense both of accredited education credentials and more informal qualifications.

##### 4.4.1 NAT

The first area of qualification that most NAT participants focused on was their academic background. Their responses were similar, for example:

“The qualifications of archivists in NAT have been specified very broadly depending on the decision of our executives. NAT’s archivists were required to have a bachelor’s degree without specifying a given field of study. So, we have archivists who have a degree in librarianship, history, the Thai language and English. However, when those archivists started working, they needed time to learn and practice their job. Since they had no archival knowledge beforehand, they had to start learning it here. It was like ‘learning by doing’. It took time to train them to work effectively. To become an experienced archivist requires time.” NA 11

However, this situation was inevitable because, as NA 10 explained:

“The requirement to be an archivist in NAT does not specify an archival degree because there is no bachelor degree in archives studies in Thailand.” NA 10

There is also a negative aspect to the lack of an undergraduate archival programme in Thailand in terms of the status of NAT’s archivists as civil servants compared with librarians at the National Library:

“OCSC [Office of the Civil Service Commission responsible for the Thai government human resources system and for recruiting civil servants] categorises NAT’s archivists as non-professional civil servants because they are not required to have a specific professional degree. ... librarians working in the National Library are specified as professional

civil servants because they must have a degree in librarianship. OCSC knows what librarians do in the library and understands that their works is specialised.” NA 10

However, as NA 10, continued:

“There is no similar arrangement for archivists because OCSC does not know what NAT’s archivists do and does not understand the specialist nature of archival work. In addition, since there is no bachelor archival degree programme in Thailand, OCSC cannot award requalification.” NA 10

Although NAT’s archivists were seen as non-professional civil servants because of the lack of an archival degree, it does not mean that they are unable to do the job. NA 16 argued that:

“NAT’s archivists are not like national librarians who need to have a degree in library science. Though they do not have an archival degree, they have been trained by their supervisor. Whatever degree they have, they can improve their work through ‘on the job training’.” NA 16

Another participant sketched a similar picture:

“Today, we do not have any undergraduate programme in archives, so, when we have new archivists, we have to train them. It is up to the individual to improve their working competence because the general archival principle is not too complicated to understand. ... The more they practice, the more they understand. Archival work is something that can be learnt through training.” NA 14

In any case, even if it were available, an undergraduate archival science degree might not be a significant qualification for all NAT’s archivists. NA 18 pointed out that:

“For the section of contemporary historical records, I think it is not necessary that archivists should have an archival degree because what we want from them does not concerning managing archives ... our main responsibility is related to communicating with the public. If we can choose our staff, we will choose from, firstly, those having a degree in history, the Thai language, linguistics, or communication studies.” NA 18

All Thai civil servants are recruited through the human resource management system of the Thai civil service (OCSC, 2016), meaning that, as all NAT's archivists are civil servants, they too are recruited from this system. The basic qualification for non-professional civil servants (such as NAT's archivists) is a bachelor's degree in the social sciences. With no bachelor degree programme in archives and records management available in Thailand, OCSC has never added an archival degree to the list. It is hardly surprising that most of NAT's archivists do not have an archival degree.

As noted in Section 4.3.1, NAT's archivists do not have responsibility for all archival processes, only what they are assigned to do. Thus, having an archival degree is not significant because archivists can be trained in specific tasks via on the job training.

More important than degree subject were the skills which aligned with NAT's functions: According to NA 10,

"I think, basically, that our archivists should have a knowledge of history. Most records here are written in Thai. So, while it may not appear necessary to have foreign language skills, staff should have such skills because most international archival text books are written in English. At present, NAT archivists should have English skills, but it is very difficult to recruit this kind of person. In addition, archivists at NAT should be able to negotiate with other government sectors to ensure that records are transferred to NAT properly." NA 10

NA 10 also addressed one significant skill that NAT's archivists should have:

"The other skill they should have relates to communication. They have to explain public bodies to understand their duty to ensure that they will cooperate with us or understand how records are important. They should be like a good public relations officer who can negotiate and explain archives to other people." NA 10

Different specific qualifications are useful in other sections. For example, according to NA 12, NAT's archivists in the records management section are

required to have knowledge of the regulatory environment relating to records management. NA 12 also explained the other skills necessary in the records management section:

“Firstly, they should be passionate about their work. They should be people who dedicate themselves to their work. They should be responsible and patient. An archivist who works in the records management section at NAT must be patient and strong because our job is not easy. In other countries records are transferred systematically to archives. For example, in China, national archivists do not take any action to collect records from public bodies because Chinese law force those public bodies to transfer their records to national archives systematically. In Thailand, it is not the same as in China. I have to take many actions. I have to use my personal relationships. I have even had to pray to receive records from public bodies. This is the true story that I had to pray at the temple to ask the spirit of the Buddha to help me to be able to negotiate with public bodies to transfer their records to us.” NA 12

Other skills are more practical:

“Since records have to be kept for 20 years before appraisal, they should know how to keep these properly. They should know how to control the temperature and humidity of records centre building. They should know how to appraise. They should also know the principle of appraisal and the value of records” NA 16

In the archives and service section, the qualifications are different again:

“Archivists in this section should know all the processes of archival processing although they do not deal with all processes. They do not need to know these in depth but they should know the basics of archival processing, in particular the processes of cataloguing, preparing finding aids, IT, and services.” NA 11

Meanwhile, the services section also requires certain personal attributes:

“An archivist in the services section should be a person who is friendly. This is the most significant skill in services. In addition, they should know our collection and know how to

undertake outreach. We cannot wait for users to walk in, we should go out to meet them. We should be a person who likes providing services. Our services section is the front door of NAT or the place where the public can understand what NAT is doing. So, we should have specific qualifications that other sections may not have. Archivists in other sections do not have to talk and smile during their work. They can do cataloguing and repairing without smiling or talking but we cannot provide services without smiling and speaking.” NA 15

In the preservation and conservation section, other qualifications are needed:

“They should have a basic knowledge of archival processing and should have an in depth understanding of their responsibility which is the process of repairing. Although we have officers who deal directly with repairing, archivists in this section should also know how to repair and try to find new repairing techniques.” NA 13

And:

“Archivists working in preservation should be passionate with their work and try to find ways to preserve our records as long as possible.” NA 17

In the contemporary historical records section, there are qualifications required that are related to historical knowledge and communication:

“The most important skill ... is writing, in particular writing article and facts. The archivists should know how to write a simple sentence that is clear and easy to understand.” ...

“They should have knowledge of history, Thai customs, royal tradition and ceremony. They should know the specific Thai vocabulary used to explain these traditions.” NA 14

To fulfil their responsibility to record significant events, archivists working in that section are also required to have a broad understanding of organisational structures and activities:

“They should have knowledge of organisational structure. ... For a specific event, they should be aware the

responsible committee and how many sub-committees it has. ... They should also know what governmental records are, what minutes of meetings look like and what memoranda are. They should know how to write them, too. IT knowledge is also important. They should know how to use a digital camera and how to take a photo because they have to do both, that is recording and taking photos.”  
NA 14

The importance of good communication skills in this section was also reinforced: an archivist in this section:

“...should be a person who likes observing, questioning, and talking with other people because these skills can help them to get more data.” NA 18

In summary, the qualifications expected at NAT fall into two main categories. The first applies to all sections and comprises general qualifications that consist of: (1) having a bachelor’s degree; (2) knowledge of history; and (3) generic skills including Thai and English language skills, and communication and negotiation abilities. The second part comprises the specific skills that support the function and duties of each individual section. It seems clear that because NAT’s organisational structure separates out the functions of archival activity, it is impossible to improve the work competence of all NAT’s archivists by using the same training course.

#### **4.4.2 Bank of Thailand archives (BoT archives)**

As at NAT, a particular academic background is the first qualification that most BoT participants focus on. A typical response was offered by PA 36:

“Since most of their work is similar to librarianship, the basic qualification is a degree in librarian sciences, communication studies, history, archaeology, or some other humanities and social sciences subject. This requirement is for new staff. Existing staff allocated to us or who would like to move access to work in our section are not required to have such degrees but they need at least a bachelor’s degree and to already have had an in-depth interview with our manager to ensure that they are able to work with us.” PA 36

Having an archival degree is not specified as a significant qualification of BoT's archivists. PA 36 explained:

"...if we knew that there is a bachelor degree programme in archives and records management in Thailand, we would specify this degree. ... it would help us to fill the gap in that most of our existing staff members do not have an archival degree." PA 36

However, the recruitment position is better at BoT when compared with NAT because decisions are taken by BoT's archive manager who understands the function of archives and the role and duties required, but due to the lack of an undergraduate programme in archives, it is not possible to recruit new staff with this degree.

PA 36 went on to list the other types of knowledge and skills required of BoT's archivists:

"They should have a basic knowledge of information sciences or library archives and museum work. If they have a basic knowledge about history and philosophy, it is useful since this knowledge can help them to classify the records. They will know which one is an artefact, which one is a rare book, which one is special material, and which one is digital format. They should have special skills such as project management, IT literacy, communication, and service delivery. Since we are a central bank, they should have research skills, knowledge of privacy and copyright law. The most important attribute is ethics. Since they have to deal with confidential records, we would like to ensure that their working decisions are based on ethical standards." PA 36

It appears that the knowledge and skills discussed here are directly linked to the responsibilities of the BoT archives and the duties of their archivists. Another respondent made this point explicitly, linking skills and knowledge to the wider organisational context:

"Archivists should know history of both Thai and international economics because our main organisational role is about developing and strengthening the Thai economy. They should also know the history of important persons in BoT and other financial institutions because

many records regarding these persons are kept in our archives. They should have reading and analytical skills to understand what is written in our records to ensure that they are able to write description and prepare finding aids correctly. They should also understand both records and archives management. It is a real problem if they work in the archives section but do not know how records are created and managed. ... They should know both. They should know about IT related to their work such as digitisation and databases.” PA 38

As noted in Section 4.3.2, the function of BoT archives is to manage BoT’s records from creation to permanent preservation in the BoT archives. However, while the role and duty of BoT’s archivists depends on which section they work in – either records or archives management, equivalent BoT archivists need to understand both records and archives management to ensure that they can do their work effectively (see Section 4.2.2 detailing that records and archives cannot be separated at BoT). It is unsurprising that the knowledge and skills required of BoT archivists are, as described by PA 38, so extensive.

In summary, the interview data revealed that the qualifications of BoT archivists have three main aspects: (1) academic: archivists are required to have at least a bachelor-level degree; (2) work-related knowledge: the function of BoT archives and the role of BoT; and (3) generic skills to support their role and duties. The combination of these qualifications is designed to produce archivists who can align themselves with BoT archives’ role. Because these functions and thus their role and duties differ from those at NAT and other contexts, the qualifications required of BoT archivists are different from those of NAT’s and other contexts. This difference provides a clear picture in that it may be impossible to design one module which would improve the knowledge and skills of archivists working both at BoT archives and at NAT. The next section expands on these observed differences.

#### **4.4.3 A personal private archive (BIA)**

Unlike NAT and BoT archives, an academic background was not the first qualification focused on in interviews with BIA participants. The significant qualifications were summarised by PA 34:

“First, BIA archivists should have a basic knowledge of archives management. ... However, we think techniques can be learnt if they are not already known. Second, they have to know and be familiar with Buddhism. Third, they have to be able to communicate and cooperate with other people. They should know how to ask other people to support their work. Working alone using their knowledge about archives is not sufficient to work here because we are not an organisation that hires staff to do only one job. They have to be ... able to work at any time because we are open seven days a week. The most significant qualification is to attract many volunteers to support the work. We do not complain that they do not have archival knowledge or technique because it can be learnt but they have to be interested in our work. ... we also expect them to work and study our Buddhist philosophy through studying the archives themselves so that they can tell other people how they are useful. It is our expectation.” PA 34

Here, ability to support the objectives of BIA is more important than archival knowledge and skills. Also, an understanding of the philosophy underlying BIA’s mission is critical:

“... since we are a religious archive keeping the records of Buddhadasa Indapanno, they should understand the ideal of Buddhadasa Indapanno otherwise they cannot categorise these records.” PA 35

As we have seen in Section 4.3.3, the main role of BIA archivists is to fulfil the five objectives of BIA’s masterplan. It is not surprising that the qualifications BIA requires are not educational but, as the interview data confirms, fall into four parts: (1) knowledge about Buddhism and the ideals of Buddhadasa Indapanno; (2) communication and negotiation skills; (3) the ability to work seven days a week; and finally (4) the capacity to manage both archives and museum objects. Again, these qualifications are derived from the organisational functions of BIA, and the role and duties of BIA’s archivists, thus their qualifications are different from those expected at the archives of NAT and BoT. This difference also appears in the university archives sector and is discussed in the next section.

#### 4.4.4 University archives

##### *(1) Archives at five public universities*

Although the academic background is the first qualification most participants working in these university archives focus upon, the degree they specify is different depending on their internal administration. For example, archivists working in UA 22's archives are required to have a specific degree:

“...the position of archivists is not in our university administrative structure. ... but we do have the position of librarians. So, we designate our archivists as librarians. Since we follow the rules of the OCSC, to be a librarian, our archivists are required to have a degree in librarianship and we top up with other qualifications that we want.” UA 22

However, unlike UA 22's archives, another university accepts various degrees to qualify to hold the position of archivist:

“We do not specify that our archivists should have a degree in history. We open for any degrees in humanities and social sciences.” UA 24

In addition, UA 24 explained that her archives used to specify that their archivists have a master's degree in order to have more opportunities to recruit new archivists who have a postgraduate degree in archives and records management, the only formal archival postgraduate degree programme in Thailand. However, this decision had to be changed:

“We used to specify to hold a master's degree but it is difficult to recruit because archivists in our university are not a permanent university staff member and their salary is less than a permanent university employee. For this reason, we changed to allow archivists to start with a bachelor's degree but we told them we would provide them with a chance to study master's degree while working.” UA 24

At a third university archive, archivists are required to have a vocational certificate not an archival degree, even though an archival course was taught at her university:

“I cannot ask our alumni who have master’s degree in archives to work with me because I do not have position for them. I cannot hire a person who has a master’s degree because the university only provides a budget to hire a person who has a vocational certificate.” UA 30

As we saw in Section 4.3.4, these five public university archives are positioned either as one section of a library or one department under the arts and culture centre, and we also saw (Section 4.2.4) that archives in this context are seen either as a hall of memory or museum. Likewise, archival staff are not lecturers or researchers that are strictly required to have at least a master’s degree in a field that related to their work. It is unsurprising that archivists in this context are required to have only a vocational certificate or bachelor’s degree in librarianship, history, or social sciences and not an archival degree.

As in the archives at NAT, BoT and BIA, other knowledge and skills seem to be more important than having an archival degree. Most interviewees in these five public university archives focused on the abilities that archivists need to fulfil the function of their archives. For example:

“Archivists should be able to speak both Thai and English because they have to look after the hall of history. We have many international visitors who visit our hall of history and our archivists have to welcome and outline to them the history of our university.” UA 24

In addition,

“We also focus on computer knowledge because our new records keeping system is automated. So, they should know about Microsoft offices. If they know the computer programme called JUMLA, this is perfect because we use this programme to maintain our database and develop our website. However, it does not mean that they have to be expert in the program. We need them to know it in a basic sense to ensure that they can tell the IT people what we want.” UA 24

She went on to justify why other knowledge and skills are more important than archival ability:

“Archival skill can be learnt and trained but IT and language skills are difficult to teach.” UA 24

Regarding another institution and similar to UA 24, UA 30 explained the preferred qualifications of staff in her archives:

“We just want staff who have a basic knowledge of library and records management because we only want them to help us to arrange and catalogue our records. We also want them to be able to write descriptions and know how to prepare finding aids. Our archives have many records. If we do not have a good finding aid, we cannot access our records easily.” UA 30

She explained the range of qualifications required to fulfil the function of her archives:

“Our archives need staff in various fields to support our work. We wanted an artist officer to help us to prepare an exhibition. Now, we have one. We also want an audio visual officer to help us regarding oral history.” UA 30

The participant concluded that it is not necessary to have staff with an archival degree qualification:

“I think our librarians can deal with basic archival processing because they used to take archival course when they studied on a librarianship degree programme. We cannot specify that a new archivist has an archival degree since our archives lacks the budget for this.” UA 30

Like the archivists of UA 24 and UA 30, UA 26’s archives focused on a range of competences rather than holding an archival degree:

“First, our archivists should know how to catalogue. Second, they should understand the value of records because they have to differentiate which one is important and which one is not. Finally, - and this is the most significant skill - they should know how to communicate and how to interpret information from the records in order to create an exhibition that is easy to understand and which will attract many university students and staff.” UA 26

Since the main function of these five public university archives is not only dealing with archival processing but also looking after the given university's hall of history, hall of memory, or museum, the staff they need are required to have the knowledge and skills to fulfil these functions. As archival knowledge and skills can be trained during working hours, having an archival degree is not required. On the other hand, other knowledge and skills cannot be trained during working, and these qualifications are specifically required.

Data identifies that the qualification of archivists in these five public university archives can be divided into two main parts: (1) the educational context or the academic background differs depending on the position of archivists in each university (however, an archival degree has not been specified as a compulsory requirement); (2) having the competency or the necessary knowledge and skills to fulfil the function of their archives.

### ***(2) At one private university archive (PUA)***

Unlike these five public university archives, a specific academic background is not the first qualification PUA required. UA 20 explained what PUA needed:

“An important qualification is not an archival degree, but to be passionate, to love your job, love being an archivist, know what you are doing and be proud of your work. It is the same as if you are not a clever student, but you do intend to improve this. We can improve you. On the other hand, if you are not a good man, we cannot change you to be a good man. So, we need a person who achieves this requirement because we can train them to do their job but we cannot ensure that they love and are proud of their work.” UA 20

Meanwhile UA 21 said that:

“I can tell you from my experience with students who used to be trained at my archives, the main problem was that they did not like archival work and they were not patient when doing this job. What my archives want now is a staff member who is patient and loves to work in archives.” UA 21

PUA prefers staff who are able to improve their ability to work effectively rather than staff who just have an archival degree.

Staff at PUA are also required to have another competency:

“According to our mission, namely keeping the records of The Church of Christ of Thailand, the records of our university, the records of Protestants, photos, and providing access to these records, the main qualification required of our archivists is that they have a basic knowledge of Christianity and history of The Church of Christ in Thailand, a basic awareness about missionaries and other related persons, and an understanding of our university structure.” UA 20

As noted in Sections 4.2.4 and 4.3.4, this archive is a private, religious and university records centre whose first function is to maintain and provide access to the records of both Protestants in Thailand and the university itself. It is unsurprising that this archive requires staff to understand both the nature of Christianity and the university.

In addition, like NAT, staff working in each section of PUA are also required to have specific competencies to fulfil their different roles. For example, UA 20 explained the specific qualifications of staff working in services:

“Our archives consist of many sections. Specific qualification of staff in each section are specified. For example, in service section, staff are required to have communication skills.” UA 20

It is clear that - like NAT and BoT - the qualifications of staff working at PUA are designed by the function of archives and the staff's roles and duties. In addition, since PUA is a religious archive, knowledge of Christianity is also a main qualification of staff working at PUA like those employed at BIA.

The data identifies that the qualification of staff working at PUA fall into three main categories; (1) knowledge about Protestantism in Thailand and the university structure; (2) specific skills to support the different functions of each section; and (3) the required passion to do archival work.

Data from these four case studies reveals that the qualifications of archivists in each setting vary because their role and duty are not similar. Archivists in each setting have to do different jobs because the functions of their archives are different. It is worth considering how to prepare new staff to work as archivists in Thailand when each Thai archive needs archivists with different knowledge and skills.

#### **4.4.5 Summary**

In summary, the qualification of Thai archivists in terms of the educational context does not need a degree in archives and records management as in the western world (for example, to be a qualified archivist in the UK required a master's degree in this field from an accredited university) and the working competency required of Thai archivists varies because of their different role and responsibility. In the western (UK) model, on the other hand, archivists' roles and responsibilities can be specified by interpreting the meaning of what archivists are and their core roles are related with the archival processing and the main function of archives, which always focuses on managing records and archives exclusively (see Section 2.2.6). In addition, the authority of an archival professional group in the western world (e.g. UK) is sufficiently recognised to specify that a potential employee needs to be a trained archivist. This factor provides a positive impact on the demands of the archival programme in western countries (e.g. the UK) (see Section 2.4.2 (3)). In contrast, the archival professional sector in Thailand was established relatively recently and needs a certain period of time to gain recognition. This contradiction is a significant finding of this thesis, and is therefore discussed in much greater detail in the next section.

#### **4.5 The recognition of Thai archivists as professionals**

As noted in Sections 2.4.2 and 2.4.3, the western archival programme, in particular in the UK, was developed on the basis of training archival professionals and accredited by professional archival groups. As the archival programme taught in Thailand has been modelled on the UK model, the status of Thai archivists as a

professional group must be explored to ascertain whether or not the status of Thai archivists matches those of western countries (e.g. the UK).

Interviewees were asked about the professionalism and the status of Thai archivists as professionals. Their answers were similar in that archivists are seen as professionals but they disagree about the professional status of Thai archivists. The degree of being a professional Thai archivist depends on: (1) their role and responsibility; (2) their knowledge and competencies; and (3) the context of their archives.

#### **4.5.1 At NAT**

Most participants working in NAT took a view of professionalism similar to the opinion of NA 12:

“In my view, a professional should have both knowledge and experience.” NA 12

Knowledge and expertise are essential attributes according to most participants. However, other attributes were also mentioned. For example, according to NA 10,

“The first criterion for being a professional is having knowledge. The second criterion is being confident to provide accurate knowledge to the public and the last criterion is having professional ethics.” NA 10

Another participant explained what archivists need in order to be considered professionals:

“I think to be a professional, archivists should have a degree in archives and records management and pass at least one formal archival training course.” NA 11

Since the term ‘professional’ is related to specific knowledge certified through an accredited degree or certificate, most of NAT archivists cannot be recognised as such. One participant working at NAT discussed this problem:

“OCSC does not categorise NAT archivists as professionals because NAT archivists do not have archival degrees. OCSC always explains that NAT archivists cannot be professionals

because they do not have any formal certificates to prove that they have been trained in specific knowledge and practices before becoming archivists at NAT.” NA 15

However, NA 15 argued that although these archivists do not have an archival degree, they do, in fact, constitute a kind of professional:

“I think archivists are professionals because they must have specific knowledge and skills that other people do not have. I see many people who are doctors or have a doctoral degree who visit NAT to study our collections but they did not know how to find what they wanted. Because they do not have archival knowledge and skills, they cannot access the collections. This is the reason why I think archivists are professionals although OCSC does not specify archivists as professionals.” NA 15

Similarly, NA 16 claimed:

“I think archivists are professionals because they are required to have specific knowledge and expertise, for example, in terms of dealing with preservation, archivists need to know the basic chemical make-up of paper.” NA 16

From a civil servant’s perspective, the failure to recognise NAT archivists as professionals derives from their OCSC categorisation. Given this situation, it may be difficult to improve the status of NAT archivists because the OCSC does not categorise archivists as professionals although most of NAT archivists argue that they are professionals because their work requires specialist knowledge and expertise.

In addition, the system of human resource administration within the Department of Fine Art and the civil service regulations implemented by OCSC have a negative impact on the working competence of NAT archivists as professionals. One participant explained why NAT archivists cannot improve their knowledge and skills relating to archival processing:

“Although they have been trained on-the-job, it does not mean that they can deal with all the procedures involved in archival processing. We try to develop our working system to ensure that our new staff know the whole range of processes of our archival work. We had proposed a new system to rotate our staff to have working experience with

both NAT in Bangkok and other regions. Under this proposal, all NAT archivists should have the chance to work in all four sections and should be rotated to work in different regional areas. At the very least, they should have experience of working in two branches. This idea had to be cancelled because our human resource system and civil service regulations did not allow us to put it in place. NAT archivists working in Bangkok are under NAT whereas NAT archivists working in regional areas are not under NAT. We cannot rotate NAT's Bangkok archivists to work in regional areas since those branches ... are not in our responsibility. We cannot supervise archivists working in regional areas. We can only train them to know how to work but we cannot promote them or even provide them with any incentives." NA 10

The current system implemented by OCSC and the Department of Fine Arts also causes another problem which may obstruct the opportunity to improve the status of NAT archivists as professionals:

"I accept that our archivists are lacking in motivation in terms of promoting our profession. They do not have any knowledge and background in archives before starting work at NAT. When they are assigned to work in their section, they focus only on their responsibility." NA 11

NA 11 explained further why NAT archivists do not want to improve their archival knowledge and competence:

"Since NAT archivists have been promoted not because of their professional degree but in accordance with their working experience, their career path is not as progressive as other professions in the Department of Fine Arts. Their salary as civil servants is also very low. Therefore, they lack the motivation and inspiration to improve their archival knowledge and expertise." NA 11

However, the lack of an archival degree is not the only factor affecting the progress of the archival profession at NAT: NA 11 also underlined many archivists' lack of English-language competence, and the absence of a clear career path.

As civil servants, NAT archivists are promoted through the OCSC system. The promotion of any civil servant depends on the three main basic factors: their professional degree, their working experience, and their existing position (OCSC,

2016). Because it is difficult for most NAT archivists to meet OCSC's criteria for promotion, it is unsurprising that they lack the motivation to improve their archival knowledge and skills. First, they do not have an archival degree to prove that they have specialist knowledge and competence to be regarded as professionals. Second, they are not able to improve their archival knowledge by attending international archival training programmes because they lack English competence. Finally, their career path is dependent not on their knowledge and skills but on their existing position and the length of time they have worked at NAT. This final problem was highlighted by NA 12:

“It is not fair that I am not able to be promoted because of my working ability. It depends on the existing position. Although I am qualified to be promoted I have to wait until my supervisor retires or dies. In our system, there are only four levels; practical level, expert level, specialist expert level, and head of NAT. According to OCSC rules, only one archivist in my department can be promoted from expert level to specialist expert level. This is a real story. I had been waiting for two years to be promoted. My salary had been frozen as I was not promoted. During that time, I was thinking to move out of NAT. This is a serious problem.” NA 12

Since the status of NAT archivists relies on the OCSC's categorisation, which in turn reflects the academic background of NAT archivists, NA 12 suggested a way to improve the status of their archivists would be to introduce a bachelor-level archival program:

“OCSC will not specify archivists to have an archival degree if we cannot report that there is an archival program being taught in Thailand. If the position of archivists is only open to a person who has an archival degree, it will be easier to negotiate with OCSC to recognise archivists as professionals.” NA 12

At the same time, the more general problem about the perceptions of archivists (see Section 2.2.6) is as apparent in the NAT hierarchy as elsewhere. NA 13 claimed that:

“In my view, our executives have never seen us as professionals because they have never understood what we do. We have been trying to explain our profession, but they have never listened to us. They already have their own perception of our profession.” NA 13

Another participant explained why it is difficult to change this perception:

“I think executives do not recognise archivists as professionals because archivists cannot identify clearly about their specific work and responsibilities. On the other hand, executives understand what librarians do and think that their work is specialist that can only be done by a person who has a professional degree.” NA 18

This need for advocacy within the organisation and within the OCSC human resource system is recognised. As another participant pointed out:

“I think that the approach to negotiate with OCSC is significant, in particular the way to help OCSC to understand the importance of our work. We should make clear to them that our work is specialist. No one can do our work if they have not been taught and trained by us. We should explain to them how difficult it is to arrange our records. OCSC should understand that our work is so specific that it requires its own profession. Regarding librarians, OCSC understands how they arrange books. So, they should understand us, too. ... Although we have been trying to propose that our one archivist be at the specialist expert level, our attempt has always failed. OCSC always argued that our work is not specialist and our archivist does not have a specialist archival degree.” NA 15

Although advocacy appears to have failed here, NA 13 did have a number of suggestions about how the status of NAT archivists might be improved; significantly these included legislation. NA 13 recommended that:

“... our new Archives Act should facilitate us having more archivists to meet new demands, as this act allows local government agencies to set up their own archives to keep their records instead of transferring them to NAT. As the number of archivists increase, the status of archivists may improve. But at the same time, this depends on the social status of Thai archivists. Now, the president of the Archives

Association of Siam is not an archivist but the business owner of a publishing company. In order to enhance the status of Thai archivists as a profession, I think this society has to be more recognised as a real representative of Thai archivists.” NA 13

As noted in Section 2.3.3, the Archives Act is one of the main mechanisms enhancing the status of archivists as a profession (Kallberg, 2012). However, the Archives Act that the Thai government implemented in 2013 has not supported any changes. As noted in Section 2.2.8, NAT archivists still do not have any real authority to force public agencies to transfer their non-current records to NAT because the National Archives Act of Thailand 2013 did not designate any punishment if the public agencies ignore setting up their records keeping system to comply with this act. In addition, although the Decentralisation Act 1999 and the National Archives Act of Thailand 2013 allow the local government agencies to establish their own archives, there is no one agency to initiate this. NA 12 commented:

“All 77 local government agencies have not established their own archives although they have had the legal right to do so for more than a decade. The problem is they lack an adequate budget, knowledge and professional archivists.”  
NA 12

Similarly, the archival professional community is the one other mechanism to enhance the status of archivists (Kallberg, 2012). As noted in Section 5.2.3, the archival professional group called ‘The Archives Association of Siam’ was firstly established in Thailand by a group of historical scholars and its establishment was not to enhance the professional status of archivists but to promote archives as a primary source of historical information. Although this association went on to become a representative of Thai archivists in 2015, it lacks the authority to control the standard of archival work or even to accredit the teaching of archival programmes in Thailand as happens in the western world (e.g. the UK).

In summary, the interview data from NAT made clear that the recognition of archivists as a profession in the context of NAT is dependent on five main factors: (1) the archivists’ knowledge and expertise; (2) the lack of recognition of OCSC and executives; (3) the constraints of human resource management system; (4) the

possibilities offered by the Archival Act to promote and support the work of archivists; and (5) the status of an archival professional society. None of these areas has been developed sufficiently to allow for NAT archivists to be recognised as professionals.

#### 4.5.2 Bank of Thailand archives (BoT archives)

As at NAT, most participants working at the BoT archives linked being a professional with the terms 'knowledge' and 'expertise'. A typical response was as follow:

"A professional consists of two main aspects. The first is knowledge. The second is experience. For example, to be a professional archivist, archivists should have a bachelor's degree in archives and records management or history and have experience working in archives and records managements." PA 37

A similar view was expressed by PA 36:

"I think that any career can be a profession if that career area requires a degree associated with it. However, you can be a professional without having a professional degree because you can improve your knowledge and expertise through the self-study approach and on the job training." PA 36

The same respondent explained the difficulties faced by archivists in Thailand to be recognised as professionals:

"I think it is hard to accept archivists in Thailand as professionals because of the basic structure around archivists here. Compared with related careers such as librarians and curators, archivists are less recognised because the knowledge of archives and records management in Thailand has been developed from training without sufficient theory. In addition, the term 'records keeping' is not well known in Thailand. ... However, at BoT, we are lucky that our former executives inaugurated a records management system since BoT was established. This was because most of our management graduated from western countries in particular the UK, and they understood the importance of records and archives." PA 36

Although the understanding of top management regarding the importance of records and archives at BoT is better than NAT and other archives in Thailand, PA 36 still insisted that:

“It is difficult to improve the status of archivists as professionals if archivists do not have a degree in archival studies or librarianship. On-the-job training or basic archival skills are not sufficient because there is no additional support from the external environment. For example, academic conference or other formal archival meetings which could provide them with more archival knowledge and theory are seldom held in Thailand. In addition, the number of academics or experts in archival knowledge in Thailand is almost zero. This means that it is difficult to find a group of experts to discuss and provide Thai archivists with useful knowledge and information. I believe that to be recognised as professionals depends on how archivists view their current and future context. ... we should know how to keep records for use in the future. We have to know how to deal with both electronic and physical records.” PA 36

It seems to be the case that BoT archivists assess Thai archivists to be non-professionals since they lack archival knowledge and expertise. However, at the same time, most of them believe that archivists *should be* seen as professionals. According to PA 38,

“I am pretty sure that archivists *are* professionals because archival knowledge comprises principle and theory. In addition, being an archivist requires specialist skills. Because of these two factors, I think archivists are professionals.” PA 38

PA 38 also discussed the factors that affect the ability of the majority of staff working at BoT to achieve the status of professionals:

“Most of the staff at BoT archives have been rotated from other departments. ... Since their salary and incentives will not be cut if they move to work with us, they are happy to move. In addition, due to BoT policy not to lay off staff, our human resources department always allocates existing staff whose department has been closed down to work in our department. Because of these two factors, most of our staff are old but they know the culture and structure of BoT very

well. This is a positive point for our work as they know the nature of our records and understand how to arrange them as they were previously the records' creators. However, since they lack archival knowledge or even librarianship skills, they are not able to write descriptions and prepare finding aids properly. This is their weak point." PA 38

Within this context, it is rather difficult to improve the qualification of BoT's archival staff to achieve the status of professionals. However, PA 38 argued that it is not necessary that all staff working at BOT archives should have an archival degree to be considered a professional archivist:

"I think that BoT archive needs at least one member of staff with an archival degree to be a key man or a professional archivist to establish the proper system and provide knowledge and advice. Other archival staff may not be required to have an archival degree since they can be trained to understand how to deal with archival processing. The archival profession is not like other professions such as accountancy. Accounting staff cannot deal with accounting process without an academic background in accounting. Archival staff can be trained to deal with the archival process although they do not have archival degree." PA 38

Unlike at NAT, it appears that staff working at BoT archives do not worry about whether or not they are recognised as professional archivists since such recognition does not affect their remuneration. PA 36 explained the working motivation of his staff:

"Since the standard of our salary and other incentives are greater than those of archivists and librarians working in other organisations, our staff are happy to work with BoT archives. Our turnover rate is very low. Our staff do not lack motivation and they are not exhausted because BoT provides them with a sufficient salary and welfare." PA 36

PA 37 provided additional reasons why she and her work colleagues do not lack motivation to work at BoT archives:

"In my generation, I and my colleagues decided to work at BoT because we love our organisation. It is the baby bloom culture that later generations may not understand. We love to be BoT staff. Although our work is not significant like

those in the financial sections, we are happy and would like to do the best we can.” PA 37

Although the lack of professional status does not affect her career path in the way it does at NAT, PA 37 still insisted that the status of archivists in Thailand should be improved:

“Currently, archivists are not recognised as professionals. However, I think it should be recognised as professionals like librarians. The definition of the archival profession should be defined literally to inform the public that what we are doing is one kind of professional work. The current perception of the general public regarding our work is wrong. Most people think that we do nothing. We just take records from them and keep those records in archives.” PA 37

The interview data demonstrates that at BoT archives the understanding of being a professional is similar to that found at NAT. Since most BoT archival staff do not have an archival degree and expertise, they are not recognised as professionals. However, in this context, this status does not affect their career path or their financial reward as it does at NAT. Neither do they lack of motivation to work and improve their archival knowledge and skills.

These differences derive from the fact that NAT is a governmental organisation and their staff are civil servants overseen by OCSC whereas BoT is an independent organisation established by the Thai government and requiring transparency, accountability and good-governance. The salary of NAT staff and the recruitment process are controlled by the civil service system that is difficult to attract people who have high competency and who require high incomes. Their career path and financial reward depends on their level within the civil service system, which is always assessed in terms of the professional degree they may hold. On the other hand, as the central bank that looks after the national economy, BoT has a sufficient budget to provide a high salary and benefits to ensure that all BoT staff have sufficient knowledge and competency to improve their work. Their career path and financial reward depends on their working competence, which is always assessed by their key performance indicators. It is unsurprising why NAT’s archivists

need an archival degree and professional status whereas archival staff at BoT need to improve their archival working competence.

Data also reveals that BoT's archivists would like to see the status of Thai archivists enhanced to be recognised as professionals as they believed that archivists are professionals. PA 36 concluded that although archivists in Thailand could improve their knowledge and skills to the level required to achieve the status of professionals, they cannot be recognised as such for this reason:

“It is too early to recognise the status of Thai archivists as professionals after a society of a professional group is already established. Currently, Thai archivists cannot be recognised as professionals because the formal qualification of being archivists has never been set up and the public does not understand what archives and archivists are. No one can provide a reasonable answer why everybody can be an archivist in Thailand.” PA 36

Since the recognition of archivists as professionals relies primarily on their specialist knowledge and expertise, most of staff working at BoT archives cannot be recognised as professional archivists. Conversely, due to the high incentive and the passion they exhibit for working at BoT, they have never lacked the motivation to improve their archival working competences and they have engaged in Continuing Professional Development - another signifier of professionalism - although they are not archivists.

#### **4.5.3 BIA**

Unlike at NAT and BoT, where most interviewees referred to 'degree' and 'experience' as the main constituents of professionalism, one BIA participant focused on other elements:

“I would like to ask what the definition of a professional is. Is it about the ability to control the scope of your work, the salary scheme, and the quality of services? If this is true, for archivists in Thailand, it would be expected that there was a professional legal body to protect the archival profession in terms of the level of income, the standard of services and professional ethics.” PA 34

PA 34 believed that archivists in Thailand cannot be professionals. He also explained that at BIA, which is committed to the dissemination of information about Buddhism and the philosophy of Buddhadasa Indapanno to the widest possible audience, professional status may not be significant in any case:

“Actually, I think it is necessary to understand why we should have archivists before finding ways to improve their professional status. For example, in China, archives have been promoted widely because it is Chinese culture that the records of each dynasty must be recorded, collected and kept securely. On the other hand, in Thailand, archives will be improved if archives are made more accessible to the public. I think we should find effective ways to attract more people, in particular our children, to learn more about archives. I think it is wrong to specify that archival work should be the responsibility of only one group of people. It is not like medicine that requires only qualified doctors to deal with human life, I believe that archives are a public undertaking that should be possible to access by people in general, and BIA want more people to support our work rather than having only professional archivists.” PA 34

Since the main task of BIA is not to promote the archival profession but increasing the number of people accessing archives in order to gain information about Buddhism and the philosophy of Buddhadasa Indapanno, the requirement for professional archivists is less important.

However, another BIA participant argued that archivists *are* professionals:

“I think archivists are professionals because unless they have specialist knowledge, skills and expertise, archivists cannot deal with archival processing properly. They are also required to have professional ethics because their decisions affect society, as they have to deal with archives that contain valuable information.” PA 35

In addition, PA 35 mentioned the more practical reasons for wanting expert staff:

“I think I would like people who have an archival degree to work as archivists because they can work faster and more effectively than people who do not have such a degree. I agree that archival work can be learnt and trained for, but it

takes more time. People with an archival degree may take about three years to be experts but people who do not have an archival degree may take at least 10 to 20 years to become expert.” PA 35

Interview data from BIA showed clear differences in the understanding of professionalism between archivists working at BIA and those working at NAT and BoT archives. At the same time, although there were differences in emphasis between the responses of BIA participants themselves, neither suggested that BIA’s archival staff would be recognised as professionals.

#### **4.5.4 At five public university archives**

Like NAT and BoT archives, most participants working at the five public university archives associated being a professional with the terms ‘knowledge’ and ‘expertise’. They also emphasised a specific required degree as a significant attribute of professional status. For example, UA 30 responded:

“Being a professional means having a specific degree and expertise. For example, to be a librarian, one needs to have a degree in librarianship. It is impossible to be a librarian with a degree in business administration or political sciences because a librarianship degree is a significant qualification which is not interchangeable.” UA 30

UA 23 also remarked in similar terms:

“A professional means having specialist knowledge or having working experience. It means that you must have the knowledge and skills necessary to work in that career. For example, you cannot be a doctor, a lawyer, or an accountant if you do not have degree in that field. In addition, if you do not have skills relevant to that career you may be in trouble. For example, as a doctor, you may not be able to save your patients’ life if you lack skills and are nervous when working in an emergency unit.” UA 23

Thus most participants in these university archives associated being a professional with two main attributes: a degree and sufficient skills to work in that sector. But applying these criteria, most staff working in these five public university archives may not be recognised as professionals since they lack archival degrees.

When they were asked about the status of archivists as a profession, their answers varied. One participant believed that archivists are professionals:

“... because they are required to have at least an archival degree” UA 30

Another participant argued that it is difficult to justify the status of archivists as a profession like those of medicine or engineering due to this reason:

“... because their work does not have any effect on human life. Not having archival knowledge may only affect archivists’ ability to deal with records properly or to develop their archival working process. In contrast, without a degree in medicine, individuals cannot save human life. It is hard to accept the status of archivists as professionals. I think it is semi-professional.” UA 29

The responses of UA 29 and PA 34 in the previous section have shown that comparing the professional status of archivists with medicine is problematic. With this method, the status of archivists as professionals is impossible. As noted in Section 2.3.1, the well-recognised careers such as medicine, law, accountancy or engineering can be easily defined as a profession in accordance with the taxonomy approach because these careers can prove that their attributes meet the requirements of being a profession. However, some career roles, including archivists, are not able to meet the requirements of the taxonomy approach yet these careers can be recognised as a profession by using another method in particular Hughes and Hughes’s (2013) framework of being a profession (see Section 2.3.2). By deploying this framework where the identity formation is one of the significant components, archivists can be recognised as professionals if the three main elements Kallberg (2012) suggested are established.

One participant explained the problem that means archivists are not able to improve their status as professionals:

“Archives are a new career in Thailand. It has just started now. If Princess Sirindhorn had never mentioned about archives, no one would know about it. Currently, there is only one academic who has a doctoral degree in archives and records management in Thailand. The master’s

programme in archives has been running in Thailand for a few years. It needs to take at least 10 years to develop. ... Thai people understand more about museums, but it still hard to promote the status of curators as a profession. I have many friends who are curators without having a degree in this field. Given this situation, it will be impossible to improve the status of archivists to be recognised as professionals like a doctor." UA 24

However, UA 26 suggested that the status of Thai archivists could be improved if Thai archivists took initiative. He argued that:

"If Thai archivists start to develop their work and can tell the public why archival work is important, their status will be improved. I think this is a main problem for most professions in the arts and social sciences in that most people who work in these professions ... develop their knowledge and expertise through experience. It takes time to improve their competence, change their professional image and thus develop their status as professionals." UA 26

The interview data from this sector emphasised the differences between the status of archivists and that of well-recognised professionals like doctors, engineers, accountants, or even librarians, all of whom need professional certificates or degrees. Given this, it is not easy to recognise archivists as professionals.

The data also reveals a desire on the part of many participants in this context to improve their status. They would like to raise public awareness about archivists as a group with professional status. However, this is very hard to do when they lack support, as UA 23 has concluded:

"Thailand is a developing country. It is hard to pay attention to archival science that is not relevant to the country's prosperity and poverty. Some people in Thailand still lack money to buy food. Is it acceptable to allocate budget resources to improve archives? Thailand still needs to improve other significant issues that are more important than archives such as education and medicine. Given this situation, the budget for promoting culture and preserving old records is low, and consequently the number of people understanding the nature of archives is low." UA 23

Although it appears that Thai university archival staff lack support in their work, most participants do not lack motivation. Unlike NAT archivists, they do not worry whether or not their status will be improved. They are happy to work because they love their workplace. UA 31's response was typical:

"It is my home. I have been working here for more than 10 years. I know I could earn more money if I moved to work in other organisations where I can have more facilities. However, I work here with my colleague who I think of as my sister. This is my family." UA 31

#### **4.5.5 Payap University Archives (PUA)**

Like NAT, BoT archives, and the five public university archives, the two PUA participants linked the concept of a profession with the terms 'knowledge' and 'expertise'. However, one of these two participants argued that:

"For archivists, I would like to distinguish between having a degree and experience. Archivists can be recognised as professionals because they have an archival degree and can explain or teach archival theory very well. However, if they have not been working in archives, they will not be practised in archival processing. They cannot be a professional archivist. You can recognise them as archivists since they have masters or doctoral degree in archival studies but you cannot accept them as professionals because they lack archival skills. The status of archivists as professionals needs to reflect both archival knowledge and working skills." UA 21

If professional archivists are required to have both specialist knowledge and a degree, it would be appear difficult for PUA staff to be recognised as professionals.

UA 20 suggested that the problem of organisational structure may be a significant reason why the status of archivists at PUA has not improved sufficiently:

"The archive is not an academic section and it is not a section that generates income. Therefore, it is quite hard to ask for budget resources to improve my staff's knowledge and skills" UA 20

A similar view appeared in the explanation of another participant:

“I think my university’s executive may understand our work but they do not have the time to look after us. Due to the limited budget and the policy to limit the number of staff in non-academic sections, the university has never allocated more staff. We have not had more additional staff for 20 years. The university always think that eight staff is sufficient to run this archive effectively. The university has never understood our separate functions and duties. For example, the staff who work in the record management section cannot do preservation. We need staff who has specific skills and knowledge. We need time to train new staff who can replace us after we retire.” ST 39

As in the five public university archives, although staff working at PUA lack support, they enjoy working there and have not desired to move. The view of ST 39 is typical:

“I decide to work at PUA because I love Payap. Payap is my university. I am an alumna of this university. Working at PUA means that I have chance to deal with the university’s significant records. This is the most significant motivation that pushed me to work here. I love my teacher, my university, and my PUA. This passion causes me to work here. It is not because I cannot find another job.” ST 39

Finally, and speaking of archivists in Thailand more generally, UA 20 pointed out that archivists in Thailand can eventually gain the status of professionals if an undergraduate programme in archives opens in Thailand. She explained that:

“There is a failure to prepare archivists by providing a masters degree programme in archives and records managements. Graduates from this programme have never known how to deal with archival processing properly. These graduates do not know how to register, arrange, and classify records because they have not been taught and neither have they practised this skill. Why not start a bachelor degree programme in archives like those devoted to librarianship? Graduates would have more chance to practice and learn from professional archivists who would teach them how to deal with archival processing. For example, they could practice how to register records and

prepare finding aids. This kind of practice did not happen in the postgraduate course.” UA 20

This PUA interview data shows that the recognition of archivists as professionals in this particular context relies on the archival knowledge and expertise that can be gained from their working experience. On the other hand, the lack of understanding of their work by the university senior management contributes to a lack of recognition for their status. Nevertheless, their enjoyment of their work means that they are still happy to work at PUA because they love their university.

#### **4.5.6 Summary**

In summary, the interview data regarding the recognition of archivists as professionals gathered in these four case studies shows that most Thai archivists lack an archival degree but have worked in archives for many years. They can deal with their work but lack any formal certification to prove their capacity. This is because in the Thai perception, professional recognition is constructed based on having both a degree and expertise, therefore the status of Thai archivists as professionals is ambiguous. Without formal professional status, they are positioned as general staff in their organisation.

The interview data also shows that the motivation to work as archivists in each setting differs and depends on the incentives and benefits available. For example, at NAT, archivists' motivation is related to their status as a civil servant; while, at BoT, motivation is associated with their salary, scope of work, and passion for the organisation itself. Similarly, the motivation of both the BIA and of university archivists relates to their passion for their religion and universities respectively.

In addition, the interview data seem to identify the relationship between the motivation of Thai archivists to improve their working competence and the length of time they work in the Thai archival workplace. For instance, data from NAT shows that most NAT archivists who have been working at NAT for a long time and are nearly retired lack motivation to improve their working skills. They always decline to attend any further training courses by claiming that they do not need any

improvement since they are waiting for retirement. Likewise, data from PUA shows that most PUA archivists have been working at PUA for nearly two decades. They believe that they are expert in their job and understand the nature of their organisation very well because they have plenty of working experiences there. This belief affects their motivation to apply new archival theory and practice to develop their work and improve their skills.

Finally, the interview data clearly shows that the reason most of the interviewees work as archivists is not because they desire to be archivists but they are motivated by their desire to work for the specific organisation. This factor clearly affects the identity formation of Thai archivists as well as the possibility of improving their status and positioning Thai archivists as professionals.

Since the status of Thai archivists may not be recognised as professionals, imposing the western (UK) model that focuses on preparing professional archivists may not fit with the Thailand context whose archival milieu is not the same as prevails in the western world (e.g. in the UK). This is the central concern of this thesis and is therefore discussed in much greater detail in the next section.

#### **4.6 The current context of archives and archivists in Thailand**

The data presented in Sections 4.2, 4.3, and 4.4 shows that the definition of archives and archivists, the function of archives, the role and duties of archivists, and the qualifications of archivists in the four case studies (NAT, BoT, BIA, University archives) are different and also do not match the western concepts or the UK model. In addition, the data presented in Section 4.5 illustrates that the status of Thai archivists as professionals is ambiguous and difficult to enhance. This data forms the specific context in which archives and archivists operate in Thailand.

##### **4.6.1 The relationship between the definition of archives and archivists, the function of archives, the role and duties of archivists, and the qualifications of archivists**

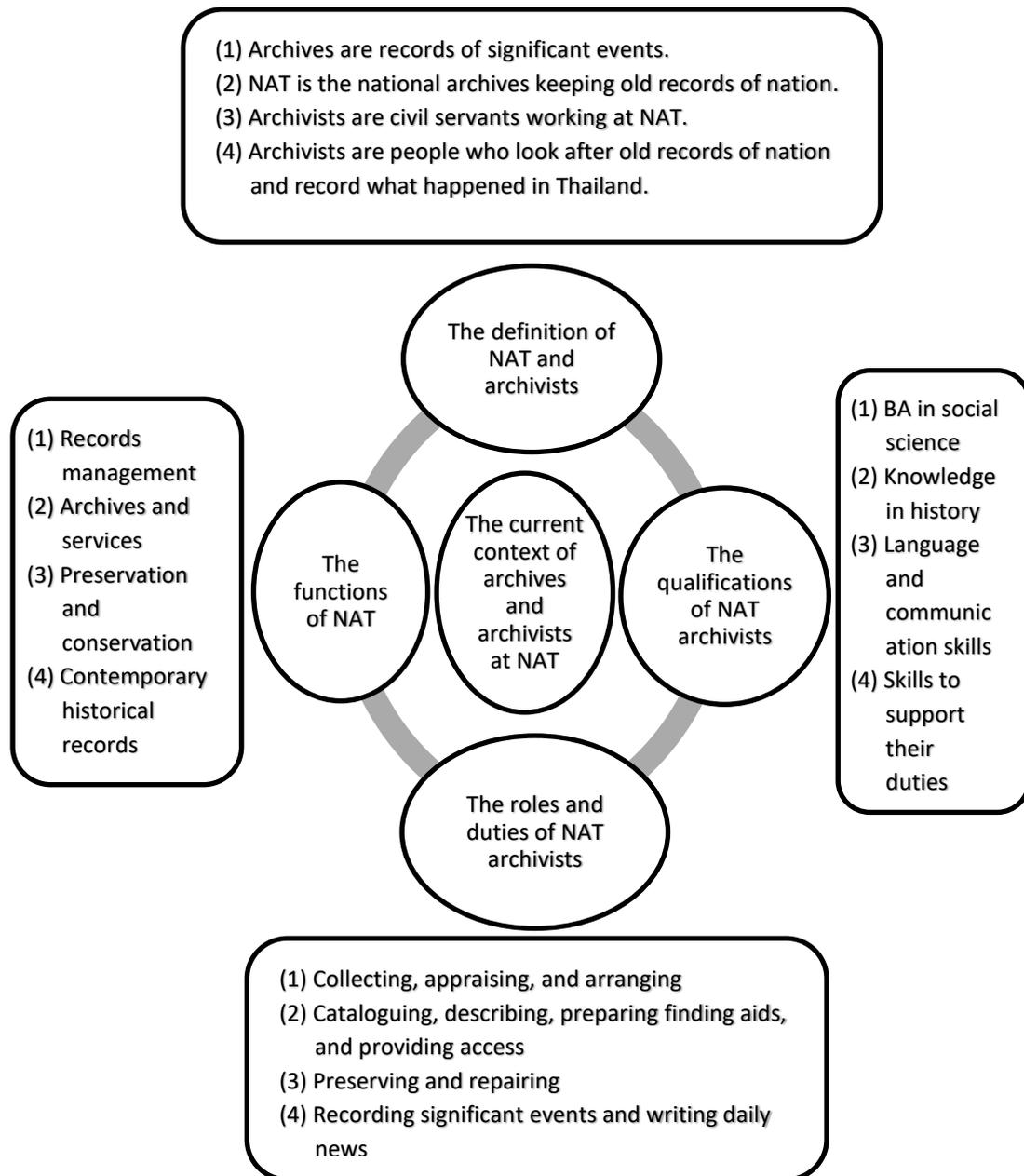
First, the definition of archives and archivists, the function of archives, the role and duties of archivists, and the qualifications of archivists in Thailand vary and are

dependent on the context of each organisation. These four case studies provide clear examples.

**(1) NAT**

The current context of archives and archivists at NAT is demonstrated in Diagram 4.6.1(a).

**Diagram 4.6.1(a): The current context of archives and archivists at NAT**

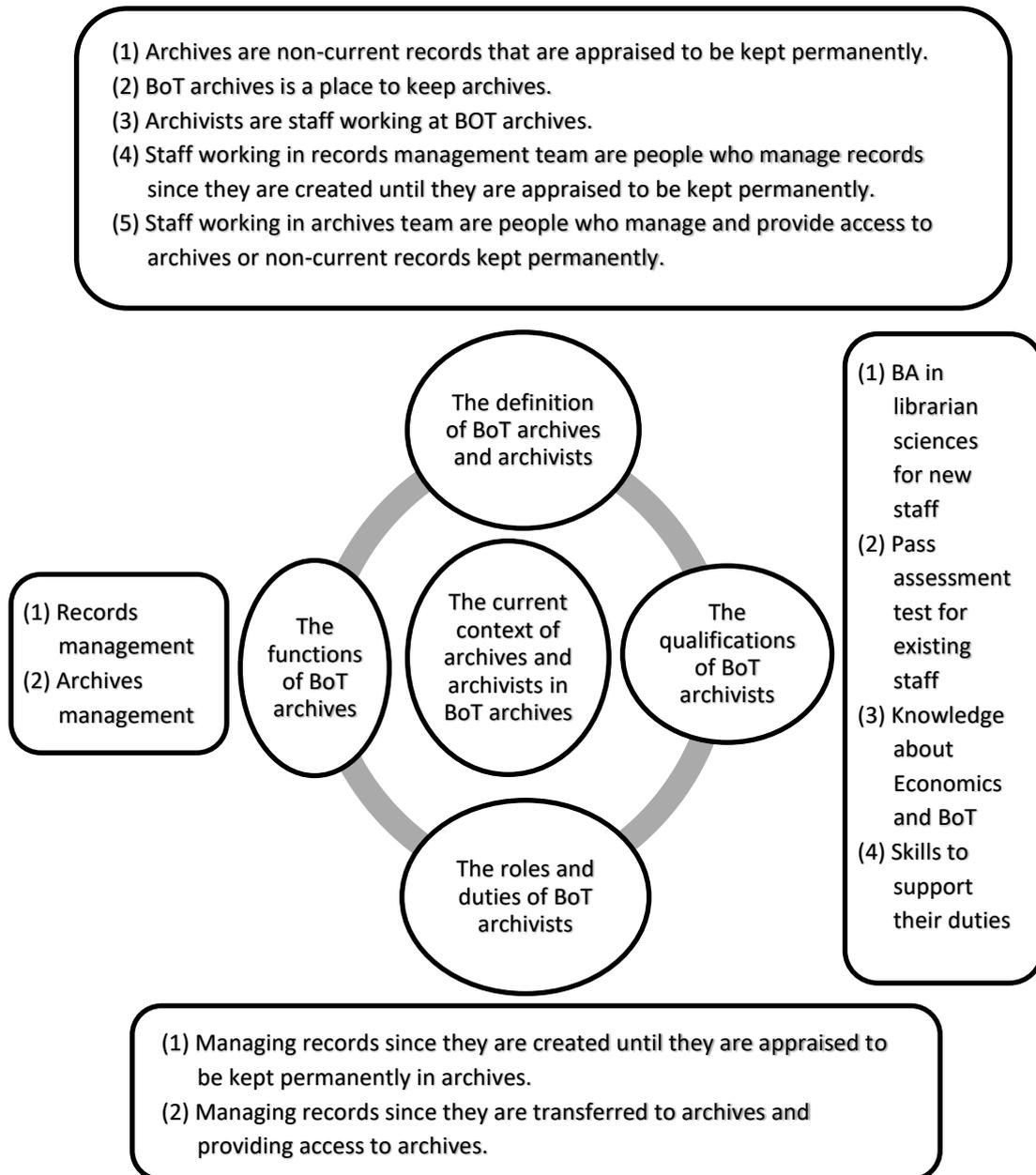


NAT is a government organisation with responsibility for recording events and it is established as the national archives (see Section 4.2.1). This role affects the function of NAT. NAT has four sections which deal with both archival work and recording events. The separate functions of these four sections in turn shape the role and duties of NAT archivists in each section. NAT archivists are civil servants whose responsibilities are limited to the section they work in. They do not deal with all aspects of archival processing. As civil servants, they are recruited via the OCSC system (see Section 4.3.1). They are also required to have other skills depending on their responsibilities.

## **(2) *BoT archives***

The current context of archives and archivists at BoT archives is outlined in Diagram 4.6.1(b):

**Diagram 4.6.1(b): The current context of archives and archivists at BoT archives**



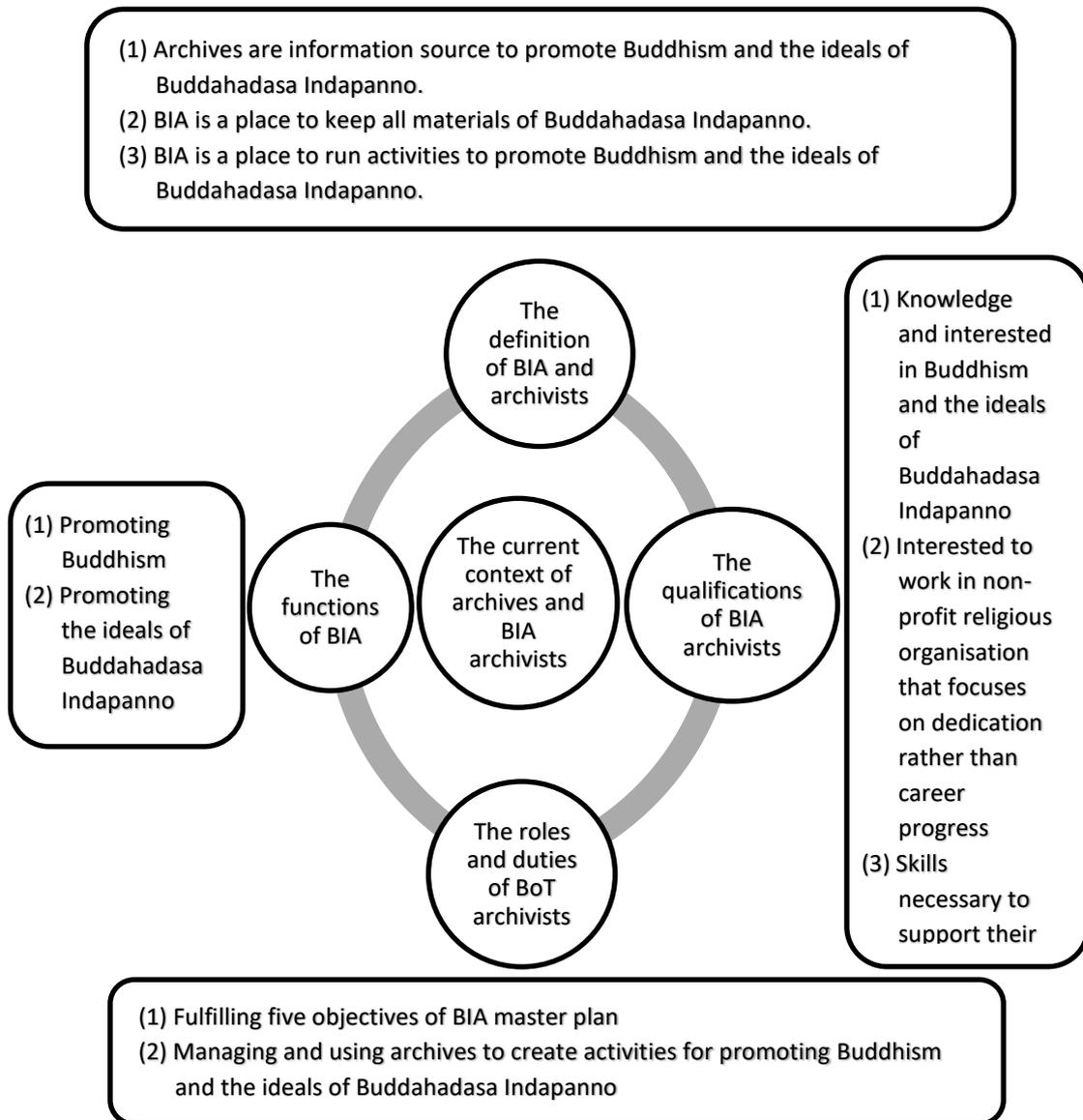
The BoT archive is the department which has responsibility for managing records from creation to permanent preservation. These roles define the functions of BoT archives which consist of a records and archives management team respectively. The records management team is responsible for managing records from creation until they are transferred to the archives. The archives management team is responsible for those records that have been selected as archives. This functional separation defines the roles and duties of BoT archivists. Staff in the

records management team are seen as record officers whose work is managing records to fulfil the role of BoT as a central bank. Staff in the archives team are seen as archival staff whose work is keeping old documents and looking after BoT's museum. Since BoT has its own recruitment system, the qualifications of BoT archives staff are specified internally. BoT archives may recruit only new staff who have an archival degree or have graduated in a related field but existing staff from other departments can be allocated if they have the necessary knowledge and skills to fulfil the functions of the BoT archives and its associated responsibilities. The main qualification required is not an archival degree but the ability to work and support the current and specific archival context.

### ***(3) BIA***

The current context of archives and archivists at BIA is detailed in Diagram 4.6.1(c):

**Diagram 4.6.1(c): The current context of archives and archivists at BIA**



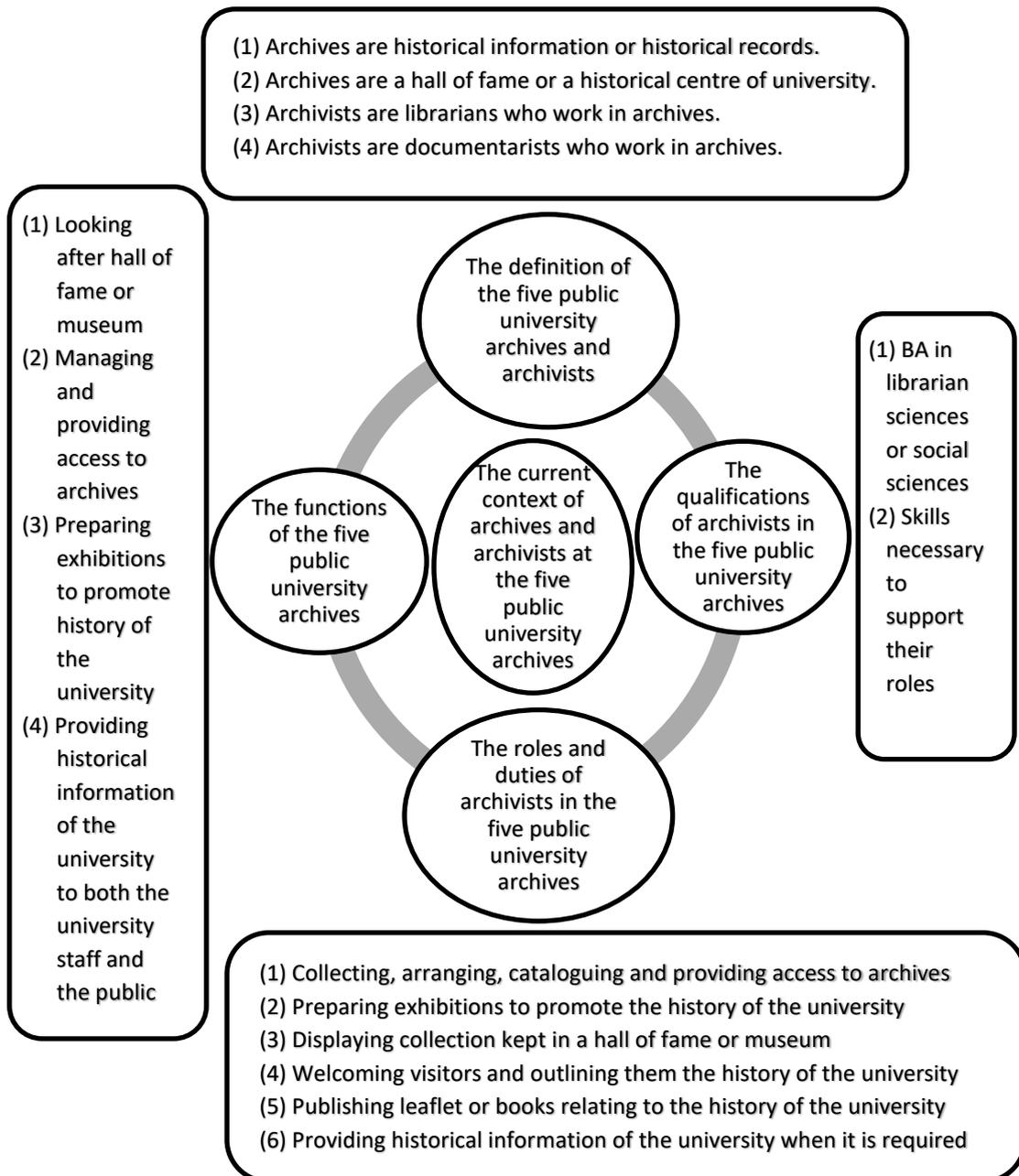
BIA is a religious archive set up to promote Buddhism and the ideals and reputation of Buddhadasa Indapanno by using his records and other materials. This goal affects the functions of BIA. In turn BIA’s master plan focuses on activities which promote the ideals of Buddhadasa Indapanno using its archival resources. This plan affects the roles and duties of BIA’s archival staff whose main tasks are the management and exploitation of archival material for activities which promote the work of Buddhadasa Indapanno. Because of this role, their required qualifications are knowledge about Buddhism and Buddhadasa Indapanno and the requisite skills

to achieve the objectives of the masterplan rather than holding an archival degree and knowledge.

**(4) At five public university archives**

The current context of archives and archivists in the five public University archives is illustrated in Diagram 4.6.1(d):

**Diagram 4.6.1(d): The current context of archives and archivists at the five public university archives**

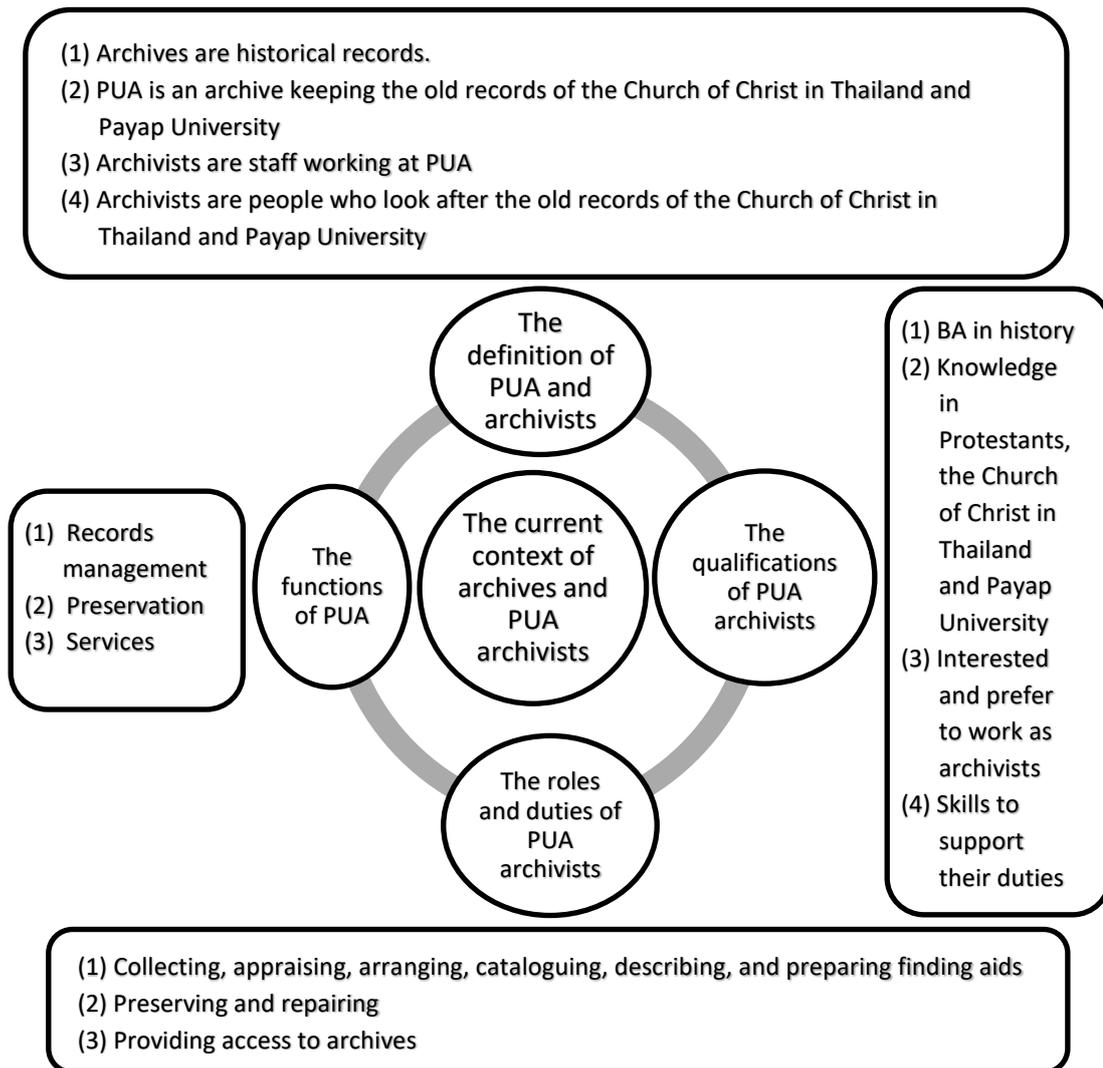


The five public university archives investigated are seen, variously, as a place to keep records and materials detailing the history of the given university, or as a university history centre. These different roles, and how they are perceived, affect the archives' functions. Because a primary function is as a hall of history or museum and promoting the history of the given university, the role and duties of the respective archives' staff are not focused on archival work. Staff in these five public university archives have responsibilities for promoting the history and reputation of their university through various activities such as exhibitions, publishing leaflets and historical books, or welcoming university guests by providing short presentations of the university's history. Because of this, staff working in this context are not specifically required to have an archival degree but are required to have other skills necessary to support their work.

#### ***(5) Payap University Archives (PUA)***

The current context of archives and archivists at PUA is as follows the structure of Diagram 4.6.1(e):

**Diagram 4.6.1(e): The current context of archives and archivists at PUA**



Unlike the five public university archives, PUA has the very specific function of keeping the old records of the Church of Christ in Thailand and of Payap University. PUA has four sections which support its function. This division impacts on the roles and duties of staff working in PUA. PUA’s archival staff do not deal with all aspects of archival processing but they have responsibilities only within the section they work with. Because of this, PUA’s archival staff are not required to know all about archival processes or to have archival degrees but they must have a history degree, and knowledge of Protestantism, the Church of Christ in Thailand and Payap University. In addition, they are required to have other skills necessary for their work.

These models (Diagrams 4.5.4(a), 4.5.4(b), 4.5.4(c), 4.5.4(d), and 4.5.4(e)) demonstrate the impossibility of a definitive statement about the required knowledge and skills expected of archivists in Thailand as they reveal a variety of archival environments. In addition, they are not the same as the western (UK) model.

#### **4.6.2 The purpose of archives in the Thai context**

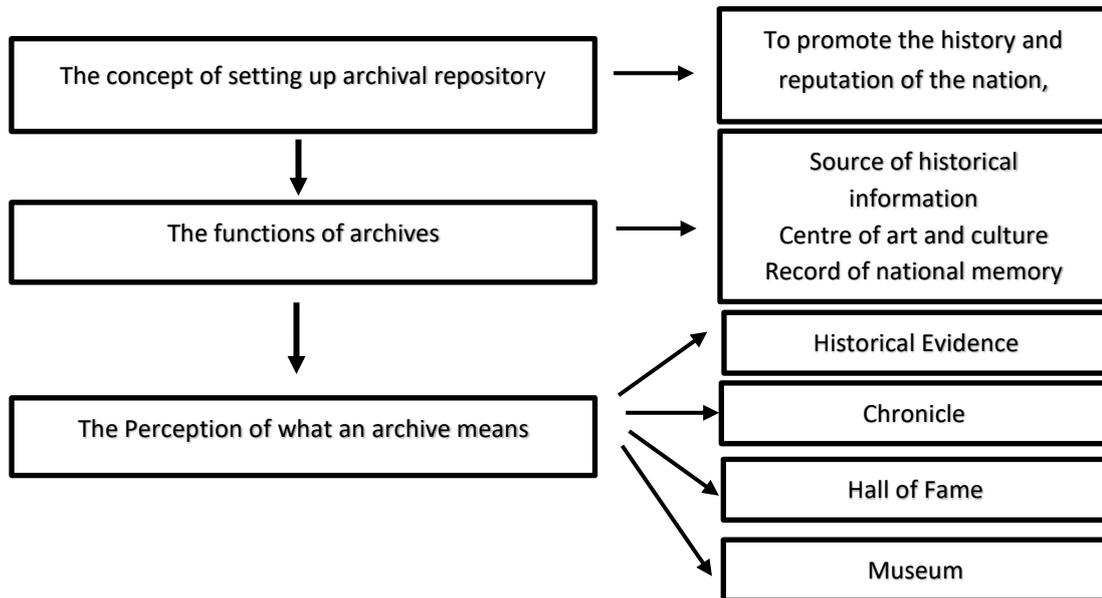
Second, the interview data has identified the two main purposes for establishing archives in Thailand; however, the first predominates.

##### ***(1) Keeping records for a historical purpose, to preserve memory, and promote reputation***

The first main purpose for establishing archives is to keep records for a historical purpose, to preserve memory, and promote reputation. As we have seen (Section 4.2.1, 4.2.3, and 4.2.4) archives in Thailand are perceived as historical. In addition, the term 'Archives' in Thai terminology (Section 2.2.2) equates to a 'memorandum of significant events'. The influence of the TV programme "*Krungsri archives*" (Sections 2.2.2 and 4.2.1) has also significantly influenced the Thai public to view archives as historical documents. In summary, archives are, therefore, seen as old documents or papers which relate Thai history and culture.

When the government, university managers, or private organisations consider the establishment of an information centre or a place for keeping information regarding the history of the nation, an organisation or an individual, they think about archives as an appropriate setting. The pre-existing perceptions and the context of Thai culture and society mean that those archives turn out to be evidence of history, chronicles, museum, or halls of fame. The process of establishing archives in the Thai context is illustrated in Diagram 4.6.2:

**Diagram 4.6.2: The process of establishing archives in the Thai context representing the relationship between the perception of archives and their functions in Thailand**



Archives are not set up to manage records as evidence of transaction or as a tool for accountability, transparency, or good governance. In this respect, they differ from some important western concepts of the core functions of archives (Section 2.2.5). Kormendy (2007), Yale (2015), and Roe (2016) have suggested that the functions of archives in western countries in the late twentieth century had already developed to focus on controlling records management systems in order to meet the needs of society to promote democracy and freedom of information. On the other hand, currently, the functions of archives in Thailand, in particular at NAT, are still focused on preserving the history of the nation and building up a national identity to serve nationalist interests. These functions were the core function of state archives in Europe in the nineteenth century (Yale, 2015). Because archives in Thailand can be a hall of fame, a museum, or a historical centre, staff working in this kind of archives do far more than dealing with archival processing; in fact they may not do any of the archival work which most archivists elsewhere do (Section 2.2.6). It is not surprising that the qualifications required for archivists in this kind of archive centres on specialist knowledge and skills rather than on archival processing, whether or not the staff hold an archival degrees. Indeed, any archival knowledge at all may not be important.

## ***(2) Keeping records for good governance and transparency***

Only one of the cases discussed set up an archives for what is considered, in much of the current western world, to be a key reason to establish an archive: to keep records in order to aid good governance and transparency. The example of the BoT archive shows that an archive can be established for this purpose if that organisation's executives understand the value of records as the evidence of organisational administration and that records can be a significant tool demonstrating their organisation's accountability, transparency and good governance. Because BoT executives understood the importance of records in this respect, they created and developed the records management system and the records centre (Sections 4.2.2 and 4.3.2).

BoT's current records management system requires the records management team to deal with records from their creation to their transfer to the archives: the relevant staff therefore need archival knowledge and skills, in particular, the capacity for appraisal. However, the interviews revealed that, because BoT follows DIRKS or the procedure to control and manage current records according to ISO: 15489 Record management (see PA 38 p. 156-157, PA 37 p. 157, and PA 37 p.158-159), records are appraised at creation by the records creators in consultation with the archives. Because most departments understand the operational values of records for their work, on the other hand, they do not understand the value of archives for their work, they always ask BoT archives to destroy their non-current records rather than transfer them to be kept permanently as archives. There is a risk that significant records may be lost if staff working in the records management team lack the ability to deal with appraisal properly. In addition, interviews with the archives management team showed that BoT managers and staff lack an understanding of the importance of archives, seeing archives as only historical documents. This situation suggests that the relationship between records and archives is not understood properly in BoT.

Because the BoT archives were set up to keeping records as evidence of good governance and transparency and records are more important than archives,

the archives staff need to be able to manage BoT's records management system rather than having archival knowledge. Thus an archival degree is unnecessary; the main qualification is the knowledge and ability to follow effectively what have been suggested in DIRKS.

#### **4.6.3 The context of "being an archivist" in Thailand**

Third, in addition to the organisational context which shapes the different qualifications required of archivists in these four case studies, further factors have been identified which impact on the conditions that archivists experience in Thailand.

##### ***(1) The perception that anyone and everyone can be an archivist***

The first factor is that anyone and everyone can be an archivist in Thailand as the interview data shows that having an archival degree is not the main qualification for being an archivist. Anyone and everybody can work in each of the four archival environments investigated, though they will, in some cases, need to go through a specific recruitment process and receive in-house training post-recruitment.

##### ***(2) Generic skills are more important than archival theory***

The second factor is the recognition that generic skills are more important than archival theory. The interviews showed that initial knowledge of archival theory and practice are not necessary since staff can be trained and improved by 'on the job training'. Indeed, other specific or general skills are more important because these kind of skills cannot be trained and developed quickly by means of in-house training. These skills are:

- (1) Communication skills;
- (2) Basic knowledge about their organizational structure;
- (3) IT skills;
- (4) English language skills;
- (5) Negotiation skills;
- (6) Awareness of relevant laws and regulations;

- (7) Exhibition skills;
- (8) Presentation skills;
- (9) Services skills.

All of the archival environments investigated need people who are able to deal with their responsibilities through their generic skills rather than knowing archival theory. Having an archival degree is not important.

In light of these findings, it is not surprising that the number of students registering for the master's degree programme in archives and records management in Thailand is very low.

***(3) Passion for working in their organisation is more significant than having an archival degree***

The third factor is that passion for working in their organisation is more significant for staff than having an archival degree. The interview data suggests that, in all cases, there is a need for staff who love their job and would like to improve their working competence rather than have an archival degree. Archival knowledge and a degree are not necessary because the appropriate skills are not difficult to learn and practice while working on the job.

***(4) Archivists are positioned as general staff not professional staff***

The last factor is the status of archivists. Archivists in Thailand are always positioned as general not as professional staff: the interview data reveals that none of the archivists were categorised as professional staff. This category results in them having limited salaries and degrees. Although they may have a master's degree or specialist knowledge and skills, their salary and position cannot increase given their status as general staff, therefore the position of archivists is associated with a bachelor degree level without specification of an archival degree.

The roles and duties of archivists in Thailand varies. Their responsibilities often exceed carrying out archival processes. In summary, we can see that a significant qualification for being an archivist in Thailand is - rather than having an archival degree - having those competences which facilitate one's duties and

serving the function and mission of the respective archive. This range of required qualifications suggests, as a significant conclusion of this research, that Thailand may not need a formal archival degree to prepare new archivists. It is certainly difficult to reach a conclusion about any kind of training needed by Thai archivists since each archive requires staff with different working competence. This is discussed further in Chapter 6.

#### **4.6.4 The status of Thai archivists as a profession**

Finally, the interview data discussed in Sections 4.2, 4.3, 4.4, and 4.5 shows that the status of Thai archivists as a profession is connected with three main factors. This section briefly compares the interviewee data with the theoretical models of professional status to explore further the particular case of Thai archivists.

##### ***(1) Professional recognition***

According to Kallberg (2012; see also Section 2.3.3), archivists can be recognised as a professional group if the following three main elements have been established: Firstly, the legislation should be implemented to address the legitimacy of specialist archival functions and the need for archivists to deal with those functions; Secondly, national government, local government, and the executive boards of organisations need to be aware of how records and archives are important for their nation, region and organisation, and must set policy, regulation, and strategy to support the function of archives management; Finally, professional archivists themselves should communicate more effectively within their organisations regarding the importance of their work and should improve their skills to ensure that they have sufficient expertise to undertake their tasks.

Section 4.5 has shown that Thai archivists do not have archival degrees and therefore cannot prove that they have sufficient archival knowledge to deal with archival processes correctly. Although most interview participants believe that archivists are professionals, they are not sure that the status of Thai archivists can be enhanced to the status of professionals because most Thai archivists develop their knowledge and expertise through 'on the job training'. In addition, except in

the case of NAT, most Thai archivists are not concerned whether or not they are recognised as professionals since a putative professional status does not affect their salary and position.

The discussion in Sections 4.2 and 4.3 also shows that the three elements described by Kallberg (2012) are not present in any effective way in Thailand. First, although the archival legislation has been in place in Thailand since 2013, the authority of NAT archivists to deal with records held by public bodies has not been established. Second, the Thai government and - with the exception of BoT - the executive boards of the four case studies have not been aware of how important records and archives are, whether as decision-making information sources, as evidence of good governance, or for transparency and accountability. They have never set up any policy or strategy to support the function and authority of their archives to deal with records in their organisation properly. Finally, most Thai archivists are unable to convince their organisation to understand the importance of their work because they lack an archival degree which proves their expertise in this field. Most of them are also lack the motivation to negotiate with their organisation because their salary and other benefits do not rely on their status as professionals.

The evidence clearly shows that Thai archivists would find it difficult to improve their status to become professionals because their environment lacks the three main elements which contribute to such recognition.

## ***(2) The motivation of the Thai archivist***

According to Hughes and Hughes (2013) (see Section 2.3.2), the specialist knowledge and expertise of archivists are one of the main factors enhancing the professional status of archivist. Hughes and Hughes have suggested that archivists must develop their knowledge and expertise to meet the expectation of society, thereby archivists are recognised as professionals.

On the other hand, data from Section 4.5 has shown that, for a number of reasons, most Thai archivists lack the motivation to improve their archival knowledge and skills due to: being close to retirement (NAT, Section 4.4.1, PUA,

Section 4.4.4); not deriving any benefits from improving their knowledge (NAT, Section 4.4.1, PUA, Section 4.4.4); and a lack of support from their organisation (Public university archives, Section 4.4.4).

### ***(3) The archival identity***

According to Stauffer (2014) (see Section 2.3.1), the status of archivists as professionals can be recognised in terms of identity formation. Hughes and Hughes (2013) also suggest that the way in which an identity is formed can differ depending on how a profession is defined. For example, in Europe, the archival identity is constructed by employers and academic providers because the definition of an archival profession was defined in a very broad term, but in the UK and Northern America, archival identity is developed by archivists and society because an archival profession is defined by focusing solely on social perceptions.

Following the suggestion of Hughes and Hughes (2013), since the term 'archivist' in Thailand is defined by the roles and responsibilities of archivists designated by their employers (e.g. NAT see section 2.2.4), the identity of Thai archivists must be developed as a broad term or in a different sense depending on the given role and responsibilities. However, section 4.5 shows that most interviewees decided to work as archivists because they wanted to work for a specific organisation and not because they wanted to be an archivist. In addition, some of them do not consider themselves as archivists (see section 4.3); and more generally, there is no public understanding of the archival role or the specialist duties involved (see section 4.3).

Given all these factors, the formation of a professional identity for archivists in Thailand would be difficult to achieve as the individuals working as archivists do not consider themselves as archivists, their main qualification is not related to archival knowledge and skills.

## **4.7 Conclusion**

The interview data from participants who are regarded as employers was gathered and analysed to explore their understanding of: (1) the definition of

archives and archivists; (2) the function of archives; (3) the role and duties of archivists; (4) the qualification of archivists; and (5) the recognition of Thai archivists as a professional group. This analysis has provided a clear picture of the context of archives and archivists in Thailand and shows that that context is *specific* to that country.

The analysis has demonstrated that the current context for archives and archivists in Thailand comprises four main elements:

1. The relationship between archives and archivists. Every archive in Thailand is different in terms of its definition, function, and role. These differences affect the role and duty of archivists in each organisation. Since the role and duties of archivists in each organisation are different, the archivists are required to have different qualifications;
2. The objective for which archives are established. Archives in Thailand have been established with two main purposes: for history or for good governance, thus their functions are different. Archives in Thailand can be a hall of fame, museum, or records centre depending on the perception of executives who set up the specific archives;
3. Qualifications and competencies. Archivists in Thailand are not required to hold an archival degree but must have other generic skills: these are likely to depend on their responsibilities. In addition, they are required to have a passion for their work in order to compensate for low salary levels and poor career progression;
4. The status of archivists and archival identity. Archivists in Thailand cannot be recognised as professionals because the necessary elements are not present in Thai society to enable their professional identity formation.

On the other hand, in the western concepts (such as the UK model), the core function of every archive and the key roles and responsibilities of every archivist are not different (see Sections 2.2.5 and 2.2.6). Archives are established as an archival repository keeping non-current records that are appraised as archives and archivists

are people who have the knowledge and expertise to deal with the archival processing and who are able to manage records from creation to permanent preservation. Archivists are also required to have earned an archival degree and their professional status can be enhanced by their archival identity formation. In addition, the archival professional group plays a significant role in developing the working standard of archivists and accrediting the archival educational programme. Archival theories and principles have been developed by both archival scholars and archivists.

Comparing the current specific context of archives and archivists in Thailand with the archival context in the UK model of preparing professional or qualified archivists to work in UK archival workplace, this chapter identifies that these two contexts are overwhelmingly different. However, these differences have not been clear hitherto because the archival educational programme which was applied from the archival programmes teaching in western countries - in particular the UK - was established in Thailand in 2001. This programme prepared archivists on the basis of the western context or UK model not the Thai context. According to the Graduate School, Silpakorn University (2009), this programme was not successful in terms of profitability because in each academic year the number of students registering in this programme was less than 10 (see Appendix 1).

The contradiction between the western (UK) model of preparing archivists to work in the western (UK) archival context and the specific current context of archives and archivists in Thailand is a significant concern of this thesis. Any new initiative which seeks to prepare archivists to work in Thailand therefore needs to consider the following factors:

- (1) Every archive in Thailand needs archivists with different knowledge and skills;
- (2) Every archive in Thailand requires archivists who, while they find the work attractive, are prepared to tolerate low salaries and poor career progression;

(3) Archival degree is not a compulsory qualification to work in Thai archives;

(4) The status of Thai archivists as a profession is ambiguous and an archival identity has not been formed.

These factors identify that preparing archivists in Thailand by providing the formal professional education programme is not an effective approach because the roles, duties and qualifications of archivists in each organisation vary. In addition, it seems to be the case that an archival degree is not significant as archival knowledge and practice can be inculcated during working and their identity has not been formed to confirm that Thai archivists are professionals.

Since the context of archives and archivists in Thailand is specific to this national context, introducing an effective archival curriculum model directly from a different country is unlikely to work well. The next chapter presents the data from academics and students' perspectives regarding how the archival postgraduate programme is developed in Thailand and examines the problem of applying the UK model in more detail. These assist in identifying the factors contributing to the success of the archival postgraduate programme at Silpakorn University to prepare graduates to work professionally in the Thai archival workplace.

## **Chapter 5: Analysis the impact of using a UK model of the archival postgraduate education in Thailand**

### **5.1 Introduction**

Chapter 4 identified that archivists working in different occupational contexts are required to have different competences. It is suggested, therefore, that it would be problematic to require all Thai personnel working as archivists to follow, in the future, a single model of educational improvement. The analysis presented in Chapter 4 also made it clear that the Thai context of archives and archivists is different from the western (e.g. UK) context. Using a UK model focusing on preparing professional archivists in the UK context to prepare new graduates for work as archivists in the Thai archival workplace may generate more problems than it solves because this approach cannot meet the existing needs of Thai archives.

In order to analyse to what extent the only existing archival programme in Thailand, a masters degree (postgraduate) program at Silpakorn University (the Silpakorn programme) has been developed and succeeded in preparing graduates to work professionally as archivists in the Thai archival workplace, both the model of archival curriculum used in Thailand and the factors shaping the Thai archival education need to be understood.

This chapter, therefore, consists of two main parts. The first part presents data collected from participants who are regarded either as academics or students of the Silpakorn programme. Their perspectives regarding how this programme has been developed in conjunction with the analysis of MARM and MAC programme specifications assists in understanding the model of archival curriculum used in Thailand and the problems or limitations in developing the Thai archival postgraduate programme to prepare professional archivists able to work in the Thai archival context.

In the second part, the interview data collected from both employers' (Chapter 4), and academics' and students' (Chapter 5) perspectives will be analysed in conjunction with the literature discussed in Chapter 2 to examine three main

issues : (1) the impact of Thai higher educational policies and regulations in relation to preparing graduates to work as archival professionals; (2) the impact of different contexts of archives and archivists between Thailand and western (UK) concepts in relation to preparing professional archivists to meet the need of Thai archives; and (3) the impact of the four elements of professional learning in relation to their role in developing graduates to be professional archivists. The analysis of these three aspects assists in understanding not only the factors contributing to the effectiveness of the Silpakorn programme in preparing graduates to work effectively as professional archivists in the Thai archival workplace but also the problems of using the UK model to prepare archivists to work in Thai archives and the factors shaping archival education in Thailand.

## **5.2 The development of archival postgraduate education in Thailand**

Nine participants who designed, managed, or taught either in MARM or MAC were asked about the development of the archival education in Thailand and the origin of the archival postgraduate programme in this country. They explained that Princess Sirindhorn is a key person who initiated and supported the idea to establish the formal archival education programme in Thailand because she taught that this would be one mechanism to develop the archival knowledge and public understanding of what archives are and why archives are important in Thailand. Princess Sirindhorn as an alumna of the Department of Oriental Languages, Silpakorn University, discussed her idea with the Department and it was accepted. The first formal archival programme in Thailand which was called MARM was initiated. One participant who took part in this initiative explained how MARM was developed:

“This programme was initiated by our department, the Department of Oriental Languages, Silpakorn University in the 1990’s because we thought that it was useful for Thailand...we had many historical documents in our holdings and we were experts in palaeography. We thought that historical documents are one type of archive...In the early period, we designed this programme by applying the

archival programme used in developed countries, in particular the UK.” EP 03

By applying the UK model, MARM was designed to be a postgraduate programme by the Department of Oriental Languages where there were no faculty members having archival degrees (see Appendix 8 for more detail regarding its aim, structure and modules’ descriptions). Although Silpakorn University did not have any full time lecturers who had archival degrees to manage, and teach on MARM, this programme was approved by University council. EP 03 discussed why MARM could be opened without any archival scholars to look after it. She said:

“MARM was approved because the Council think that MARM is a useful programme and Thailand needs it for developing archival knowledge in this country.” EP 03

With the support from the Council, MARM could be opened in 2001. However, MARM faced many problems. One participant who took part in developing MARM commented:

“This programme focused too much on historical documents and palaeography. It was because the Department of Oriental Language was keen on in this field... As a specific programme, MARM could not get many students. The number of students was low and limited to some specific group of people.” EP 01

According to MARM’s programme specification, 12 of all 23 taught modules in this programme are about palaeography and historical documents (see Appendix 8). Due to its structure, to complete the programme, students are required to take only five compulsory taught modules relating with archives and records management while having to take at least three taught modules relating to historical documents (see Appendix 8). In addition, anybody without working experience in archives can study on this programme and there is no work placement and archival professional body to accredit the programme like those of the UK model (see Section 2.4.3 and Appendix 8). This structure reflects (1) its aim to prepare graduates to have archival knowledge and skills able to work in archives, not to prepare qualified archivists and records managers like those of UK, (2) its aim

to acknowledge how to keep and preserve archives (or historical documents) systematically and effectively since archives are seen as national historical heritage, and (3) the expertise of the Department who designed this programme (see Appendix 8).

This kind of structure was also a key factor specifying prospective students and their interest to study on MARM. One participant who did not have working experience in archives decided to study MARM because:

“I used to study Thai palaeography when I was a monk. I love historical documents and I want to know how to keep them systematically.” ST 41

However, palaeography was not a key reason for participants who were working either at NAT or other archives in Thailand. Most of them decided to study on MARM with a similar reason of participant ST 40:

“I wanted to get higher degree and more archival knowledge. I, therefore, decided to study in this programme because it is the first postgraduate programme regarding my profession opened in Thailand.” ST 40

Since MARM was in the specific interest of those who worked in archives or those who liked historical documents, MARM could get 34 students in the first three year but only 15 students could graduate (see Appendix 1). Most participants who used to teach on MARM discussed this problem in a similar way to participant EP 03:

“No MARM students were able to complete their study by two years because of dissertation. They could spend one and a half year for completing all taught modules but they could not finish writing their dissertation within half year.” EP 03

MARM students also addressed this problem. One participant who used to study on MARM but was retired pointed out:

“I could not graduate because I could not finish writing my dissertation.” ST 43

She explained why most MARM students including her failed:

“First, students could not find the examples of dissertation in this field to follow. Second, students lacked reading skills in terms of reading textbooks and articles. Third, students did not study a sufficient volume of literature to support their research. Finally, some lecturers lacked the qualifications to be supervisors. Supervisors in MARM were separated into two types. One lecturer supervised only the writing style whereas the rest supervised data and analysis. However, some lecturers have never been supervisors whereas some lecturers did not have a master’s degree. Do you think this work?” ST 43

Even students who could graduate also faced the same problem. Participant ST 39 explained:

“I spent two years preparing my research proposal. I had a topic but my research proposal was rewritten over the course of a year and it was approved when I was in Year 3...I understand that Silpakorn University had to invite a lecturer from another university to supervise MARM students because a lecturer at Silpakorn University who was a main supervisor did not have an archival studies degree although she was very keen on doing academic research. It was likely that one lecturer had to supervise many students.” ST 39

There was, however, another side to this problem: According to the perspective of academics who taught on MARM, their students could not finish writing dissertations on time because:

“Student did not do their dissertation after finishing their coursework because they did not know what to do...They did not send me any chapter for a year... When they submitted, I did not understand what they wrote....I tried to teach and assist them with their writing, but they could not do that...Their references were very limited and narrow.” EP 03

According to MARM’s programme specification, students take only one module regarding research methodology in the first semester of their study (see Appendix 8). According to its module’s description, students study the definition,

type, technique, and methodology used in archives and records management but participant EP 03 who has a doctoral degree in linguistics and taught on this module commented:

“I was asked to teach on research methodology. [With my limitation], I had to apply the linguistic principle to teach MARM students to understand how to write research proposal, literature review... I showed them what research looked like and what they had to do in order to finish their dissertation. With a limit of time, I could only recommend them the content of dissertation, the example of research proposal, and interesting topics.” EP 03

The limitation regarding the qualification and number of lecturers to teach and supervise MARM students also caused another problem. EP 03 explained:

“We had to invite both academics and senior NAT archivists to teach or provide special lectures because our lecturers did not have archival degrees and had never been archivists, and this caused us to face financial problems. If we had not to invite those people, we could have saved a lot of money.” EP 03

However, this approach could not guarantee that MARM students would understand archival theory and principle very well and able to apply them effectively into practice when they started working. One participant who was invited to teach on MARM stated:

“I realised that my students knew only what I taught them. I expected my students in particular those who work at NAT to answer my question by comparing what have been taught in class and what have been done at NAT but they have never written or mentioned anything related to this on their answer sheet. ... They did not have any broader knowledge than what I provided.” EP 05

This problem, according to the students' perspective, came from the memorising teaching approach. ST 43 explained:

“Students took notes while the teacher was teaching. Students did not ask many questions and the discussion time was very limited... I think this teaching approach is not different from how I was taught as an undergraduate

student. The main assessment is the exam that students can pass by memorising what teachers have taught and by referring to the textbook that the teachers provided.” ST 43

After opening for three years, MARM stopped opening for new students in 2004. EP 03 pointed out the factor contributing to this suspension:

“MARM was suspended because MARM could not find sufficient supervisors to comply with a new regulation implemented in 2005 to control the quality and quantity of supervisors who were appointed for supervising postgraduate students while conducting their research and writing their dissertation.” EP 03

Both the problem of financial deficit and the lack of qualified lecturers to teach and supervise MARM students have not been resolved yet, however; the Department of Oriental Language decided to reopen MARM in 2008. EP 03 explained:

“We had to reopen MARM in 2008 because we wanted to help our formal students who already completed their coursework and wanted to return to do their dissertation for completing their study.” EP 03

The reopening of MARM in 2008 brought some new students but it was on a small scale (see Appendix 1). After two years of the second opening, The Department of Oriental Language decided to close this programme. EP 03 discussed:

“I agreed with .... , [formal Dean of Faculty of Archaeology, Silpakorn University]. MARM was difficult to manage. After checking the expenses of MARM, we had 300,000 baht [about 6,000 pounds] deficit... MARM should be closed because we did not have sufficient lecturers to manage and teach in this programme... We had a big debt... We had small number of students.” EP 03

However the proposal to close MARM failed. One participant who took part in this process explained:

“University Council did not agree with us. The President of the Council told us MARM was initiated by Princess

Sirindhorn and it was a useful programme... It was our assignment to develop MARM. It must not be closed” EP 02

It was not an easy task to develop MARM since this programme had not only to solve its existing problems but also to modify to comply with both the Ministry of Education Decree on Standards for Higher Educational Curriculum Postgraduate Level 2005 and TQF:HED. Silpakorn University, thus, set up the committee to develop MARM. One participant who was a member of this committee stated:

“MARM is important as it is related with keeping national history... It will be dangerous for our nation if we do not keep and preserve our records systematically. Therefore, University Council and Executive board do not want to close this programme... The main problem of MARM is only the lack of sufficient lecturers who qualify to comply with TQF:HED’s rule.” EP 01

To solve this problem, MARM was redesigned to be an interdisciplinary postgraduate programme, as Silpakorn University could appoint three existing full time lecturers who have different degrees to oversee the new programme (see Section 2.5.3 (1) and Appendix 9).

Then, the committee discussed what the new programme should be. Participant EP 08 who played a major role in this process explained:

“An archival profession is very tiny in Thailand. How can I make it broaden? In Thailand, archives are always merged with museum... Within the concept of cultural heritage information, archives, museums, and art gallery can be merged... Actually, I would like to design it to be a cultural heritage information programme consisting of three main majors but the University would like to keep the term ‘archives’. Therefore, it has to be archives and cultural heritage information management.” EP 08

Another participant discussed the reason for having both:

“A new programme is designed by focusing on archives and cultural heritage information because we define archives as one type of data which is modified to be information. Archives are also one part of cultural heritage since the term ‘cultural heritage’ can be regarded as both tangible

and intangible culture. Tangible cultural heritage information is kept in paper records whereas intangible cultural heritage information is kept in oral records. The term 'cultural' does not mean only something in the past but also something that is applied to fit for current uses. Therefore, it needs a good management. This programme, thus, focuses three main aspects: archives, cultural heritage information, and management." EP 01

The new programme, therefore, was called Master of Art (Archives and Cultural Heritage Information Management (MAC). EP 08 explained:

"The main objective of this development is the desire to develop the programme for preparing graduates who are able to manage cultural heritage information within archives, museum, and art gallery... Therefore, MAC is not designed for preparing professional archivists. Instead, it focuses on preparing graduates to have knowledge sufficient to be either archivists, records managers or a person who can manage database in museum or art gallery... Main attributes of MAC consists of management, information technology, and cultural heritage." EP 08

MAC was approved in 2013 and opened for new students in 2014. However, as an interdisciplinary programme, it had to move to be managed by the Graduate School with cooperation from the Faculty of Archaeology, Arts, Painting Sculpture and Graphic Arts, and Science respectively (see Appendix 9 for more detail regarding its aim, objective, structure and course descriptions).

According to MAC's programme specification (see Appendix 9) and the above interview data, MAC was designed to solve the problems that MARM used to be faced with. First of all, it was designed to attract more prospective students since it could be of interest to either those who want to work in archives, museum, or art gallery or those who want to study how to manage information relating with culture (see Appendix 9). Therefore, it is not surprising that one MAC student decided to study in this programme because:

"I like museum and want to work there. I think this programme can help me." ST 47

Although MAC could get more types of student, the number of students in 2014 was low. EP 08 commented:

“Now we have only three students [2014]. We did not do advertising a lot because we did not have time. It was approved in 2013 but we had to open in early 2014. In addition, its tuition fee is nearly three times higher than MARM because MAC is designed to be a weekend class programme. Although it can facilitate those who have to work on weekday but students have to pay more... The negative reputation of MARM regarding no one could graduate by two years also provides a huge impact on the decision of some prospective students.” EP 08

It seems to be that, with only three students, MAC may face a budget deficit, but EP 08 argued:

“Although currently MAC is under budget deficit, it must not be closed because MAC is regarded by both the Council and University as one part of Silpakorn’s identity.” EP 08

Secondly, it was designed to allow students to graduate without doing a dissertation. Students can select plan B to get a degree (see Appendix 9). Within this plan students can complete the programme within two years since the individual studies are less difficult and take less time than a dissertation (see Appendix 6 for more detail regarding the difference between dissertation and individual studies). EP 03 explained:

“Actually, I did not agree to include a dissertation as a compulsory part of MARM but I could not against the University policy during 2000s that needed to improve research skills of all University postgraduate students. I think it is not necessary to improve research skill of archival students, in particular those who are working in archives...I am happy that our new programme (MAC) included individual studies as another option since it can help students able to graduate within two years.” EP 03

Finally, it was designed to be an interdisciplinary programme to ensure that the qualification of lecturers who manage and teach on MAC can comply with the Thai higher education regulatory environments.

The interview data from academics' and students' perspectives including MARM's and MAC's programme specifications identify not only the history of the Silpakorn programme and its curriculum model but also the factors shaping the archival postgraduate education in Thailand. The next three sections analyse the impact of these factors on the programme in terms of its effectiveness to prepare graduates to work as professional archivists in the Thai archival workplace.

### **5.3 The impact of Thai higher educational policies and regulations in relation to preparing graduates to work as archival professionals**

As discussed in Section 2.5.1, Thai higher educational institutions, in particular universities, were established to serve the needs of the Thai government as well as social demands to increase number of graduates. Before 1997, universities typically focused on preparing graduates through existing knowledge transferred from the western world. After the economic crisis hit Thailand in 1997, the Thai government changed its educational policy and universities in Thailand were required to alter their role to focus more on preparing graduates to work professionally and to develop programmes to meet labour market demands. However, it can be argued that the archival postgraduate programme at Silpakorn University, of specific interest in this thesis, which was developed from Master of Arts in Archives and Records Management (MARM) to Master of Arts (Archives and Cultural Heritage Information Management (MAC), did not succeed in preparing graduates to meet the need of the archival market in Thailand because the two main regulations that OHEC implemented to improve educational quality were inappropriate in this instance. The following section discusses validity of this argument by investigating the impact of these two regulations (Ministry of Education Decree on Standards for Higher Educational Curriculum Postgraduate Level 2005 and TQF:Hed 2009) on the Silpakorn archival postgraduate programme.

#### **5.3.1 The impact of the Ministry of Education Decree on Standards for Higher Educational Curriculum Postgraduate Level 2005 on the archival postgraduate programme at Silpakorn University**

Section 2.5.3(1) noted that the Ministry of Education Decree on Standards for Higher Education Curriculum Postgraduate Level 2005 required all postgraduate

programmes to meet the standard set by this regulation by focusing on the qualification of lecturers in terms of their academic degree and research skills. In addition, students must have developed research skills by conducting either individual studies or a dissertation. These two rules have affected the archival postgraduate programme at Silpakorn University:

***(1) The qualification of lecturers***

First, it was very difficult to find lecturers who have both a doctoral degree and archival working experience to teach on MARM programme. Consequently, students lacked an opportunity to study both archival theory and archival practice. Although the Department of Oriental Languages tried to solve this problem by inviting senior archivists (in particular from NAT) as guest speakers (see Section 5.2), it did not help the students because what they studied was Western archival theory and principles whereas guests speakers talked about NAT practices developed by their archivists who did not have archival degrees. On the other hand, the invitation of guest speakers increased the expense of running the course. One interviewee who contributed to manage MARM when it opened until it was suspended in 2012 complained that MARM always faced a financial deficit because it needed to invite both archival scholars and guest speakers to teach in this programme because lecturers at Silpakorn University before 2012 did not hold a doctoral degree in archives and records management and no one used to work as an archivist (See section 5.2). The lack of archival scholars to manage and teach MARM was one of the significant factors influencing the financial problem of this programme.

The number and qualification of lecturers are major concerns because the quality of a lecturer is a significant factor affecting the quality of a higher educational programme. Since MARM could not run without qualified lecturers, MARM was required to develop the qualified staff from scratch. There were two alternatives: find qualified lecturers or change the programme to reflect the qualifications of existing lecturers. Given the lack of suitable qualified candidates, Silpakorn University decided to change MARM to be MAC. This decision, consequently, changed the archival postgraduate single disciplinary programme

providing archival knowledge and preparing graduates to work in archives, to an interdisciplinary programme providing knowledge regarding archives, cultural heritage, and information management and preparing graduates to manage information in terms of records, archives, and artefacts (See section 5.2 and Appendix 9). In practice this means that MAC was not developed for preparing archival professionals but rather trained its graduates to manage cultural heritage information in archives, museum, and art galleries.

### ***(2) Submission of dissertations***

Second, as this regulation needs students to develop their research, Silpakorn University responded by specifying a compulsory dissertation for a master's degree. This requirement has affected those professionally-oriented postgraduate programmes. To comply with this regulation and University's policy, MARM was designed to include a dissertation as a main part of the programme while the work placement, considered necessary for professional preparation (See 2.4.3 (2), 2.5, and Appendix 8), was excluded. This is doubly problematic because the MARM was explicitly based on the Western curriculum or UK model where a work placement is a significant part of the programme.

Since all MARM students were required to complete a dissertation without work placement, they were unable to raise any professional problems, as, without work experience, they could not link archival theory and principles with the problems that arise in the archival workplace. Consequently, they either did not complete a dissertation or took more than a year to finish it. No MARM students submitted a dissertation on time and most of them took more than a year to prepare even their proposal, as they did not know what they should do (see Section 5.2). Some MARM students retired or decided to quit because of their inability to complete a dissertation. Three interviewees who did not complete the MARM course explained that they failed because they could not carry out their research and write their dissertation, although they have already passed all coursework modules (see Section 5.2).

Interview data identifies that the failure of MARM students to complete their dissertations was due as much to the inadequacy of supervision and the lack of research skills among MARM students (see Section 5.2).

The inability to finish writing a dissertation on time clearly illustrates the ineffectiveness of MARM to improve students' research skills and allocate sufficient and qualified supervisors. This problem affected the number of students registering for this programme. Interview data reveals that the decision of NAT archivists to study in MARM depended partly on the possibility of gaining the master's degree within two years. Two NAT interviewees (both of whom have the Master's degree) explained that many of their archivists decided not to enrol on this programme because they saw all their work colleagues spending three years or more on the course. Most NAT archivists expected they were unlikely to complete the course within two years because of the difficulties associated with the dissertation. It was unsurprising that the number of NAT archivists registering in MARM decreased from 2004 although the Department of Fine Arts encouraged their civil servants including NAT archivists to study for a master's degree by providing time and money (see Appendix 1).

One academic at Silpakorn University who was a main contributor in developing MAC noted that the main goal of the new programme was:

“to try to support students to finish their course within two years.” EP 08

One way in which MAC addressed the completion problem was by offering individual study as another choice to complete their course. Since most students studying in this course do not want to improve their research skills but would like to acquire knowledge and skills required for managing cultural heritage information, conducting research and submitting a dissertation are unnecessary. Individual study or setting up a project to study the problem they are interested in, finding the approach to solve that problem, and submitting a report on that project is more suitable because students will not spend too much time on preparing a research proposal, studying literature, collecting data, and conducting critical analysis. On the

other hand, students focus on finding problems and how to resolve them by using the knowledge and theory they study in class and thus spend less time than conducting research (see Appendix 6).

However, it can be argued that MAC still lacks the most significant mechanism to prepare graduates to work as professionals, namely the work placement which is not included as a compulsory part of MAC (see Appendix 9).

### **5.3.2 The impact of TQF:HEd on the archival postgraduate programme at Silpakorn University**

TQF:HEd implemented by OHEC in 2009 required all higher educational programmes in Thailand to set up their learning outcomes to comply with five domains of learning outcomes designated either in their professional framework or in TQF:HEd (See Section 2.5.3, above). Since a professional framework of archivists has not been established, five domains of learning outcomes of the archival postgraduate programme at Silpakorn University had to be set up to comply with those designated in TQF:HEd. The learning outcomes of this programme comprised:

- (1) ethical and moral development focusing on research ethics;
- (2) knowledge focusing on archives and cultural heritage information management;
- (3) cognitive skills focusing on research and problem-solving skills;
- (4) interpersonal skills and responsibility focusing on leadership and teamwork skills;
- (5) numerical, analytical and communication skills focusing on general communication and IT skills (Graduate School, Silpakorn University, 2014, p. 26-29).

However, the above five domains did not mention:

- (1) the archival professional ethics;
- (2) archival knowledge applicable in the context of archives and archivists in Thailand;

- (3) the ability to improve archival theory and principle applicable to the Thai archival workplace;
- (4) the role and responsibility of archivists;
- (5) generic skills necessary for working in Thai archival workplace.

It seems that these five domains were set up to provide students with the knowledge and skills to conduct archives and cultural heritage information management research rather than preparing them to be professional archivists: the learning outcomes do not reflect the knowledge and working competence that archivists in the Thai archival workplace should have (as seen in Chapter 4). Since TQF:HEd designated five domains of learning outcomes in broad term (ethical and moral development, knowledge, cognitive skills, interpersonal skills and responsibility, analytical and communication skills), academics who developed MAC could modify the knowledge and skills necessary for working in the Thai archival workplace to fit with these five domains, but they did not do that. This means that MAC does not respond to the needs of the Thai archival workplace and is not designed to prepare graduates to work as professional archivists in the Thai archival workplace.

Participant EP 04 complained that designing the curriculum in line with the five domains of learning outcomes required by TQF:HEd may not fit with the requirements of the archival profession:

“According to the TQF:HEd regulations, OHEC designed a broad framework for all curriculum teaching in higher educational institutions which must be complied with if the specific professional framework has not been designed ... I think that for an archival curriculum, we should design our own framework but if we negotiate with OHEC to let us design our professional framework like those of other professional programmes such as nursing, we will fail because we are the only university that offers an archival degree. OHEC allows only the professional programme that is offered by more than one university to design its own professional framework. Since we have to use the broad framework that OHEC sets down in TQF:HEd, we have to design the five domains of the learning outcomes that our

students have to comply with, while this framework may not be the same as what the archival market needs. For example, we have to develop our student on their numerical skill as this skill is one of the five domains of learning outcomes set in this broad framework. However, we still do not know what numerical skills archivists should have.” EP 04

Likewise, participant EP 01 commented on the difficulty of assessing learning outcomes:

TQF:HEd also lacks an effective tool to assess the five domains of learning outcomes. For example, in terms of the first domain, morality, I am not sure how to assess the morality of our archival students.” EP 01

The lack of an effective assessment tool is another problem influencing the effectiveness of setting up learning outcomes to promote graduates’ eventual qualification. Presumably, even if MAC’s learning outcomes were redesigned to meet the needs of the Thai archival workplace, it would not be possible to guarantee that graduates would be developed enough to be able to work professionally as these five domains of learning outcomes could not be assessed easily. For example, if archival professional ethics were included in the first learning outcome, it would not provide assurance that graduates would be able to deal with the ethical problems appropriately when they started working because professional archival ethics could not be developed other than by providing knowledge regarding the code of ethics. Using learning outcomes to promote a graduate qualification is not a panacea in terms of the ability of graduates to work professionally because some attributes (e.g. ethics) cannot be assessed straightforwardly. Allais (2007, 2011), Fernie and Pilcher (2009), and Raffe (2012) have argued that a competency-based training model or a strong outcome-based model does not work well in higher educational programmes because it is impossible to develop graduates’ working competency to meet the requirement of each workplace. Instead, they recommended preparing graduates to meet national and labour market requirements. In addition, setting up a qualification framework by focusing on learning outcomes designed by academics or policy makers without referencing the

national context and stakeholder's involvement is likely to mean that those learning outcomes will not meet the need of the nation and that the qualification of graduates will not meet the expectation of that profession (Allias, 2011).

MARM was suspended in 2012 and was developed as MAC in 2013 because the former could not comply with the rule of Ministry of Education Decree on Standards for Higher Educational Curriculum Postgraduate Level 2005 and TQF:Hed and Silpakorn University's council wanted to keep the programme (see Section 5.2). TQF:Hed required all postgraduate programmes to meet the need of the labour market and be overseen by three permanent lecturers who either have doctoral degree or hold the academic title 'associate professor' in the relevant area (see 2.5.3 (1) and Appendix 7 for more detail regarding qualification of lecturers and faculty members in Thai universities). Since Silpakorn University lacked permanent lecturers who qualify with this rule and MARM faced problems relating to both an income deficit and a low number of students, The Department of Oriental Languages proposed its closure. However, this proposal was withdrawn because University council included MARM as a part of University's mission to maintain and preserve Thai historical and cultural knowledge through its academic programme and Princess Sirindhorn who is the major contributor in developing archival knowledge in Thailand had strongly supported the establishment of MARM in 2001 as a consultant (Minutes of Meeting regarding MARM 1/2012). In order to comply with the rules of TQF:Hed regarding the qualifications of lecturers and the demands of the Thai labour market, MARM was required to develop.

Participant EP 01 pointed out:

"TQF:Hed has been designed for academic rather than professional programmes. TQF:Hed stimulates lecturers to conduct more research and publicise their research in terms of academic papers in order to receive an academic title as 'assistant professor' or 'associate professor'. Under this system, lecturers who teach on some professional programmes that focus on practising such as fine arts may not be able to receive any academic title since the outcome of their research is not academic papers. In addition, they are not able to supervise postgraduate students since they

do not have any academic title. Many professional programmes in our university are faced with the problem of not having qualified lecturers although the lecturers we have are expert in their profession.” EP 01

This is a problem for the archival programme. According to the rules of TQF:HEd, experienced archivists cannot contribute to the teaching on the archival postgraduate programme unless they have a doctoral degree or have an academic title. This problem happens not only in Thailand, but also in other countries (e.g. UK) where the universities that open archival postgraduate programmes have been facing the difficulty to find archival lecturers who have both doctoral degrees and working experience in this field to teach on their programmes (Shepherd, 2006 )

Because students should have a chance to learn how to be archivists from experienced archivists, these requirements should be reconsidered. Participant EP 01 suggested a way forward:

“A system to convert the experience of a professional into the academic degree framework should be established. If we could certify their professional experience to be equivalent to a doctoral degree or associate professor, we would be able to invite these experienced archivists to teach our students.” EP 01

Due to the inability to establish this converting system, MARM had to be developed into MAC in 2013 to comply with TQF:HEd rules. However, the change affected the preparation of graduates to work as professional archivists.

- ***Changing from purely archives to archives, museums and art galleries***

First, the original archival postgraduate programme at Silpakorn University focused only on archives and records management knowledge and preparing graduates to work professionally became an interdisciplinary postgraduate programme (MAC) based on providing knowledge relating both archives and cultural heritage information management and also preparing them to work in the archival workplace but also in, museum and art galleries.

- ***Learning from academics rather than practitioners***

Secondly, lecturers who take responsibility and teach on the archival postgraduate programme can no longer be drawn from senior archivists who used to work at NAT or other archives, and instead are obliged to be academics or scholars who have either a doctoral degree or hold the academic title 'associate professor'. This means that MAC students will not be able to learn from archival practitioners regarding what the archival workplace in Thailand actually does but they will study information management, archives, museums, and art galleries, and learn how to carry out research from lecturers who have substantial research experience though little professional experience.

- ***Preparing students for working in archives, museums, or art galleries but not to be professional archivists***

Finally, since the main focus of MAC is cultural heritage information in whatever sector, the students on the Silpakorn archival postgraduate programme have changed from those who are either archivists or would like to be archivists, to those who are working in archives, museums, and art galleries or would like to work at these institutions (see Section 5.2). MAC students do not work exclusively as archivists but are required to manage cultural heritage information in archives, museums or art galleries.

Due to the need to comply with TQF:HEd, the archival postgraduate programme had to change its objective from preparing graduates to work as archivists in the Thai archival workplace to prepare graduates to work in the range of institutions just mentioned. Since the objective of MAC is not to train archival professionals while the academics who take responsibility for teaching and running in MAC have never been archivists, it is unlikely that MAC graduates will meet the needs of the Thai archival workplace. Preparing graduates to work as professionals requires both designing outcomes reflecting the roles and responsibility of that role, and lecturers who have a degree and working experience in that profession. However, it seems to be that MAC lacks these two mechanisms crucial for improving the qualification of MAC students to meet the workplace expectations.

Because MAC was not developed to prepare professional archivists, designing learning outcomes to meet the needs of the archival workplace and teaching the role and responsibilities of archivists are not a high priority. Providing knowledge regarding archives, museums and art galleries is more important since MAC is a master's level in the Thai higher educational system, a system traditionally focusing on knowledge and providing academic degrees rather than preparing professionals (see Section 2.5.1).

The Thai higher educational policy and regulatory environment described above has resulted in the archival postgraduate programme at Silpakorn University becoming a research degree rather than a professional programme. It is mandatory for students to conduct research rather than preparing them to work as professionals. This means that the Thai higher educational policy and regulatory environment does not provide appropriate support for the archival postgraduate programme at Silpakorn University, at least in so far as that programme is able to prepare graduates to be professional archivists in the Thai archival workplace. Chapter 6 suggests how to solve this problem.

Thai higher educational policy and regulatory environment is not the only factor contributing to the lack of effectiveness of the archival programme to prepare graduates to work as professional archivists, the current context of archives and archivists in Thailand is another factor of this effectiveness.

#### **5.4 The impact of differences between Thai and western (UK) concepts of archives and archivists in relation to preparing professional archivists to meet the needs of Thai archives**

As discussed in Chapter 4, the Thai and western (UK) concepts of archives and archivists are different. In this section, these differences are discussed in order to analyse why these different contexts impact negatively on the archival postgraduate programme in Thailand.

#### 5.4.1 Four areas of differences between Thai and western (UK) concepts of archives and archivists

As discussed in Sections 2.2, Section 2.3 and Chapter 4, the Thai context of archives and archivists differs from that of the West (e.g. UK) in four main areas: (1) the definition of archives and archivists; (2) the function of archives and the role and responsibilities of archivists; (3) the qualification of archivists; and (4) the status of archivists as professionals. The table below illustrates these differences.

**Table 5.4.1: The differences between the western (UK) and Thai conceptions of archives and archivists**

Area	Western (UK) concepts	Thailand
The definition of archives	(1) Non-current records of enduring value to be kept permanently in archival repository (2) Archival repository (3) Archival institution	(1) Historical Evidence (2) Chronicle (3) Hall of Fame (4) Museum
The definition of archivists	A person or a professional who: (1) has a degree in archives and records management; (2) is able to manage archival repository, conduct a records management programme, manage manuscript collections, and deal with archival processing	(1) Civil servants working at NAT and undertaking one part of the archival process (2) Any staff working in archives (3) Librarian working in archives section
The function of archives	(1) Ensuring rights (2) Providing historical sources (3) Designing and controlling records management system (4) Disseminating culture.	(1) Source of historical information for promoting the reputation of a person, organisation, or nation (2) Centre of art and culture (3) Record of national memory
The role and responsibilities of archivists	All of the following: (1) Appraisal and Acquisition (2) Arrangement and	(1) Taking up only one part of the archival process (2) Recording history

Area	Western (UK) concepts	Thailand
	description (3) Preservation (4) Reference and Access (5) Outreach and Advocacy	(3) Preparing exhibition (4) Looking after museum (5) Looking after hall of fame (6) Presenting history
The qualification of archivists	(1) Having a degree in archives and records management (2) Having knowledge and skills to deal with the archival process (3) Understanding the role and responsibilities of archival professionals (4) Understanding regulations regarding records and archives management	(1) Anyone and everyone can be archivists (2) Generic skills are more important than archival theory (3) Passion for working in their organisation is more significant than having an archival degree
The status of archivists as professionals	(1) The status of archivists as professionals can be improved via identity formation (2) Archivists are positioned as professional staff	(1) The status of archivists is not recognised as professional (2) Archivists are positioned as general staff not professional staff

As discussed in Section 2.4.2, Western curricula (e.g. UK curriculum) are naturally designed on the basis of the western (UK) context of archives and archivists and prepare graduates for the roles and responsibilities understood within the western (UK) context. Archival curricula are also designed as professional programmes comprising both the theory and practical skills necessary for professional practice. In addition, in some western countries, in particular the UK, the archival professional body, as a key stakeholder, plays an important role in accrediting the archival programme, meaning that programmes are designed to meet the needs of the archival profession and the specific national workplace.

Chapter 4 demonstrated that the current context of archives and archivists in Thailand differs from the Western (UK) contexts. The Thai archival workplace

(and therefore the national labour market) does not need archival professionals prepared according to Western (UK) concepts, rather it requires staff able to deal with specialist tasks, which are not the same as those derived from western (UK) concepts. Since the MARM programme at Silpakorn was designed by imposing the western professional archival curricula (in particular the UK programme) focusing on preparing archival professionals, the archival postgraduate programme at Silpakorn University (MARM) was unable to prepare graduates to meet Thai needs specifically. The reasons for this failure are discussed further in the following sections (5.4.2-5.5).

#### **5.4.2 The impact of archival contexts leading to the failure of the archival postgraduate programme(MARM) at Silpakorn University**

Although MARM was imposed from the western model in particular the UK model, this programme was not a professional curriculum focusing on preparing archival professionals as in the UK. The data from Section 2.4.3 and the analysis in Section 5.4.1 identifies clearly that the influence of the western or UK model on MARM that the postgraduate programme and its archival theory and principles derived from western concepts did not respond to the needs of the Thai archival workplace.

##### ***(1) Students studied western (UK) concepts of archives and archivists that differ from those that prevail in Thailand***

First, students in this programme studied the archival knowledge transferred from western (UK) concepts which differ from the Thai contexts (see Sections 2.2.1-2.2.6). This contradiction means that students were not provided with knowledge reflecting the context of their future career, resulting in their being unable to understand their future career.

##### ***(2) Students learn only the core roles and responsibilities of archivists via western (UK) concepts that differ from those that exist in Thailand***

Second, because MARM students studied the concept of archives and archivists transferred from a western (UK) context, they understood the role and

responsibilities of archivists only in western (UK) terms, which focus on dealing with archival processing and providing access to archives. Since students are not taught and trained to understand their future role and responsibilities (as outline in section 4.3), they lack significant skills in relation to Thai archival workplace needs. Consequently, they are not able to work effectively. This means that MARM was not able to prepare graduates to work in the Thai archival workplace.

### ***(3) Students are trained to be academics rather than professionals***

Finally, following the model from the UK, MARM was designed to be a postgraduate programme. However, a postgraduate programme in the Thai higher educational system required students prepared to do research rather than professional practice. In addition, as demonstrated in Chapter 4 archivists are not recognised as professionals in Thailand. This means that MARM had no pre-existing professional framework and did not take into account the needs of the archival profession, factors which shaped the UK programmes which provided the model. In addition, the programme's focus improving academic knowledge and research skills has negatively influenced the ability of graduates to work as archival professionals in the Thai archival workplace effectively.

These three aspects demonstrate the main factors causing MARM's failure to prepare graduates to be professional archivists able to work in the appropriate Thai context. This failure still exists although MARM was developed into MAC in 2013 and may be more difficult to handle because this programme was changed not to focus on preparing professional archivists but to educate staff who can manage information in archives, museums, or art galleries.

The next section (5.5) will analyse in more detail how the original and revised archival postgraduate programmes at Silpakorn University have failed in preparing graduates to be a professional archivist by analysing the role of four elements of professional learning described in Reid et al's (2011) model for preparing graduates to be a professional.

### **5.5 The impact of the four elements of professional learning in relation to their role in developing graduates to be professional archivists.**

Data from both the literature review and the semi-structured interviews identified three significant areas which inform the context for providing archival education in Thailand.

First, it is clear from the analysis of the interview data presented in Chapter 4 that each archive in Thailand requires archivists with different working competences and having an archival degree is not a compulsory qualification. Neither archivists nor other staff working in archives can be regarded as professionals since the status of Thai archivists as a professional group is not well recognised. Most archives in Thailand need, primarily, staff who love archival work and who are happy to accept relatively low salaries and benefits.

Second, universities within the Thai higher educational system focus on preparing graduates to meet the requirement of TQF rather than considering whether or not they can work in their profession effectively (see Section 2.5). Most curricula are designed to offer a degree and academic knowledge rather than supporting the needs of the labour market and improving Thai human resources capacity.

Third, the single archival programme in Thailand has no requirements for working experience. This programme has been initiated by Thai scholars who have never been archivists but would like to develop archival knowledge in Thailand by transferring archival knowledge and theory from western countries (see Section 5.2). According to the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002); Ministry of Education Decree on Standards for Higher Education Curriculum postgraduate level 2005; Ministry of Education Decree on Thai Qualifications Framework for Higher Education (TQF : HEd) 2009), this programme must comply with TQF:HEd.

Since archival education in Thailand is shaped by these three main areas, it can be argued that it is difficult to develop the archival postgraduate programme at

Silpakorn University as a professional programme that is able to improve the professional education of students while also preparing them to be professional archivists. The following four sections analyse the failure of the Silpakorn programmes to use four elements of Reid et al's (2011) model to prepare graduates to be a professional.

### **5.5.1 Body of professional knowledge**

As seen in section 2.3.4(1), Carter (1985), Eraut (1994), Pavlin, Svetilik and Evetts (2010), and Reid et al. (2011) have concluded that anybody of professional knowledge consists of disciplinary, practical, and generic elements. The amount of each type within the curriculum depends on the nature of the profession and the decision of the curriculum designers (Reid et al., 2011). To prepare graduates for working as professionals, Reid et al. (2011) suggest that the body of knowledge should focus on practical and generic knowledge; however, if the objective of the academic programme is to prepare students for research, Reid et al (2011) argue that the body of knowledge should focus on disciplinary and generic knowledge.

If following Reid et al. (2011), in order to prepare graduates to work as professional archivists, a body of archival knowledge should focus on archival practice and generic knowledge supporting the role and responsibility of archivists. However, the evidence (Sections 2.4.3(1) and Chapter 4) shows that the body of archival knowledge imposed from the UK model and deployed in the original and revised archival postgraduate programmes at Silpakorn University may not fit with the role and duties of archivists (as described in the four case studies), as discussed in this section.

As seen in the Chapter 4 case studies, archivists working in each of the four sites are required to have different working competences. In addition, they are specified to have generic skills rather than archival knowledge. However, the archives' particular needs as outlined in the four case studies regarding archivists' working competences have not been recognised. The archival programme at Silpakorn University in Thailand (MARM) claims to have been designed to prepare graduates to work in archives and after MARM was developed into MAC, it is still

the case that graduates from MAC can work in archives (Department of Oriental Languages, Silpakorn University, 2009; Graduate School, Silpakorn University, 2014). However, both programmes focus on disciplinary knowledge and research skills (see Sections 5.3.1, 5.3.2, Appendix 8 and 9). Practice within the archival repository is not required and generic skills are not included in these two programmes. This shows that archival graduates have not been prepared to serve the needs of archival institutions in Thailand.

Chapter 4 demonstrates that the archival knowledge Thai archivists are required to have is different depending on their roles and responsibilities. However, the teaching of archival knowledge in Thailand has not been designed to support these differences. The programme(s) at Silpakorn focus on transferring knowledge from the western (UK) concept of what archives are as well as the roles and responsibility of archivists working in a western (UK) archival context (Department of Oriental Languages, Silpakorn University, 2009; Graduate School, Silpakorn University, 2014)(see Appendix 8 and 9).

Since the concepts of archives and the role and responsibility of Thai archivists are different from those in the western world (e.g. UK) (as seen in Sections 4.2 and 4.3), providing, for example, knowledge of archival theory which has been developed from a western (UK) understanding of archives and archival functions cannot help graduates to understand their roles and responsibilities in the Thai context. Many interview participants pointed out the problems with this approach; for example, one interviewee from NAT commented that:

“It is very important to understand the nature and type of records in Thailand before designing records management course. If you teach students how records are arranged and kept in the UK or USA where the nature and type of records are different from those in Thailand, your students will not able to work effectively in Thailand.” NA 10

An interviewee working at PUA complained that:

“Teachers in this programme might not understand how my archives function. This programme provides knowledge about the concepts and theory of records management but

my archives are based on how to arrange archives... I still insist that the knowledge taught in this programme [does not relate to] what my archives do." UA 21

Meanwhile, an interviewee from BoT concluded that:

"Teachers [on the Silpakorn programme] transferred knowledge that they want to provide without any concern regarding what the markets need." PA 36

Because they lack Thai-specific knowledge relevant to their work, graduates are not ready to work as professionals in the Thai context. This means that having an archival degree is not necessary and the consequence is that there is no demand to study archives and records management. As mentioned previously, this low demand influences the effectiveness of an archival postgraduate programme in Thailand (the Silpakorn programme) in terms of its sustainability. This programme cannot survive without an adequate number of students. To ensure that the archival postgraduate education in Thailand can support the needs of Thai archives, an indigenous body of professional archival knowledge must be developed from the function of Thai archives and the role and responsibilities of Thai archivists. Adopting western or UK models is not appropriate.

As MARM provided knowledge of archival theory and principles drawn from records and archives management in a western (UK) context, and, in addition, did not have any archival practicals with experienced archivists, students were unable to work effectively after they graduated and were hired to work as archivists. They needed more training to deal with their roles and responsibility that are different from what they have studied. For example, working at NAT, they need to know how to record significant events. Likewise, working at university archives means they are required to know how to keep, arrange, catalogue and display archives and archival material using principles and practices relevant to museum objects. Although knowledge regarding museum management was provided after replacement of MARM by MAC, the lack of knowledge relating to the Thai context of archives and archivists has still not been addressed.

### 5.5.2 Learning archival work

As seen in section 2.3.4(2), Reid et al. (2011) has explained that to prepare graduates to work effectively in their profession, learning that enhances working skills should be developed and included in the curriculum. Reid et al. (2011) classified learning for work into three stages: (1) learning only technical work in that profession; (2) learning both technical and non-technical work in that profession; and (3) learning technical, non-technical work and other competencies of that profession. In order to reach the third or final stage, Cassidy (2011), Hodge et al (2011), and Kuijpers and Meijers (2012) have suggested that students should learn from actual work or have a chance to practice in a real workplace.

If these models are applied to the field of archives and records management, it can be concluded that students can improve their working skills in terms of technical work, non-technical work, and other competences necessary for an archival professional, if they have a chance to experience work by practising in an archival repository alongside experienced archivists (See section 2.3.4(2)). Hoy (2010-1), Wickham (2011), Lems (2010-1), and Sinn (2013) have recommended work placements as a tool to help archival students to better understand their role and responsibilities and to improve their working skills. Sinn (2013) has also concluded that the success of work placements is based on the collaboration between academics who teach archival theory to archival students and experienced archivists who may mentor the archival students during their work practices. However, data from Sections 2.4.3(2), 2.5.3 and Chapter 4 identifies that learning from direct archival work in Thailand may be difficult to develop by this approach when the following two problems have not been resolved.

#### ***(1) Work placements or practical experience in archives has been ignored***

As seen in Section 2.2.3, the Silpakorn programme was redesigned to provide knowledge regarding archives and cultural heritage information management and prepare graduates to work in an archival repository, museum, or art gallery (Graduate School, Silpakorn University, 2014). Though modules such as digital archives and IT information management were included in the new

programme, work placements or practice in archives was not featured (see Appendix 9). One interviewee who has never been a working archivist but who took part in designing this programme explained that:

“Work placement or practising with an archival repository has not been included in our programme because we have not felt confident that we can provide our students with a proper work placement. EP 03

On the other hand, other interviewees who both work in archives and have been invited to teach on this programme have argued that work placements or archival practicals are important for enhancing students’ working skills. One of them suggested that:

“I would like to see the work placement included in the archival postgraduate programme because it will help students understand more about archival processing. EP 05

Another commented that:

“The weak point of this programme is the lack of practice. Students study archival theory. They know archival principles but I am not sure whether or not they can apply what they have studied in class in practice.” EP 09

A NAT interviewee agreed:

“Students lack the chance to learn from real practice. They know only archival theory when they apply to work as an archivist.” NA 11

She also gave a specific example of problems caused by a lack of practical experience:

“My work colleague graduated from this programme. ... She has an archival degree but has never done any practical cataloguing.” NA 11

The analysis in Chapter 4 suggested a very practical obstruction to establishing work placements: there is a lack of Thai archivists to act as mentors. Most archivists working in archives in Thailand improve their working skills by on the job training. They can carry out their own archival tasks and responsibilities but do not always understand the whole process of archival work. They may not know

archival theory and principles unless they have undertaken self-study. They may understand what archivists are from their own role and responsibilities; and these, as has been demonstrated, may differ from those of other archivists. Given the national situation, archivists in Thailand may not be able to provide students with both theory and working experience to learn how to be a professional archivist as discussed by Hoy (2010-1), Wickham (2011), Lems (2010-1), and Sinn (2013).

***(2) Archival theory developed in the light of western (UK) concepts cannot be applied in Thai practice***

As seen in Section 2.2.5, the function of archive services in the western or (UK) context is to keep records as information regarding business administration and the history of an individual, families, organisations and nations. Archives (the content of archives services) are non-current records that have been appraised for permanent retention in archival repositories as they have enduring value. In order to manage archives effectively in terms of collecting, appraising, cataloguing and providing access, archival theory has been developed by western scholars such as Samuel Muller, Johan Adriaan Feith, Robert Fruin, Hilary Jenkinson, Theodore Roosevelt Schellenberg, Hans Boom, Hugh Taylor, Sue McKemmish and Frank Upward among others (summarised in Cook, 1997). The most enduring of these - the life cycle, principle of original order and continuum - have been used to improve the management of records and archives (Williams, 2006), technology and social concerns affect the conceptualisation of archival principles and their implementation in practice.

Chapter 4 has found that the functions and duties of archives in Thailand are, in many respects, not the same as of those in the western (UK) contexts in which the theory has been developed. The function of archives in Thailand is sometimes stated to be keeping records for the purpose of good governance and transparency (e.g. in the case of BoT) or retaining records for historical purposes, memory and reputation (in the case of NAT, BIA and university archives). While these objectives are also commonly found in the western (UK) context, Thai archival institutions/services are in fact not established to keep records in the same way. Because archives (as

documents) in Thailand are regarded as historical documents rather than non-current records of an organisation that have been appraised to be kept permanently, archives in Thailand were founded as places for keeping history not records. In the university context in particular, archives are regarded as a hall of fame and museum for keeping and displaying the history and reputation of persons, families, or the organization rather than an archival repository and services for maintaining and providing access to archives.

The understanding of archives as a place for keeping history has resulted in the development - and perception - of archives in Thailand as one part of a museum. As seen in the four case studies, NAT sits within the Department of Fine Art. The BoT archives have been merged with the museum and library. BIA was set up to look after and display the treasures and philosophy of Buddhadasa Indapanno. University archives are established to promote the history of the given university by displaying permanent and temporary exhibitions as in a museum. This museum perception plays an important role in the development of archival curricula in Thailand. Silpakorn programme was changed from studying how to manage archives and records (MARM) to manage cultural heritage information (MAC) because, as one of main programme designers stated:

“In Thailand, because archives are always merged with a museum, archivists are expected to look after the museum. I tried to find the most effective way to integrate them and I found that the idea of cultural heritage information fits with this situation. I think archives, art galleries, libraries, and museums can be merged because all are about cultural heritage information and the boundary between them is blurred.” EP 08

Likewise, the teaching of archival knowledge in Thailand is not derived from the national context, instead archival theories and principles have been developed in western countries where the nature of records and archives differ from those of Thailand (for more detail see Section 2.2). Archival students in Thailand may understand the concept of life cycle, records continuum, original order, and provenance very well but they may not be able to deal with the records in their holdings using these frameworks since the nature of records in their archives, and

the understanding of archival responsibilities, differs from what they have studied.

One interviewee who has a Thai archival degree explained that:

“What theory said is different from what my archives do. My teachers taught me the main archival theory and instructed me in the main archival principles. Sometimes, I argued that my archives are unlike what has been relayed in the theory and principles and my teachers only said ‘I see’.” ST 39

Similarly, another interviewee with a Thai archival degree commented:

“I think I do not have enough knowledge to deal with my work. Now, I have to look after palm leaves, and I have not studied how to deal with them before. In the archival programme, I studied only records and archives. On the other hand, when I started working, I had to deal with both records and artefacts. I had to decide between setting up my workplace as an archive or museum. I had to decide how to arrange these records and materials. I had to follow my organisation’s policy. Since my organisation would like to change my workplace into a museum, I had to study more how to keep, arrange, register, and catalogue records and materials as museum objects.” ST 41

If the above two problems (lack of work placements and lack of knowledge regarding archives and archivists in the Thai context) are not resolved, graduates from the Silpakorn programme will not be able to work effectively in the Thai archival workplace.

To ensure that graduates of the Silpakorn programme have the skills necessary to work in the Thai archival context, they should be required to do practical archival work in particular practicing the whole process of archival processing and the current context of archives and archivists in Thailand, the function and duties of archives in Thailand, and the role and responsibilities of Thai archivists should be taught so that students understand how their roles and responsibility will differ from those detailed in western archival theory and principles.

### 5.5.3 Archival identity formation

As seen in Section 2.3.4, professional education does not only provide knowledge but also prepares graduates to work as a professional in their chosen career. This requires them to have an understanding of their profession while also developing their professional identity during their study. Trade, Macklin and Bridges (2012) have suggested that the ability of students to develop their professional identity is based on the extent to which students engage in their professional community. In order to accomplish this, Reid et al. (2011) underline the importance of work placements in this context, emphasising that students should have a chance to attend work placements or mentoring programmes so that they can learn how to be a professional alongside existing professionals.

Procter (2010) has explained that although most archivists recognise themselves as professionals, their status is not generally acknowledged among the public because of the variety of their roles and responsibilities (see Section 2.3.3). To enhance the status of archivists as a profession, Kallberg (2012) identified the need for three main elements to be present: (1) the designation of the definition of archivists and their professional roles and responsibilities in the archives act; (2) policy and strategy to support the function of archives and the role and responsibility of archivists; and (3) the existence of a professional archival community. It has also been suggested (Stauffer, 2014) that to achieve the status of a profession, archivists should be clear themselves about their role and responsibilities and then advocate to and educate the public to understand the importance of the role and responsibilities, a strategy which is intended to lead to public recognition of them as a discrete, professional group.

If these criteria for professional recognition are examined in the Thai context, and with reference to the interview data analysed in Chapter 4, it is clear that the status of Thai archivists cannot be raised to be recognized as a professional group because Thailand lacks all elements suggested by Kallberg (2012). The National Archives Act of Thailand 2013 does not define who is an archivist and the professional role of archivists in relation to dealing with archives. Neither the Thai

government nor the vast majority of public and private organisations in Thailand have ever set any archives policy or strategy and, critically, those people who work in archives in Thailand have never regarded themselves as “archivists”. They lack any motivation to improve their status and create a profession. Because this desire for professional identity identification is lacking within the body of archivists and those who fulfill archival roles, it is difficult for archival students to learn how to be archivists and understand their associated roles and responsibilities. The next section analyses the reasons why it is likely to be impossible to create an archival identity of Thai archivists and the possibility to tackle these problems.

***(1) The problem of recognition.***

As Chapter 4 has made clear, those working at BoT, BIA, and university archives have never recognised themselves primarily as archivists, rather, they wanted to work in the particular organisation and were satisfied with their salary and benefits.

Since most Thai archivists start their career on this basis, it is quite unlikely they will recognise themselves as archivists; this is particularly the case where they do not have an archival degree and their formal work title does not say “archivist”.

The possibility to tackle this problem involves identifying an effective approach to increase the awareness of those who work in Thai archival repositories in terms of the importance of their roles and responsibilities. However, this is likely to be difficult to do since the analysis of Chapter 4 in conjunction with the literature review in Chapter 2 has made it clear that Thailand lacks both: (1) experienced archivists who have an archival degree, understand the whole process of archival work, and have worked in archives for many years as a mentor to archival staff; and (2) effective professional bodies to organise a programme of continuing professional development (CPD) to deepen the knowledge of archival staff in Thailand in relation to their understanding of their professional roles.

## ***(2) The status and roles of the Thai archival professional body***

As seen in Section 2.3.3, an archival professional body is a necessary element for enhancing the status of archivists as a profession and contributing to the forming of an archival identity. Most archival professional bodies in developed countries such as The Archives and Records Association (ARA) of Britain and Ireland, the Society of American Archivists (SAA) in the US, or the Australian Society of Archivists (ASA) were founded for these reasons. However, the Thai archival professional body in Thailand, 'the Archives Association of Siam' was not originally founded to improve the status of Thai archivists or to create or further their professional identity. Likitpornasawan (2015, p.4) has reported that the Association was established formally on 4 April 2001 to develop archival knowledge and practice in Thailand and thereby promote the importance of archives as a primary source of national historical information (see Appendix 10).

A NAT interviewee explained how these origins differ from those of other countries:

"I think that the archival professional body in other countries was initiated by archivists. Senior and expert archivists supported these bodies in terms of being trainers and mentors. On the other hand, the archival professional body in Thailand was founded by Thai scholars. ... Only one archivist was invited to be on the committee of this association although it has been initiated since 2001...The group of founders was mostly historians... most of the activities of this association are historical seminars." NA 11

The founder and former president of this association was Dr. Chanwit Kasetsiri, a famous Thai historian, who was its president until 2013 (Likitpornasawan, 2015, p.3). Because of its origins, the Association tends to consider archives solely as information sources for the research into Thai history. It is thus not surprising that the main objective of this association is not the promotion of the archival profession, but the improvement of archival knowledge and practice with the primary aim of ensuring that historical information will not be lost due to the mismanagement of records and archives (Likitpornasawan, 2015, p.4).

The type of articles published in *The Archives Association of Siam Newsletter* are historical articles: such as 'The experience of accessing primary historical documents', 'Recording historical events: Idea and theory from my perspective', or 'Diary and memory of Prince Sutratrip' (Likitpornawan, 2015, p. 1), indicating that the Association focuses on providing knowledge regarding Thai history and culture rather than on professional archival knowledge and principles.

Due to the national political crisis in 2013-2014, the work of the Association was suspended. Following the creation of the new government in May 2014, The Archives Association of Siam was reorganised and it established a new committee in 2015. The current president is Mr. Thongchai Likitpornawan, the owner of a Thai historical publishing house and known as an antiques collector who collects many Thai rare books and is keen on Thai manuscripts and historical documents. Although the background of the president is associated with history, the rest and majority of the committee members are working archivists (Likitpornawan, 2015, p.5). This is the first significant evidence of a motivation by Thai archivists to develop their profession.

Although most members of the committee are archivists, this does not guarantee that the status of Thai archivists as a profession will improve dramatically. According to the new regulation of The Archives Association of Siam (2016), this association will be a place where Thai archivists can share their knowledge and experience. This association will also support the work of Thai archivists by cooperating with both academics who have archival degrees and archivists to set standards in terms of keeping, managing and preserving records and archives and providing seminars and training courses to improve Thai archivists' working competences (Likitpornawan, 2015, p.4).

These objectives seem to be the first step to developing the knowledge and skills of Thai archivists and supporting their professional status. It is suggested that to succeed in these objectives, The Archives Association of Siam needs both academics or lecturers who have archival degrees and who teach archives and records management, as well as experienced archivists who have archival degrees

and have worked as archivists in order to promote the Association to Thai archivists, manage its activities, training courses and seminars. Thai archivists and the managers of Thai archival institutions should support the Association by joining as members. A high number of archivists or archival staff applying to be a member of the Association will be a significant step moving forward to establish professional identity.

### ***(3) The lack of archival scholars and expert archivists.***

As seen in many academic journals in archives and records management e.g. Journal of the Society of Archivists, Archival Science, Archivaria, western archival scholars conduct research applying and developing archival theories while archival practitioners develop their work through their roles and experiences. In the situation where these two communities are sharply divided, the development of archival theory and principles is often divorced from the problems faced by practitioners. However, since much western research is grounded in practice, or in collaboration with practitioners, its outcomes are relevant to, and can be applied in the archival workplace. This approach can help to solve the problem of the distance between academics and practitioners.

In the Thai case, the lecturers who teach in the Silpakorn programme are either Thai academics with an archival degree (or a degree in another related field such as information science, librarianship, history, or archaeology) but have never been archivists or they are former senior archivists at NAT or senior BoT officers without archival degrees. Surveying research publications regarding archives and records management in many academic journals database including Silpakorn University library database regarding MARM graduates' dissertations also identifies that, in either case, the amount of archival research regarding either archives in Thailand or carried out by Thai academics who teach in the archival programme or by postgraduates students who conduct research for their master degree's dissertation is rather small scale. Most of this limited research aims to improve only the arrangement and description of specific collections or to provide a guide to use a specific collection. This may infer that both Thai academics who teach in the archival

programme and archivists have never done much research to develop archival theory and principles applicable to the wider context of archives and archivists in Thailand.

In addition, as Chapter 4 makes clear, most archivists in Thailand have developed via 'on the job training' and they can only perform the work for which they are directly responsible, making them unsuitable for teaching students who need to understand the archival role more broadly. Similarly, if archival students in Thailand are taught by Thai academics who have never been archivists in Thailand, have not done any research, and transfer archival knowledge and principles developed by western archival scholars, they will understand the role and responsibility of archivists from a potentially inappropriate western perspective.

Lacking archival scholars and expert archivists to provide knowledge regarding Thai archives and archivists means that Thai archival students cannot appreciate the wider dimensions of their future work. As mentioned previously, transferring only the archival knowledge, archival principles and the roles and responsibilities of archivists from the western context is not enough to improve Thai archival students' understanding of their future profession. Without such understanding, Thai archival students cannot develop their identity as Thai archivists. This problem can be tackled by increasing the number of academics who have archival degrees by providing scholarships and support them in terms of money and career progress to carry out more research, thereby developing archival knowledge and principles applicable in the Thai archival workplace. The shortage of archival scholars in Thailand has been recognised by the Thai government as it has provided five scholarships for Thai students to study for masters and doctoral degrees in archives studies in either the UK or USA in 2011. After these five students complete their study, they must return to work in universities in Thailand as lecturers in the archival field, develop both archival theory and principles in the Thai context, and thus provide archival knowledge to Thai archivists to ensure that local archivists will have sufficient knowledge and skills to be recognised as professionals.

The three main problems discussed here and the initial solutions suggest that it is Thai academics who have archival degrees and teach in the archival programme and archivists who will be the most significant tools to develop a Thai archivist identity. The existing question is how to motivate Thai archivists to develop their archival knowledge and skills when most Thai archivists do not consider themselves to be 'archivists as such' while Thai academics who have archival degree do not understand the specificity of the archival context in Thailand and have not done much research. It may be impossible to develop a Thai archivist identity without breaking this problematic cycle. Since Thai archivists lack identity, archival students are not able to learn from them and are unable to develop their identity either.

#### **5.5.4 The pedagogy required to prepare graduates to work as professional archivists in the Thai archival workplace**

As seen in Section 2.3.4(4), Kemp and Seagraves (1995), Barrie (2007), Reid et al. (2011), and Sinn (2013) have suggested that the effective teaching of any professional practice is based on a combination of delivering knowledge for that profession, learning from practice, and understanding the identity of that profession.

Firstly, to deliver professional knowledge, Reid et al. (2011) have claimed that preparing graduates to understand what they have to do in their future profession is not about transferring knowledge but rather about teaching them how to collect relevant knowledge effectively. Barrie (2007) has recommended including practising generic skills during teaching so that students will have the abilities necessary for their future work. Second, to learn what a profession does, a work placement is an effective approach because students are able to learn how to be a professional from practising alongside experienced mentors (Sinn, 2013). Finally, to understand the identity of their profession, Reid et al. (2011) advise that students should be taught the roles and responsibilities of their profession so that they will clearly understand what they have to do and thus are able to develop their knowledge and skills to fit with their future role.

Section 2.4.3(4) identifies that western archival scholars conducted research, developed new archival theory and practices, and provided archival knowledge and skills to archival students. During work placements, archival students also learn how practising archivists work, and thus come to appreciate the real role and responsibility of archivists.

However, as Section 2.5 has shown, because of the nature of the Thai higher educational system, the approach to learning in Thai universities has never been changed from memorization and transferring western knowledge (Sangnapaworn, 2003). One interviewee's description of the pedagogic approach of MARM is typical of the experiences of those interview participants who were former archival students (see Section 5.2).

In addition, MARM students received the type of curriculum which gave them research rather than professional skills: they did not participate in any work placement and were required to complete a research dissertation (Department of Oriental Languages, Silpakorn University, 2009). Although they were advised to do research on professional problems in the Thai, most of the masters' dissertations submitted focused exclusively on archival arrangement, descriptions of specific collections, or were guides on how to use a given collection (Silpakorn University Library, 2016).

Although MARM students were prepared to be academics, their research skills were problematic, as seen in Section 5.2 and 5.3.1(2) they could not submit their dissertation on time. However, introducing MAC in 2014 did not mean that the approach to teaching archival students (MAC) changed substantially. Transferring western knowledge still existed but the pedagogy improved. Participant ST 47's description of the pedagogic approach of MAC's programme is typical of those interview participants who are current archival students:

“The teacher recommended us to read some textbooks to get knowledge and idea regarding the topic being discussed in class. In class, we discussed and shared knowledge on that topic.” ST 47

In conclusion, evidence presented here (see Sections 2.3.4(4), 2.4.3(4), 2.5, Chapter 4 and 5) infers that the pedagogies Silpakorn University used to prepare graduates to work as professional archivists in the Thai context differs from those recommended by Kemp and Seagraves (1995), Barrie (2007), Reid et al. (2011), and Sinn (2013). Unfortunately, as the next section will make clear, it does not appear possible to address these differences satisfactory.

### **5.5.5 Barriers to implementing an effective archival professional curriculum in Thailand**

Though some few elements of effective professional education may be present, the research carried out for this thesis (Sections 2.3.4(4), 2.4.3(4), 2.5, Chapter 4 and 5) clearly leads to the conclusion that the approach recommended by Kemp and Seagraves (1995), Barrie (2007), Reid et al. (2011), and Sinn (2013) is unlikely to be suitable for preparing archival professionals in Thailand. Four related problems can be identified:

- (1) the degree programme does not prepare students for work;
- (2) stakeholders have not been involved in curriculum development;
- (3) the overarching quality framework of Thai higher education inhibits the provision of an effective programme;
- (4) the inability to impose all elements necessary for preparing archival professionals of UK model to the Thai archival workplace.

These four problems are examined below.

#### ***(1) The degree programme (MARM and MAC) not preparing for work***

As seen in Section 2.5.1, although the Thai higher education system aims to prepare students for work, pedagogically it does not support this aim as it still focuses on transferring existing knowledge not on developing new knowledge through research and developing effective mechanisms for preparing professionals given the lack of work placement opportunities. As mentioned previously, within this system, the original and revised Silpakorn programme has been developed to provide Thai students with archival knowledge rather than preparing them to work in archives. While students are taught Western archival theory and principles, they

are not encouraged, or able to critically analyse it from a Thai perspective (see Section 5.2).

Secondly, because of the lack of a work placement, students have no chance to learn and compare what they have been taught in class with work undertaken in archives. Interview participants who used to teach on the MARM programme were familiar with this problem: For example, EP 07 discussed the reason why one student she was supervising could not deal with archival processing for his dissertation:

“I found that he did not know the whole process of archival work because he has never practised in archives. Since his dissertation was about how metadata and ISAD were used in one archives, he had to know basic processes such as registering and accessing records in that archive. However, he did not understand and was unable to deal with these processes. It was a weak point of this programme that it did not include any practical working.” EP 07

EP 03 pointed out a similar negative consequence of no work placement in terms of the ability of students to work as professional archivists:

“Students who have never worked in archives did not know what archival work is. When they were suggested to do a dissertation regarding how to arrange a given collection of records, they were not able to do so because they did not understand the nature of records and never practised how to arrange records before.” EP 03

## ***(2) Stakeholders have not been involved***

In order to provide a curriculum appropriate to and meeting the needs of archives and archivists in Thailand, information and suggestions from heads of archive, archival managers, current archivists and archival staff who work in many types of archives in Thailand are necessary, particularly as their input can be used to design a programme responding to the needs of the archival market. However, the interview data shows that stakeholders, and in particular NAT, have never been involved directly in the development of the archival programme. Participant NA 10 complained that the programme:

“does not respond to NAT’s needs because the academics who design this programme have never asked us what we want. I understand that the academics who design and teach in this programme are qualified as they have archival degrees from abroad. However, I think that they provide only knowledge and theory. It is necessary to ask practitioners what is actually done in archives.” NA 10

Similarly, Participant NA 11 explained the reason why the archival programme currently provided cannot serve NAT’s needs:

“The archival posts at NAT have been designed only for a person who has a bachelor’s degree not a master’s degree. I do not understand why Silpakorn University only has a master’s course. NAT cannot accept a person who has a master’s degree as an archivist even if that person has an archival degree. This is a problem that NAT has faced for a long time... when Silpakorn University wanted to open this programme, it never consulted NAT. Silpakorn University has never asked us what knowledge and skills NAT’s archivists should have. Silpakorn University has never investigated the problem that NAT has faced. When Princess Sirithorn recommended establishing this programme, Silpakorn University decided to open it without concerning itself with the problem of archives in Thailand, in particular at NAT. Actually, I think if Silpakorn University had cooperated with NAT to understand what are the real problems of archives in Thailand and what the current market needs, it could have prepared graduates to be an archivist in Thailand rather effectively.” NA 11

In the absence of stakeholders’ involvement, the archival programme has been designed and developed without understanding what the market requires; this may be the reason why the number of students registering for this programme has never been higher than 10 in any one year (Graduate School, Silpakorn University, 2016).

### ***(3) Complying with TQF rules is more important than preparing archival professionals***

As seen in Section 2.5.3, the archival programme at Silpakorn University has been developed within the Thai higher educational regulatory environment. Since TQF:HEd was implemented in 2013, the archival programme was redesigned to

comply with TQF:HEd in 2014. The latter focuses on presenting the quality of teaching and competency of graduates by using documented evidence to illustrate expected outcomes rather than developing an approach to assess the quality of teaching and improve the competence of graduates to meet the market's needs.

Allais (2007), Fernie and Pilcher (2009), and Raffe (2013) have all discussed the problems of implementing NQF as a tool to promote the quality of graduates and the curriculum standard; such problems include: (1) the limitation of using learning outcomes and a competency statement; (2) the lack of stakeholder involvement; and (3) different educational contexts. As TQF:HEd was designed and implemented without regard to these three factors like those in other developing countries, many higher educational programmes in Thailand including the archival postgraduate programme at Silpakorn University may face problems to interpret and assess the learning outcomes (see section 5.3.2).

To set learning outcomes to fit with both the requirements of TQF:HEd and the needs of the archival profession, a specific framework for an archival programme should be designed by cooperation between the academics who design, manage, and teach in the archival programme and professional archivists as takes place in other recognised professional programmes such as medicine, nursing, or accounting (see Section 2.5.3 (2)). However, Chapter 4 identifies the difficulties of that course of action, as archivists are not recognised as a profession in Thailand and there is limited cooperation between Thai academics who have never been archivists but have to design and develop the archival programme, and the Thai archival professional group that has been established recently. In addition, having a master's degree in archives and records management cannot guarantee the working competences of graduates if effective assessment tools have never established.

Without stakeholder involvement in designing learning outcomes, the archival programme at Silpakorn University may face a difficulty preparing graduates to meet the market's requirements. According to OHEC (2009), the learning outcomes in the archival programme have to be the five domains designated by

TQF:HEd because there is no specific framework for the archival programme (see Section 5.3.2).

However, it is possible that these five domains could be interpreted to meet the needs of Thai archives if stakeholders were able to take part in the programme design process, something which, as is clear from the interview data, has never been the case.

It is significant that the majority of the nine participants who have designed or taught on either Silpakorn programme took a similar view of the weak points of TQF:HEd. For example:

“Lecturers have to spend a lot of time reporting what they have done to comply with TQF:HEd rather than paying attention to creating an effective assessment tool to determine the competence of students and control the quality of teaching.” EP 06

Since TQF:HEd was implemented in ignorance of the three factors discussed by Allais (2007), Fernie and Pilcher (2009), and Raffe (2013), it is not an effective mechanism to support universities in preparing their graduates to meet the needs of the market. At the same time, having to implement TQF:HEd increases the workload of lecturers given that they have to compile a comprehensive report to prove that their programme meet its requirements.

As a programme preparing students for professional practice, the archival programme should: (1) deliver the archival knowledge necessary for working in archives; (2) provide proper work placements to improve students’ working competences; and (3) develop their students’ archival identity. However, the Silpakorn archival programme cannot do this because the national educational context does not support these three functions. This combination of factors makes it difficult to improve the programme in terms of quality of students and its own sustainability.

The apparently straightforward easy way to solve this problem is to weave the four elements necessary for effective professional education into the Silpakorn

programme. However, it is argued that it seems to be very difficult to do so because the following problem areas remain, and must be addressed before any improvement can take place:

- (1) there is a lack of recognising that the function of Thai archives and the role and responsibilities of Thai archivists differ from those of western concepts;
- (2) there is a lack of Thai archival scholars to carry out research to develop archival theory and principles applicable to Thailand and Thai archivists recognising themselves as archivists and actively developing their archival knowledge and improving their status as a profession;
- (3) there is a failure to designing an archival professional framework that is able to designate learning outcomes reflecting the needs of the Thai archival workplace.

In addition, the above three problem areas may be ignored because this programme is designed not for preparing archival professionals but for providing knowledge to deal with cultural heritage information in a wider range of facilities:

- (1) the knowledge provided is not intended for archival professionals but for dealing with cultural heritage information;
- (2) enhancing archival working skills via a work placement in an archival repository is deemed unnecessary;
- (3) improving archivist identity by learning the roles and responsibilities of archival professionals from both teachers and archivists is not required;
- (4) the pedagogies used do not focus on improving knowledge and skills for working as archivists but rather provide knowledge and skills for managing information in archives, museums, and art galleries.

In summary, this programme is not designed for preparing archival professionals. Therefore, it is unable to prepare graduates to work as a professional archivist although the programme is based on the UK model.

***(4) The Silpakorn programme does not impose all elements necessary for preparing archival professionals***

The Silpakorn programme imposed only the content of archival knowledge, but other elements necessary for preparing archival professionals have not been implemented such as work placement to support learning for work, learning the role and responsibilities of archivists to develop an archival identity formation, and pedagogies supporting learning for professionals.

Diagram 5.5.5(a) illustrates the four elements of learning for professionals that Reid et al. (2011) have recommended in order to prepare professionals and which are found in the western or UK archival curricula.

**Diagram 5.5.5(a): Four elements of professional learning in the western (UK) model of archival curricula adapted from the model of learning for professionals by Reid et al. (2011)**

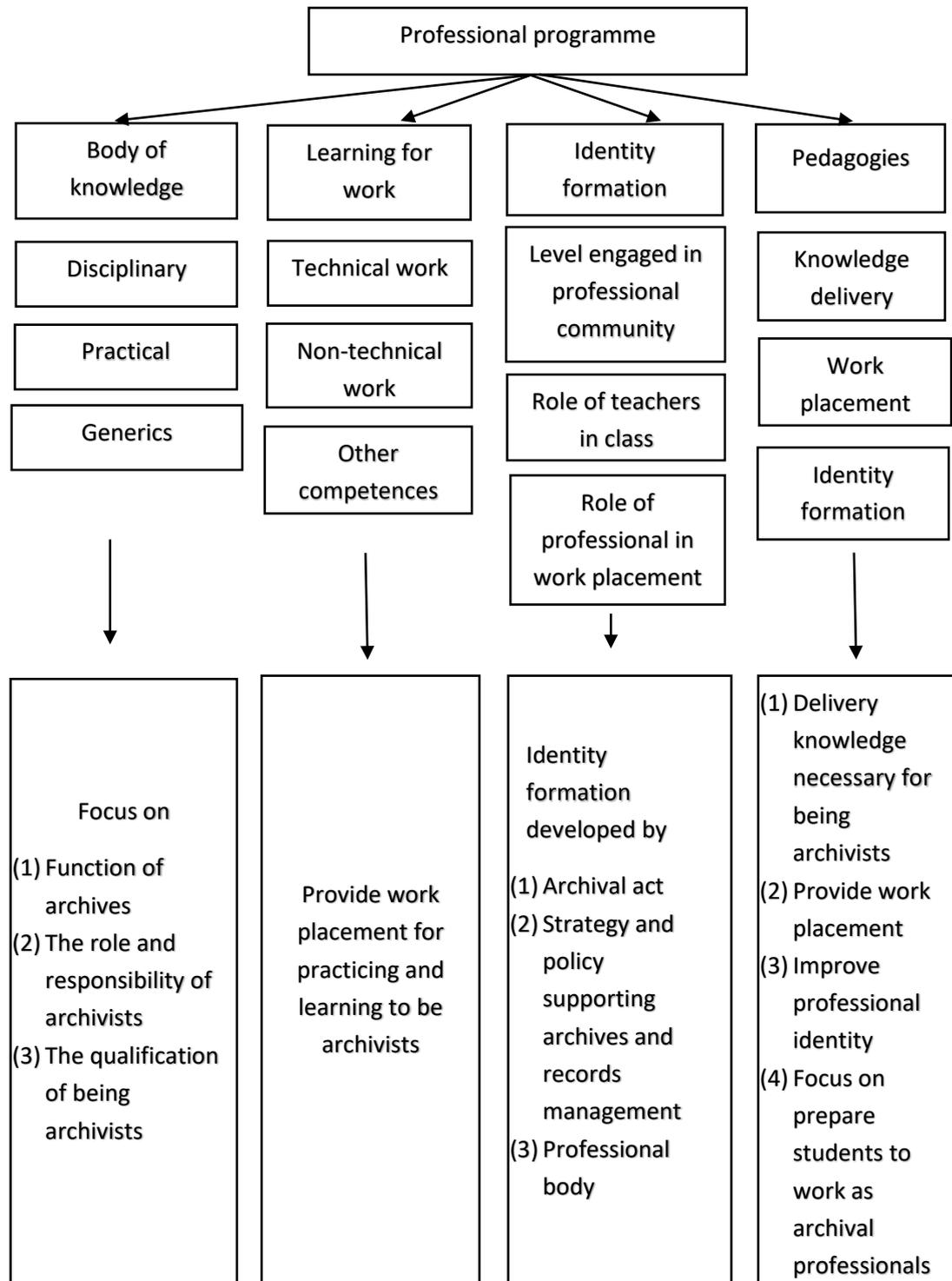


Diagram 5.5.5(b) illustrates what element the Silpakorn programme implements.

**Diagram 5.5.5(b): Four elements of professional learning in the Silpakorn programme adapted from the model of learning for professionals by Reid et al. (2011)**

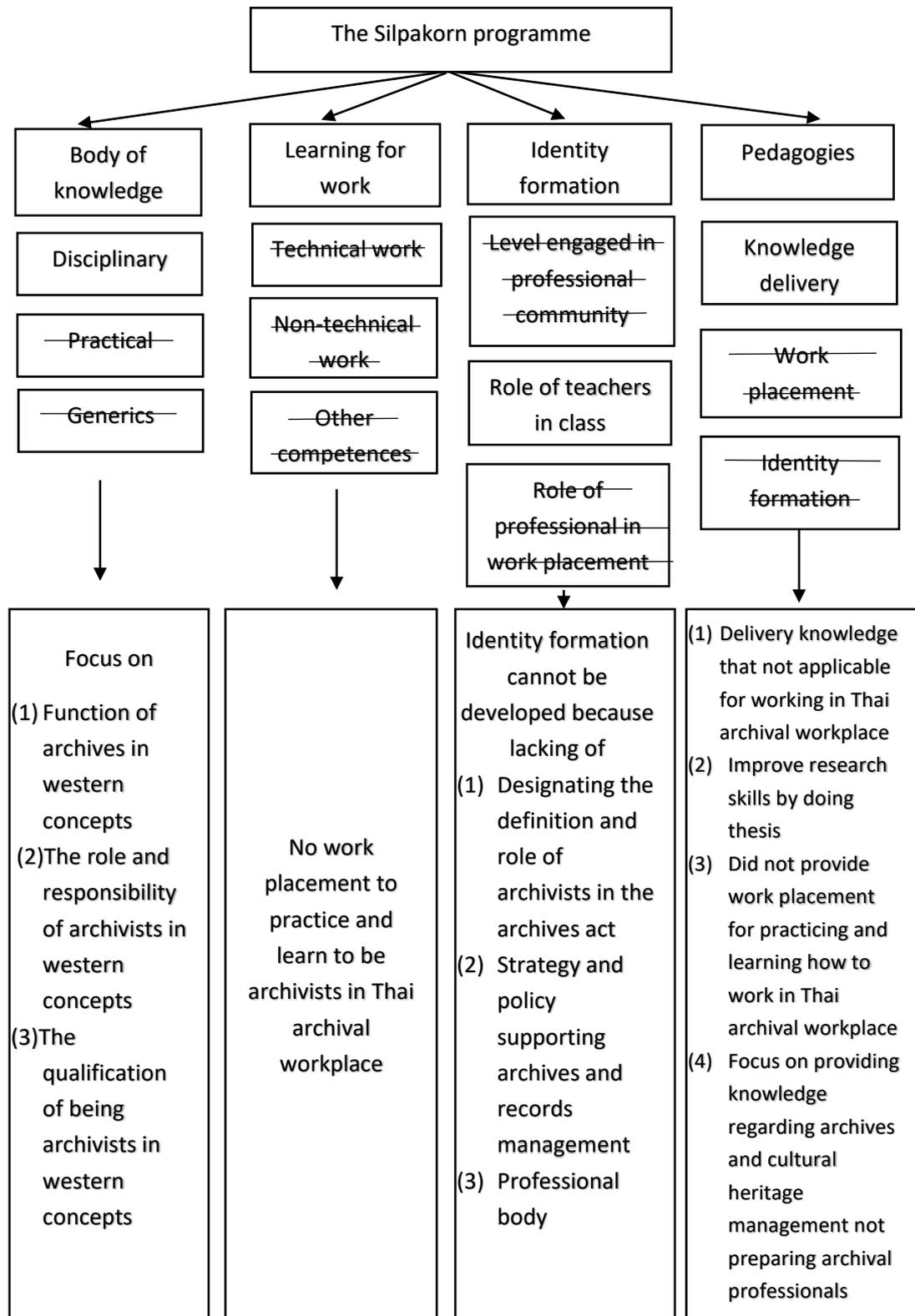


Diagram 5.5.5(b) identifies that the Silpakorn programme provided only the archival knowledge regarding the context of archives and archivists in western concepts and it lacks other significant elements necessary for learning to be an archivist.

Since the Silpakorn programme does not impose all four elements like those of the UK model, it cannot develop professional learning of its students. When its students graduate, they know only the archival theory and principles used in western world. Because they do not know the roles and responsibilities of being archivists in the Thai archival workplace, they are not able to apply the archival knowledge they have to fit with their job. Consequently, they need more training like those who do not have an archival degree. Having an archival degree from Silpakorn University, thereby, is not necessary as this programme cannot prepare graduates to be professional archivists able to work in Thai archives.

## **5.6 Conclusion**

The interview data from academics' and students' perspective in conjunction with the analysis of MARM's and MAC's programmes specifications identify that the archival education in Thailand has been developed to be a postgraduate programme applied from the UK model. However, due to the Thai higher educational regulatory environment, and its problems in terms of budget deficit, lack of qualified lecturers and low number of students, the only existing archival educational programme in Thailand has had to be modified to be a postgraduate programme preparing graduates for not only archives but also museums and art gallery.

By analysis the interview data presented in Chapter 4 and 5 with the literature studies discussed in Chapter 2, the archival education in Thailand is shaped by (1) the Thai higher educational regulatory environment, (2) the specific context of archives and archivists in Thailand, and (3) the limitation to establish the professional programme in higher educational level in Thailand. These three factors contribute to the failure of the Silpakorn programme in preparing graduates to work

as professional archivists in the Thai archival workplace. The next chapter concludes this result and recommends the possible approach to tackle it more effectively.

## Chapter 6: Research conclusions

### 6.1 Introduction

The results of the data analysis in Chapter 4 and 5 in conjunction with the literature review in Chapter 2 can assist with answering the three research questions. First, to comply with the Thai higher educational system and regulatory environment, the archival postgraduate programme in Thailand has been developed as an academic programme focusing on providing knowledge and improving research skills that are not relevant to the needs of the Thai archival context. Second, providing only the archival knowledge developed from the western (UK) context which is only one part of the UK archival model cannot prepare graduates to work in the Thai workplace. Finally, four elements of learning for professionals have not been placed in the archival postgraduate programme in Thailand resulting in a failure to prepare graduates to be professional archivists who can work professionally in the Thai archival context. These elements are comprised of: (1) a body of archival knowledge applicable to the functions of Thai archives and the roles and responsibilities of Thai archivists; (2) work placement to practice and learn how to work in the Thai archival workplace; (3) archival identity formation acquired by learning the role and responsibility of an archival professional from teachers and archivists; and (4) pedagogies focused on preparing archival professionals which have not been implemented in the archival postgraduate programme in Thailand resulting in a failure to prepare graduates to become archival professionals able to work professionally in the Thai context.

The above answers illustrate the factors contributing to the failure of an archival postgraduate programme in Thailand to prepare archival professionals to work in the Thai archival workplace. This chapter, therefore, sets out the conclusions of this research into these factors shaping archival education in Thailand and considers their implications regarding the increase of its effectiveness to prepare graduates for working professionally in Thai archives. It additionally outlines the contributions to knowledge made by the research. The chapter has five parts. The first part concludes the research results defining the specific context of

archives and archival education in Thailand. The second part engages with three significant problems or tensions derived from this specific context and suggests certain solutions. The third part discusses the implications of these three problems or tensions in terms of archival education and archival professionalism in Thailand. The fourth part sums up the contributions of the thesis to the current stage of knowledge and the final part makes recommendation for future research agendas which would build on the findings of the current thesis.

## **6.2 The specific context of archives and archival education in Thailand**

The above answers to three research questions reach the conclusion of five major factors contributing to the failure of an archival postgraduate programme in Thailand to prepare archival professionals to work in the Thai archival workplace. First, the Thai higher educational system and regulatory environment does not support the establishment of a professional programme to prepare archival professionals in Thailand. Second, the context of archives and archivists in Thailand differs from the western conception of the same. Providing archival knowledge and preparing graduates based on western concepts cannot meet the needs of the Thai archival workplace. Third, an archival postgraduate programme in Thailand cannot be developed as a professional programme for preparing archival professionals unless the status of Thai archivists as a professional group has been recognised and the country has sufficient archival scholars and archivists to develop archival knowledge and principles applicable to Thai archives. Finally, the demand for an archival postgraduate programme in Thailand cannot be increased unless most Thai archival workplaces require an archival professional to develop their archives to meet both international standards and their need. These factors also constitute the specific context of archives and archival education in Thailand as follows:

### **6.2.1 The context of being an academic programme transferring archival knowledge**

As discussed in section 2.5.1, the Thai higher educational system has been focusing on transferring existing knowledge in particular that developed by western scholars. The archival educational programme, therefore, has been developed

within this context. The Thai higher educational policy has been changed to focus on preparing graduates to meet the needs of the labour market and developing new knowledge and technology since the 2000's (see Section 2.5.1 (3)). However, the two regulations that OHEC used for serving these two purposes have been used to support neither the design of archival postgraduate programme in Thailand to meet the need of Thai archival workplace nor the development of archival knowledge applicable to Thai archival context (see Section 5.3). The archival educational programme in Thailand, on the other hand, has been developed to be a postgraduate academic programme focusing on transferring existing archival knowledge and principle developed by western scholars. This is because the programme has been designed and modified by Silpakorn University's lecturers and most of them do not have archival degrees and have never been archivists (see Section 5.2). In addition, since the programme has been developed without consulting those who work in Thai archives, work placement has never been included and the needs of the Thai archival workplace (e.g the need of an archival degree at undergraduate level and the need of archivists who are able to do more than deal with archival processing) have never been realised (see Section 5.5). These factors limit the Thai archival postgraduate programme's ability to become a professional programme focusing on preparing professional archivists. Section 6.3.1 discusses the possible solution to tackle this problem.

### **6.2.2 The context of insufficient knowledge of Thai archival context**

As presented in Chapter 4 and analysed in section 5.4.1, the Thai context of archives and archivists regarding their definition, function, role, responsibilities, qualifications, and professional status is specific and differs from those of western concepts. However, the understanding of this context has never been researched and taught in the archival postgraduate programme in Thailand (see Section 5.4.2). This results in the failure of the archival postgraduate programme in Thailand to prepare graduates to know their future role and responsibilities and to be able to apply the archival knowledge and theory to fit with their work (see Section 5.5.1 (2)). In addition, the lack of understanding of the specific role and responsibilities of

Thai archivists results in the difficulty to improve the professional status of Thai archivists. Section 6.3.2 and 6.3.3 discuss the possible solutions to tackle these two problems.

### **6.2.3 The context of lacking archival scholars and professionals**

As analysed in section 5.5.3 Thailand lacks both archival scholars to develop archival knowledge and principle applicable to the Thai context and archival professionals to improve the archival identity of Thai archivists resulting in the lack of qualified lecturers (those who have an archival degree, conduct archival research, and have working experience as professional archivists) to design, manage, and teach on the archival postgraduate programme. This affects the effectiveness of the archival postgraduate programme in terms of preparing professional archivists able to work in the Thai archival workplace because archival scholars and professionals are the main mechanism to develop the archival programme to meet this expectation. Section 6.3 discusses the results of this context and recommends the possible solution.

### **6.2.4 The context of lacking professional status**

As discussed in section 4.5 and 5.5.3 the professional status of Thai archivists has not been recognised and it is difficult to enhance their status since Thailand lacks qualified archivists (those who have an archival degree, understand the role and responsibilities of being archivists, recognise themselves as archivists and work in the Thai archival workplace) to form the archival identity of Thai archivists. The lack of identity affects negatively the recognition of this profession in Thai society and the need of professional archivists to work in the Thai archival workplace. Section 6.3.3 discusses these negative effects and recommends the possible solution.

### **6.2.5 The context of non-requirement of qualified archivists**

As discussed in Chapter 4 anyone and everyone can be an archivist in Thailand since most Thai archival workplaces do not need archivists who have

archival knowledge to deal with archival processing but require their archivists to have working skills and competence to deal with their given roles and responsibilities. This is because archivists are not recognised as professionals and their identity is unknown in Thai society. This context has a negative impact on the necessity to have an archival educational programme to prepare qualified archivists to work in the Thai archival workplace. Section 6.4 discusses the possible solution to tackle this problem.

### **6.3 Problems or tensions caused by the specific context of archives and archival education in Thailand**

The analysis in Chapter 5 concludes that the archival postgraduate programme at Silpakorn University is unable to prepare graduates to be professional archivists who are capable of dealing with their roles and responsibilities in the archival workplace and that this has been caused by introducing a Western-style postgraduate archival curriculum which has been amended to comply with Thai higher educational regulations. This curriculum neither suits the Thai context nor can it improve the professional skills of the students concerned. This specific context of archives and archival education in Thailand discussed above provides three major problems that have a significant impact on the success of the preparation of professional archivists. The following section outlines these problems or tensions and suggests possible solutions to them.

#### **6.3.1 The tension between an academic degree and a professional programme**

The first problem is the tension between providing an academic degree and developing a professional programme. As concluded in section 6.2.1 the proclaimed aim of Thai higher education since 2000's is to prepare graduates to be professionals serving the need of the Thai labour market but the mechanism used for supporting this aim (e.g. TQF:Hed) develops the archival postgraduate programme in Thailand to be an academic degree providing only western archival knowledge and principle. This inherently contradictory situation is caused by the ineffective implementation of NQFs that currently many countries design for

supporting the international trend of higher educational policy focusing on preparing professionals to serve market need. This tension applies even more to the Thai archivist education context since the archival programme has never developed to be an undergraduate programme to serve the need of Thai archives but has been designed to be a postgraduate programme to serve the need of Thai academics who would like to establish an archival postgraduate programme in Thailand like those of the UK without concern for the specific context of Thai archives. In addition, the mechanism to control the quality of lecturers also excludes Thai archival practitioners from developing both the programme and archival knowledge, as in Thai higher educational context, those who do not have a doctoral degree or masters degree with academic title as 'assisting or 'associate professor' cannot take part in the postgraduate programme. Their collective knowledge written in terms of papers or books is hardly acceptable as academic research since they are not lecturers or researchers in any higher educational institutions.

Since the archival education in Thailand is shaped by this context, the desire to prepare graduates to work as professional archivists in Thai archives cannot be fulfilled by changing the curriculum into a purely professional programme that needs the participation of archival practitioners to design programme and develop a body of knowledge. The possible solution is the attempt to develop the professional learning of students within the context of a rather academic archival programme.

### **Recommendations and suggestions for addressing this problem**

It would be possible to include the four elements of learning for professionals without breaking the rules of the Ministry of Education Decree on Standards for Higher Education Curriculum on Postgraduate Level 2005 and TQF:Hed. The main mechanisms for achieving this are: (1) lecturers who have responsibility for and teach on the programme; and (2) experienced archivists who work in Thai archives.

The lecturers in this programme should have a doctoral degree in archives and records management and conduct research on archival theory and principles as

these are applicable to Thailand specifically. The provision of five scholarships to study masters and doctoral degrees in the UK or US in 2011 onwards was a start towards this solution. These individuals are guaranteed a lecturing position on successful completion of their doctoral programme and are qualified to teach on the archival postgraduate programme. They will be able to develop the same programme to comply with the regulations and meet the needs of Thai archives as well as educating students to understand the context of archives and archivists both internationally and locally. The new lecturers who take responsibility for developing the archival programme in Thailand can contribute to decreasing this tension. They have to understand the specific context of archives in Thailand, the nature of the Thai postgraduate programme, and the theory of professional education in order to balance these aspects in the archival programme.

Likewise, a possible way to identify experienced archivists able to teach or mentor archival students during a work placement is through formal cooperation with Thai archives institutions, in particular NAT as it is the largest archival repository in Thailand. Since most staff working in Thai archives – including NAT archivists – do not have archival degrees, they can train archival students only in what they have done in their archives, which is insufficient to understand the roles and responsibilities of archivists as a whole. Therefore, archivists selected to train archival students should be educated to a level whereby they understand the full range of archival processing, archival theory and principles, and the roles and responsibilities of archivists so that they are able to train archival students to understand their future career to the fullest extent. The new lecturers who develop the programme should select these archivists and educate them to that level.

### **6.3.2 The tension between the professional archival role and the actual needs of Thai archives**

The second problem is the tension between understanding the role of professional archivists and balancing it with the ability of Thai archivists to fulfil the needs of Thai archives. The data presented in Chapter 4, the analysis in Chapter 5, and the conclusion in section 6.2.2 underline that the role and responsibilities of

staff or archivists working in Thai archives not only involve archival processing, outreach and advocacy, but also involve other jobs as required by their organisation and often the latter is more important. Because of this, archival knowledge or an archival degree are not required; rather they are required to have the skills necessary to fulfil these additional roles and this requirement has an impact on the demand to study on the archival postgraduate programme. The desire of Silpakorn University to prepare graduates who have both archival knowledge and the skills for the kind of professional archival roles found in the West does not help to meet the needs of Thai archives. Thai archivists are also required to have other forms of knowledge and skills to fulfil the specific functions of Thai archives, e.g. writing and promoting the history of their respective organisations. There is the potential to prepare them to understand both roles.

In addition, attempts to influence archivists working in Thai archives to study the Masters programme have met with little success as most potential applicants have never realised the benefits of doing so (over and above the fact that their organisation has never required them to have an archival degree).

### **Recommendations and suggestions for addressing this problem**

A possible solution is that the new lecturers who develop the archival programme should educate both archival students and working archivists in Thailand to understand their roles and responsibilities as professional archivists and that they need specific knowledge and expertise because they have to: (1) deal with archival processing; (2) conduct outreach and advocacy; (3) respond to the specific requirements of Thai archives; and (4) fulfil the needs of their respective organisations. They should realise that they cannot deal with these four tasks unless they understand archival theory and principles and have practised them in Thai archival repositories. This means that they need more education and practice.

In the meantime, these lecturers should educate archival managers, the executive board of archival institutions, and the Thai public in relation to archives and archivists' definition, significant functions of archives, and roles and

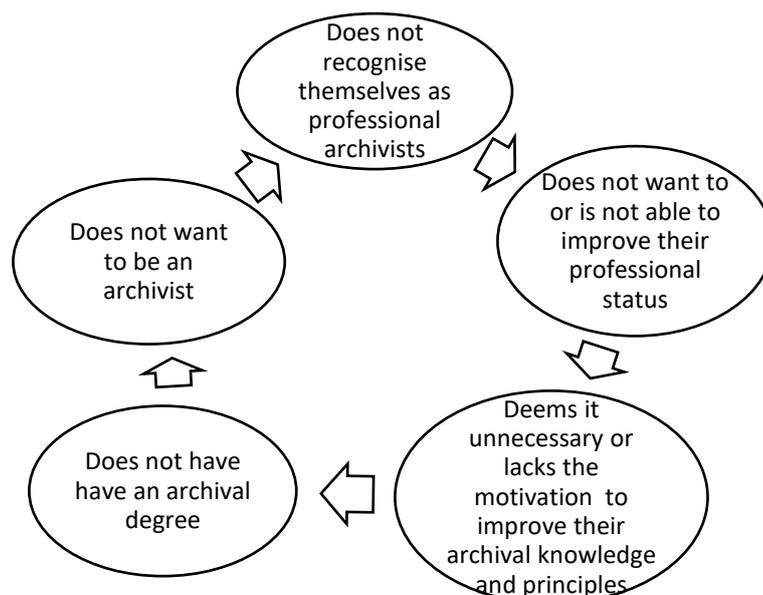
responsibilities of archivists both internationally and in Thailand. This will assist in understanding the importance of archives and their benefits while underlining that Thai archives need archivists who not only fulfil their specific needs but are also able to deal with the full range of archival processing effectively so that archives will not be lost. Since most current Thai archivists lack ability to do so, they need more education.

These lecturers should be concerned that the content of knowledge delivery to both Thai archival students and working archivists should be developed to incorporate the specific functions of Thai archives and their role and responsibilities.

### 6.3.3 The problematic cycle of the lack of a professional identity

The last problem is the tension caused by the lack of a clear professional identity and the attempt to develop the same in Thai archivists. The data presented in Chapter 4, the analysis in Chapter 5, and the conclusion in section 6.2.3, 6.2.4, and 6.2.5 identify the problematic cycle of the lack of a defined professional identity among Thai archivist as illustrated in Diagram 6.3.3.

**Diagram 6.3.3: The problematic cycle of an absent professional identity**



The desire to have graduates understand the role and responsibilities of archivists and develop their professional identity via the identity formation process as happen in western countries is impossible unless a Thai archival identity exists. This is a problematic cycle as illustrated in the Diagram 6.2.3.

### **Recommendations and suggestions for addressing this problem**

In order to break this cycle, the following actions are suggested. First, the new lecturers who develop the archival programme should provide information regarding the importance of archives and the significant role and responsibilities of archivists, thus influencing staff working in Thai archives to recognise themselves as archivists and generating the desire to improve their archival knowledge as well as their status. Second, the committee of the Archives Association of Siam should develop into an archival professional body by conducting outreach to enhance the recognition of the association among Thai archivists and thus increase its membership. The association should cooperate with these new lecturers to provide seminars and short training courses regarding archival knowledge and principles, thereby influencing Thai archival institutions to ensure their archivists attend and apply to become members. Finally, the Archives Association of Siam should increase the status of Thai archivists in terms of public recognition by communicating the roles and responsibilities of archivists to the public, for example by establishing specific events or activities relating to archives and archivists such as an international archives day.

One significant result from the implementation of suggestions would be an increasing in the number of Thai archivists who have archival knowledge and a deepened understanding of their roles and responsibilities. This group of people could act as mentors to archival students during a work placement, thereby training those students to understand their future career and develop their professional identity. However, the crucial factor to complete the above actions involves cooperation between the Archives Association of Siam and new lecturers to provide

knowledge, increase work competences, alongside enhancing the status of Thai archivists.

#### **6.4 Further implications of suggestions for addressing the three main areas of tensions**

Three identifiable areas of tension were identified in section 6.3 and some solutions suggested. However, it might also be suggested that these three tensions do not necessarily need to be regarded as problems if Thailand does not in fact, as some of the interview data suggested, need professional archivists, or Thai archival institutions do not see any benefits of having a more educated archival workforce. Two further difficult, but basic, questions have arisen from this research:

- ***Does Thailand need professional archivists?***

Clearly, the demand to study on an archival postgraduate programme that focuses on preparing archival professionals will not increase unless Thailand deems there is a need for professional archivists. The research found that Thailand has never had professional archivists in the sense understood in the Western world. However, this finding does not mean that Thailand does not need this type of professional archivist in the future.

The research concludes that Thai archival institutions need archivists who are able to adapt the role of archivists identified in the western concepts and deal with other roles particular to the Thai context. This implies that Thai archivists need to be educated more extensively and this requires support from their respective organisations. However, such support is dependent on those organisations' recognition of the benefits they receive from having a more educated archival workforce. These are discussed in the next section.

- ***Would Thai archival institutions benefit from a more educated archival workforce?***

The exploration of four Thai archival institutions concluded that most Thai archivists lack the knowledge and skills to deal with the full range of archival processing and that they do not understand the roles and responsibilities of

professional archivists as they do not have archival degrees or have not been trained to be archivists; they carry out their work roles by means of on the job training. Since most archival managers believe that this approach is sufficient to prepare their archivists or archival staff to deal with their typical responsibilities, they do not require them to hold archival degrees. In addition, they do not specify an archival degree as a significant qualification when recruiting a new archivist since they believe that they can train their new staff via the same on the job training.

In order to change this perception, both the new lecturers and the Archives Association of Siam should provide Thai archival institutions and their managers with the information regarding the benefits of having a more educated archival workforce. First, they should be made aware that their respective archives cannot fulfil their functions as archival repositories keeping non-current records of enduring value without having archivists who are able to deal with the whole range of procedures involved in archival processing. Second, they should be made aware that their archivists require archival knowledge and principles to deal with archival processing and that this archival knowledge and principles cannot be understood through on the job training for a specific designated role.

Thai archival institutions and managers may be unaware of the need for such knowledge as this research has found that many archival institutions in Thailand were not established to keep their organisations' non-current records but to function as museums exhibiting the history of the given organisation. However, whether they are an archival repository or museum, the research also found that they keep records and therefore they need staff who are able to deal with these records (as well as fulfilling other organisational needs). This means that they need archivists who are educated both to understand archival processing and to be able to deal with the specific context of their archives, and this requires the appropriate learning. The question is what type of education is proper for preparing Thai professional archivists? Developing a fit-for-a purpose educational programme is one of several actions which are shown to be necessary by this research (see Section 6.5).

## **6.5 Contribution to knowledge of this thesis**

The investigation of four Thai archival institutional sites and the exploration of factors shaping archival postgraduate education resulted in a new understanding of the context of archives and archival education in Thailand, a subject which has not previously been investigated. Understanding has been gained specifically in the following four areas, although this understanding has, at the same time, raised further areas of concern.

### **6.5.1 Archives' different functions**

Each archive defines itself differently and this reflects its function which is always established on the basis of its respective objectives. The context of archives in Thailand is so specific in that the records management function is not present in most Thai archives, even at national level, in NAT. This is because archives (as documents) in Thailand are seen as separate or distinct from records. The separation between records and archives may cause many problems. For example, at BoT, records are regarded as evidence of business transactions proving the transparency, accountability and good governance of the organisation. Therefore, records are important and must be kept properly. On the other hand, most BoT staff believe that archives are historical documents which do not have any impact on their work, and they prefer to destroy their non-current records rather than to keep them as archives. The nature of these problems necessitates further study, otherwise archival knowledge and principles in Thailand cannot develop in the way which is appropriate in the Thai context.

### **6.5.2 Archivists' varied roles**

The role of archivists is to be able to carry out archival management processes in support of the requirements of their organisation: Thai archivists have dual roles consisting of this internationally-recognised obligation, and the local Thai role as quasi-historians which involves writing history, preparing historical exhibitions, or managing halls of fame. Most Thai archivists – in particular NAT

archivists – have a silo mentality caused by the separation of duties. This mentality has to be tackled and how to do this necessitates further study.

### **6.5.3 The identity of archivists**

The identity of archivists is derived from social recognition, the formation of a professional body, and the existence of professional archivists. Because Thailand does not have a professional body to authorise and enhance the status of Thai archivists, people who work as archivists have never considered themselves as “archivists”, Thai archivists lack a distinct professional identity. To form such an identity, The Archives Association of Siam needs to change the perception of those who work in Thai archives. However, it is difficult to do so while archivists do not have archival degrees, do not want to be seen as archivists, and do not have a working position designated as an ‘archivist’. Although a professional body was set up in Thailand, it is an emerging and small-scale organisation that has not been sufficiently developed to be more widely recognised as a professional body with authority. The drive to achieve professional recognition partly through increasing the status of the professional body has to be advanced, otherwise the identity of Thai archivists will remain unformed and the status of archivists will remain low. How to do this requires further study.

### **6.5.4 The preparation of professional archivists by means of a formal academic programme**

Having a degree in archives and records management does not mean that those graduates can work as professional archivists. Academic programmes such as the Silpakorn degree course cannot prepare graduates to be professional archivists because this programme provides only training in archival theory and principles transferred from western contexts and does not educate its students in relation to the roles and responsibilities of Thai archivists. To prepare professionals, the four elements of professionals learning (see Sections 2.3.4, and 5.5) should be implemented. These include: (1) a body of archival knowledge; (2) learning to understand their future professional work; (3) archival identity formation; and (4) pedagogies that will help prepare graduates to work as professional archivists. The

exact application of these elements necessitates further study in collaboration with practising archives to ensure that a programme meets the needs of the archival profession in Thailand.

### **6.6 Indications for further research**

While the findings of this research have answered the research questions, they have, as suggested in Section 6.5, also identified further problems and questions that will require additional time and alternative approaches to collecting the relevant data. In summary, the five main areas that need further study or development are:

- (1) an effective approach to prepare professional archivists in Thailand and how to develop the specific archival postgraduate programme accordingly;
- (2) a suitable approach to educating existing Thai archivists to understand their role and responsibilities and how to develop the archival training course accordingly;
- (3) the impact of the separation of records and archives in Thailand in relation to the functions of Thai archives, and on the roles and responsibility of archivists in controlling their organisations' records management systems;
- (4) the impact of a silo mentality on the ability of Thai archivists to deal with their roles and responsibilities;
- (5) an effective approach to develop the identity of Thai archivists and enhancing their professional status.

The above five problematic areas have emerged from the research and analysis in this thesis in the course of answering the core research aim, to identify the factors contributing to the effectiveness of the archival postgraduate programme to prepare graduates to work professionally in the Thai archival workplace. Further studies will be necessary to deal with these five problematic areas.

### Appendix 1: MARM students' statistics

(This document is translated from the internal record of the Department of Oriental Languages, Faculty of Archaeology, Silpakorn University regarding the statistic of MARM students that I (the researcher) received the permission from the Department of Oriental Languages to use and publicise it in this thesis)

Academic Year	Number of new MARM students	Number of students from NAT	Number of students who are retired	Number of students who are studying	Number of students who complete the course	Number of students from NAT who complete the course
2001	12	3	5	0	7	2
2002	14	2	8	0	6	1
2003	8	3	6	0	2	0
2004	0	0	0	0	0	0
2005	0	0	0	0	0	0
2006	0	0	0	0	0	0
2007	0	0	0	0	0	0
2008	8	0	3	5	0	0
2009	5	0	0	5	0	0
2010	0	0	0	0	0	0
2011	0	0	0	0	0	0
2012	0	0	2	0	0	0
Total	47	8	22	10	15	3

According to the above table, MARM was opened for 11 years from 2001 to 2012. Students enrolled in the first three years consecutively and there were no students for four consecutive years. Students enrolled again in 2008 and 2009 before this programme stop taking more students in 2010. This means that MARM had new students only in five academic years and the average number of students enrolling on MARM was nine persons per year.

The number of MARM students was 47 (100%) and only 15 students (31.92%) were graduated while 22 students (46.80%) were retired due to either deciding to quit or inability to complete the course within five years. In 2012, the ten existing students were writing their dissertation and due to the policy that students must complete their course by five years, five of them must be finished by 2012 while the rest five students by 2013.

## Appendix 2: Participant information sheet

### Committee on Research Ethics

คณะกรรมการจริยธรรมงานวิจัย

#### PARTICIPANT INFORMATION SHEET

เอกสารข้อมูลการเข้าร่วมงานวิจัย

**1. Title of Study:** Identification of the factors shaping archival education in Thailand and an investigation into the effectiveness of that education in preparing graduates for the archival workplace

**ชื่องานวิจัย:** การระบุถึงปัจจัยที่กำหนดรูปแบบการจัดการศึกษาทางด้านจดหมายเหตุในประเทศไทย และการตรวจสอบถึงประสิทธิภาพของรูปแบบการจัดการศึกษาดังกล่าวในการผลิตบัณฑิตให้กับสถานปฏิบัติงานจดหมายเหตุ

**2. Version Number and Date:** Version 3.1, 4 September 2014

รหัสรุ่นเอกสารและวันที่รายงาน: รุ่นที่ 3.1 ลงวันที่ 4 กันยายน 2557

**3. Invitation Paragraph**

คำเชิญเข้าร่วมงานวิจัย

**You are being invited to participate in a research study.**

**Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask us if you would like more information or if there is anything that you do not understand. Please also feel free to discuss this with your friends, relatives and GP if you wish. We would like to stress that you do not have to accept this invitation and should only agree to take part if you want to.**

คุณได้รับเชิญให้เข้าร่วมงานวิจัยครั้งนี้

อย่างไรก็ตาม ก่อนที่คุณจะตัดสินใจว่าจะเข้าร่วมงานวิจัยครั้งนี้หรือไม่ สิ่งสำคัญที่คุณควรจะเข้าใจก่อนที่จะตอบรับ คือ งานวิจัยครั้งนี้ทำไปเพื่ออะไร และการดำเนินงานวิจัยจะต้องเกี่ยวข้องกับอะไรบ้าง ดังนั้น กรุณาใช้เวลาในการอ่านข้อมูลในเอกสารฉบับนี้อย่างละเอียด หากมีข้อสงสัยหรือไม่เข้าใจอะไร สามารถสอบถามได้ตลอดเวลา นอกจากนี้ คุณยังสามารถขอคำปรึกษาจากเพื่อนๆ ญาติพี่น้อง หรือแพทย์ส่วนตัวก่อนตัดสินใจเข้าร่วมได้เสมอ ทางเราขอเน้นย้ำว่าคุณสามารถตอบรับหรือปฏิเสธคำเชิญครั้งนี้ได้ตามความปรารถนา

**4. What is the purpose of the study?**

วัตถุประสงค์ของงานวิจัยครั้งนี้?

To identify the significant factors contributing to the effectiveness of an archival postgraduate education in Thailand to prepare graduates to work professionally in the Thai archival workplace

เพื่อระบุถึงปัจจัยสำคัญที่มีผลต่อประสิทธิภาพของการจัดการศึกษาด้านจดหมายเหตุระดับบัณฑิตศึกษาในประเทศไทยในการผลิตบัณฑิตที่สามารถทำงานได้อย่างมืออาชีพในสถานปฏิบัติงานจดหมายเหตุในประเทศไทย

## 5. Why have I been chosen to take part?

ทำไมข้าพเจ้าถึงถูกเลือกให้มามีส่วนร่วมในงานวิจัยครั้งนี้?

The study investigates the perceptions and views of the groups of people who have an interest in the development of archival curricula in Thailand. 44 participants were selected to take part in the research on the basis of a stakeholder analysis. Stakeholders were defined as groups of people who may be involved with designing and developing archival curriculum in Thailand or who can provide feedback or assessment about the development of this curriculum. These groups are (1) academics who design, manage, and teach on an archival curriculum, (2) the heads or executives of archives who will hire archival graduates, (3) students who are studying or used to study on archival programmes, and (4) archivists who are working in different types of archive in Thailand. Since you are a member of one of the above four groups, you are invited to take part in the research. **Note that** you have been selected as a representative of a group of stakeholders and not of your institution; you have been selected for participation on the basis of your personal involvement with the topic being researched and not as an institutional representative.

เนื่องจากการวิจัยครั้งนี้ต้องการสำรวจมุมมองและความคิดเห็นของกลุ่มบุคคลที่มีผลประโยชน์เกี่ยวข้องกับการพัฒนาหลักสูตรจดหมายเหตุในประเทศไทย บุคคลจำนวน 44 คนจึงได้ถูกคัดเลือกให้มามีส่วนร่วมในงานวิจัยชิ้นนี้ ซึ่งจำนวนตัวเลขดังกล่าวได้มาจากการวิเคราะห์หาผู้มีส่วนได้ส่วนเสียต่อการจัดทำหลักสูตรจดหมายเหตุในประเทศไทย ซึ่งภายหลังจากทำการวิเคราะห์ผู้มีส่วนได้ส่วนเสีย ปรากฏว่า ผู้มีส่วนได้ส่วนเสียต่อหลักสูตรดังกล่าว คือ กลุ่มบุคคลที่อาจจะมีส่วนเกี่ยวข้องกับการออกแบบ ร่าง และพัฒนาหลักสูตรจดหมายเหตุในประเทศไทย หรือ อาจจะเป็นกลุ่มคนที่สามารถให้ความคิดเห็น หรือ ประเมินผลการพัฒนาหลักสูตรดังกล่าวได้ ดังนั้นกลุ่มบุคคลผู้มีส่วนได้ส่วนเสียต่อหลักสูตรจดหมายเหตุในประเทศไทยจึงประกอบไปด้วย (1) คณาจารย์ ผู้ร่างหลักสูตร บริหารหลักสูตร และหรือสอนในหลักสูตรจดหมายเหตุ (2) หัวหน้าหรือผู้บริหารหอจดหมายเหตุ ซึ่งจะเป็นผู้ว่าจ้างบัณฑิตที่จบในหลักสูตรนี้ (3) นักศึกษาที่กำลังเรียนหรือเคยเรียนในหลักสูตรจดหมายเหตุ และ (4) นักจดหมายเหตุที่กำลังทำงานอยู่ในหอจดหมายเหตุประเภทต่างๆในประเทศไทย ดังนั้น ในฐานะที่คุณเป็นส่วนหนึ่งใน 4 กลุ่มบุคคลดังกล่าว คุณจึงถูกเชิญให้เข้าร่วมในงานวิจัยครั้งนี้ ขอเน้นย้ำว่า คุณถูกเลือกให้เป็นตัวแทนของกลุ่มผู้มีส่วนได้ส่วนเสียต่อการจัดทำหลักสูตรจดหมายเหตุในประเทศไทยตามที่ผู้วิจัยกำหนดไว้เท่านั้น และคุณไม่ได้เป็นตัวแทนของสถาบันที่คุณสังกัด ดังนั้น การเข้าร่วมงานวิจัยครั้งนี้ของคุณจึงอยู่บนพื้นฐานของการให้ความคิดเห็นหรือทัศนคติส่วนบุคคลของคุณเท่านั้น และไม่มีส่วนเกี่ยวข้องกับสถาบันที่คุณสังกัดเลย

## 6. Do I have to take part?

จำเป็นหรือไม่ที่ข้าพเจ้าจะต้องเข้าร่วม?

Participation in this study is voluntary. You may refuse to participate, refuse to answer any questions or withdraw from the study at any time without any explanation or incurring any disadvantage.

การเข้าร่วมงานวิจัยครั้งนี้เป็นแบบอาสาสมัคร ดังนั้น คุณอาจจะปฏิเสธไม่เข้าร่วม หรือปฏิเสธที่จะตอบคำถามทุกข้อ หรือบางข้อ หรือจะถอนตัวออกจากงานวิจัยเวลาใดก็ได้ โดยไม่ต้องอธิบายเหตุผลหรือขอชดเชยค่าเสียหายใดๆเลย

## 7. What will happen if I take part?

จะเกิดอะไรขึ้นถ้าข้าพเจ้าเข้าร่วม

Your contribution takes the form of a semi-structure interview. This means that the researcher will prepare the main questions that will be used to ask during the interviewing. However, the researcher may also ask additional questions which arise from the discussion. You may refuse to answer any questions that you do not wish to answer. Normally, the interview will take about one hour. The research will take note and use audio recording to record your answers. You can ask the researcher to stop recording at any time if you wish.

การเข้าร่วมงานวิจัยครั้งนี้ของคุณจะเป็นการเข้าร่วมในรูปแบบของการสัมภาษณ์ที่นักวิจัยจะเตรียมคำถามหลักที่จะใช้ในการสัมภาษณ์ไว้ล่วงหน้า นั่นก็หมายความว่า นักวิจัยจะถามคำถามหลักเหล่านั้นในช่วงการสัมภาษณ์คุณทั้งหมด แต่นักวิจัยอาจจะถามคำถามเพิ่มเติมจากคำถามหลักได้ เมื่อเกิดข้อสงสัยขึ้นมาระหว่างสัมภาษณ์ คุณอาจจะปฏิเสธที่จะตอบคำถามข้อใดที่คุณไม่อยากจะตอบได้เสมอ โดยปกติแล้ว การสัมภาษณ์จะใช้เวลาประมาณ 1 ชั่วโมง นักวิจัยจะมีการจดข้อความและอัดเทประหว่างการสัมภาษณ์ด้วย แต่คุณก็มีสิทธิที่จะขอให้นักวิจัยหยุดบันทึกเสียงได้ตลอดเวลาถ้าต้องการ

Participants will be asked the following questions depending on which stakeholder group they represent:

ผู้เข้าร่วมวิจัยจะถูกสัมภาษณ์ด้วยคำถามตามกลุ่มผู้มีส่วนได้ส่วนเสียที่ตนเองเป็นตัวแทนอยู่ ดังต่อไปนี้

### Group1: Academics who design, manage, and teach archival curriculum

กลุ่มที่ 1: คณาจารย์ผู้ร่าง บริหารและสอนในหลักสูตรจดหมายเหตุ

1. What are the aims and behind the design and opening of MARM course(s)?  
เป้าหมายและวัตถุประสงค์ในการร่างและเปิดหลักสูตรศิลปศาสตรมหาบัณฑิตสาขาวิชาการจัดการจดหมายเหตุและเอกสารคืออะไร
2. How you manage the MARM course to meet both academic standards and stay within the university budget?  
คุณบริหารจัดการหลักสูตรนี้อย่างไรให้เป็นไปตามมาตรฐานทางวิชาการโดยไม่มีปัญหาด้านงบประมาณ
3. According to the data from Graduate school, no students have registered for MARM course since 2008. What are the main reasons why the MARM course has not recruited more students and do you have any suggestions for increasing recruitment?  
ตามข้อมูลที่ได้จากบัณฑิตวิทยาลัย ไม่มีนักศึกษาลงทะเบียนเรียนในหลักสูตรนี้ตั้งแต่ปี พ.ศ. 2551 อะไรคือเหตุผลหลักที่หลักสูตรนี้ไม่ได้รับนักศึกษาเพิ่ม และคุณมีคำแนะนำอะไรบ้างในการเพิ่มจำนวนนักศึกษา
4. The MARM course was redesigned and a new programme opened in the first

semester of 2014, what are the core elements in the new programme and why did those core elements have to be inserted into the new programme?

หลักสูตรนี้ได้ถูกปรับปรุงใหม่และเปิดสอนเป็นครั้งแรกในภาคการศึกษาแรกของปีพ.ศ.2557 อะไรเป็นแกนหลักของหลักสูตรใหม่นี้ และทำไมแกนหลักเหล่านั้นถึงถูกนำมาใช้ในหลักสูตรใหม่นี้

5. In your opinion, what are the strong and weak points respectively of the new MARM programme in terms of training Thai archivists to work professionally?

ในความคิดเห็นของคุณ อะไรคือจุดแข็งและจุดอ่อนของหลักสูตรใหม่นี้ โดยเฉพาะในด้านการฝึกอบรมนักจดหมายเหตุไทยให้ทำงานอย่างมืออาชีพ

6. As TQF is a compulsory regulation, what is your approach for developing MARM to meet TQF requirements?

ตามกฎหมาย หลักสูตรต่างๆต้องดำเนินการปรับปรุงให้เป็นไปตามกฎของTQF ดังนั้น คุณมีแผนงานหรือแนวทางปฏิบัติอย่างไรให้หลักสูตรจดหมายเหตุเป็นไปตามกฎของ TQF

7. Are there any problems and limitations in redesigning MARM to meet TQF's rules?

มีปัญหาและข้อจำกัดในการร่างหลักสูตรจดหมายเหตุให้เป็นไปตามกฎของ TQFหรือไม่

8. What do archives and archivists mean in Thailand and are archivists recognised as professionals in Thai society?

คำว่า จดหมายเหตุ และ นักจดหมายเหตุ หมายความว่าอย่างไรในประเทศไทย และ นักจดหมายเหตุได้รับการยอมรับจากสังคมไทยว่าเป็นวิชาชีพหรือไม่

9. How can archival knowledge and practice be developed in Thailand?

ความรู้และการฝึกปฏิบัติด้านจดหมายเหตุจะมีการพัฒนาได้อย่างไรในประเทศไทย

## Group2: head or executives of archive who will hire archival graduates and Group3: Archivists

กลุ่มที่ 2: หัวหน้าหรือผู้บริหารหอจดหมายเหตุที่จะจ้างบัณฑิตในหลักสูตรจดหมายเหตุไปทำงาน และ กลุ่มที่ 3: นักจดหมายเหตุ

1. What does "an archivist" mean to you and what is an archivist's role in your organization?

คำว่า "นักจดหมายเหตุ" หมายความว่าอย่างไรในมุมมองของคุณ และนักจดหมายเหตุมีบทบาทและหน้าที่อะไรในองค์กรของคุณ

2. What does "archives" mean and what is the main function of your archives?

คำว่า "จดหมายเหตุ" หมายความว่าอย่างไร และหน้าที่หลักของหอจดหมายเหตุของคุณคืออะไร

3. What are the significant requirements and work competences an archivist in your organization should have?

นักจดหมายเหตุในองค์กรของคุณควรมีคุณสมบัติและความสามารถในการทำงานอะไรบ้างที่สำคัญๆ

4. Do you think knowledge and skills concerning electronic records and records keeping are important for your organization? Why or why not ?

คุณคิดว่าความรู้และทักษะในการจัดการเอกสารอิเล็กทรอนิกส์และการจัดเก็บเอกสารเป็นสิ่งสำคัญในองค์กรของคุณหรือไม่ทำไม

5. How does your organization develop your archivists' work competences?

องค์กรของคุณมีการพัฒนาความสามารถในการทำงานของนักจดหมายเหตุอย่างไร

6. Do you think having master degree in archives and records management is

- necessary for working as an archivist in your organization? Why or why not?  
คุณคิดว่านักจดหมายเหตุในองค์กรของคุณควรจะต้องจบการศึกษาด้านการจดหมายเหตุและเอกสารหรือไม่ ทำไม
7. Do you think an archivist is a professional in the same way as a doctor, a lawyer, or an accountant? Why or why not?  
คุณคิดว่า นักจดหมายเหตุเป็นวิชาชีพเหมือน แพทย์ ทนายความ หรือนักบัญชี หรือไม่ เพราะอะไร
8. What does 'professional' mean to you and what are the core elements of being a professional?  
วิชาชีพมีความหมายอย่างไรต่อคุณ และอะไรคือพื้นฐานประกอบที่สำคัญสำหรับการเป็นนักวิชาชีพ
9. Do you think archivists in Thailand are recognised as professionals? Why or why not?  
คำว่า จดหมายเหตุ และ นักจดหมายเหตุ หมายความว่าอย่างไรในประเทศไทย และ นักจดหมายเหตุได้รับการยอมรับจากสังคมไทยว่าเป็นวิชาชีพหรือไม่
10. How can the status of archivists in your organisation and in Thailand be improved?  
สถานภาพของนักจดหมายเหตุในองค์กรของคุณ และในเมืองไทย จะได้รับการพัฒนาปรับปรุงอย่างไร

#### Group 4: Students

##### กลุ่มที่ 4: นักศึกษา

1. Why did you decide to study on MARM/MAC?  
ทำไมถึงตัดสินใจว่าเรียนหลักสูตรนี้
2. What were your expectations before taking this MARM course and to what extent were your expectations met?  
คุณคาดหวังว่าจะได้อะไรจากหลักสูตรนี้ก่อนเข้าเรียน และเมื่อเข้าเรียนแล้วคุณได้รับตามที่คาดหวังไว้หรือไม่ มากน้อยเท่าไร
3. What are the main pedagogies and learning approach used in MARM/MAC?  
ปกติตอนที่คุณเรียนอยู่ในหลักสูตรนี้ คุณมีวิธีการเรียนอย่างไร และคณาจารย์ที่สอนคุณเขามีกลยุทธ์การสอนอย่างไร
4. Do you think what you have learnt from MARM/MAC course is relevant and necessary for working in the archival field? Why or why not?  
คุณคิดว่าสิ่งที่คุณเรียนรู้จากหลักสูตรนี้เกี่ยวข้องและเป็นสิ่งจำเป็นต่อการทำงานในตำแหน่งนักจดหมายเหตุหรือไม่ อย่างไร
5. Do you think an archivist is a professional in the same way as a doctor, a lawyer, or an accountant? Why or why not?  
คุณคิดว่า นักจดหมายเหตุเป็นวิชาชีพเหมือน แพทย์ ทนายความ หรือนักบัญชี หรือไม่ เพราะอะไร
6. What does 'professional' mean to you and what are the core elements of being a professional?  
วิชาชีพมีความหมายอย่างไรต่อคุณ และอะไรคือพื้นฐานประกอบที่สำคัญสำหรับการเป็นนักวิชาชีพ
7. Do you think archivists in Thailand are recognised as professionals? Why or why not?  
คำว่า จดหมายเหตุ และ นักจดหมายเหตุ หมายความว่าอย่างไรในประเทศไทย และ นักจดหมายเหตุได้รับการยอมรับจากสังคมไทยว่าเป็นวิชาชีพหรือไม่
8. How can the status of archivists in your organisation and in Thailand be improved?  
สถานภาพของนักจดหมายเหตุในองค์กรของคุณ และในเมืองไทย จะได้รับการพัฒนาปรับปรุงอย่างไร

## 8. Expenses and / or payments

ค่าใช้จ่าย และ / หรือ ค่าตอบแทน

Participants are not paid any expenses for taking part in this research. However, they will receive some small souvenirs the researcher brought from UK as a way of thanking them for their participation in and support for the research.

ผู้เข้าร่วมงานวิจัยครั้งนี้ไม่ต้องเสียค่าใช้จ่ายใดๆเลยแต่พวกเขาจะได้รับของที่ระลึกที่นักวิจัยนำมาให้จากประเทศอังกฤษเพื่อแสดงความขอบคุณที่ให้การสนับสนุนและมีส่วนร่วมในงานวิจัย

## 9. Are there any risks in taking part?

มีความเสี่ยงในการเข้าร่วมงานวิจัยหรือไม่

As it is an interview seeking opinions and perceptions on specific professional issues which are not a sensitive issue, the physical or psychological adverse effect is very minimal or non-existent. Therefore, there is no risk in taking part of the research. However, if the participants experience any discomfort or disadvantage after taking part of the research, they can contact the researcher at [hswpools@liverpool.ac.uk](mailto:hswpools@liverpool.ac.uk) to inform her about it immediately.

เนื่องจากการทำวิจัยครั้งนี้เป็นเพียงการสัมภาษณ์เพื่อสอบถามความคิดเห็นและมุมมองต่อประเด็นวิชาชีพเฉพาะเรื่องที่ไม่ใช่เรื่องอ่อนไหว ดังนั้นผลกระทบต่อร่างกายและจิตใจของผู้ถูกสัมภาษณ์จึงมีน้อยมากหรือไม่เลย ดังนั้น จึงสรุปได้ว่า ไม่มีความเสี่ยงในการเข้าร่วมวิจัย อย่างไรก็ตาม ถ้าผู้เข้าร่วมรู้สึกไม่สบายใจ หรือรู้สึกว่าตนเองเสียผลประโยชน์หลังจากเข้าร่วม พวกเขาสามารถแจ้งให้นักวิจัยรับทราบทันทีทางอีเมลที่ [hswpools@liverpool.ac.uk](mailto:hswpools@liverpool.ac.uk)

## 10. Are there any benefits in taking part?

มีประโยชน์ในการเข้าร่วมงานวิจัยหรือไม่

The results of the discussion about Thai archivists' competences, and archival training courses in Thailand will contribute towards create a model for designing curriculum to train archivists in Thailand more effectively. The participants all have a professional interest in this topic and will therefore benefit part of the research. For the educational providers, it will provide an opportunity to think about how to improve their programmes and curricula. For the uses, it will provide an opportunity to think about how to improve the competence of archivists in their organisation.

ผลของการแลกเปลี่ยนความคิดเห็นในหัวข้อวิจัยเกี่ยวกับทักษะและความสามารถในการทำงานของนักจดหมายเหตุไทยและหลักสูตรการฝึกอบรมนักจดหมายเหตุในไทยนั้นจะช่วยให้เกิดการออกแบบโครงสร้างการออกแบบหลักสูตรในการฝึกอบรมนักจดหมายเหตุในประเทศไทยให้มีประสิทธิภาพมากขึ้น ผู้เข้าร่วมงานวิจัยครั้งนี้ทั้งหมดเป็นผู้มีผลประโยชน์เกี่ยวพันกับวิชาชีพนี้ ดังนั้นพวกเขาก็จะได้ประโยชน์ในการเข้าร่วมงานวิจัยครั้งนี้ สำหรับผู้ร่างหลักสูตร การแลกเปลี่ยนครั้งนี้เป็นการเปิดโอกาสให้พวกเขาได้คิดถึงการพัฒนาหลักสูตรของพวกเขาให้ดีขึ้น สำหรับผู้บัณฑิต การแลกเปลี่ยนครั้งนี้เป็นการเปิดโอกาสให้พวกเขาได้คิดถึงการพัฒนาศักยภาพการทำงานของนักจดหมายเหตุในองค์กรของพวกเขา

## 11. What if I am unhappy or if there is a problem?

ถ้าข้าพเจ้าไม่พอใจ หรือมีปัญหาในการเข้าร่วมวิจัย จะทำอย่างไร

If you are unhappy, or if there is a problem, please feel free to let us know by contacting Dr. Margaret Procter, email: [mprocter@liverpool.ac.uk](mailto:mprocter@liverpool.ac.uk) and we will try to help. If you remain unhappy or have a complaint which you feel you cannot come to us with then you should contact the Research Governance Officer at [ethics@liv.ac.uk](mailto:ethics@liv.ac.uk). When contacting the Research Governance Officer, please provide details of the name or description of the study (so that it can be identified), the researcher(s) involved, and the details of the complaint you wish to make.

ถ้าคุณไม่พอใจ หรือมีปัญหาในการเข้าร่วมวิจัย คุณสามารถบอกกล่าวทางเราให้รับทราบได้ โดยติดต่อ ดร.มาร์กาเรต พอกเตอร์ ทางอีเมล [mprocter@liverpool.ac.uk](mailto:mprocter@liverpool.ac.uk) และทางเราจะพยายามช่วยเหลือคุณ แต่ถ้าคุณยังคงไม่พอใจและต้องการร้องทุกข์โดยคุณไม่ต้องการยื่นคำร้องผ่านมาทางเรา คุณสามารถติดต่อ เจ้าหน้าที่ผู้ควบคุมงานวิจัยที่ [ethics@liverpool.ac.uk](mailto:ethics@liverpool.ac.uk) ได้โดยตรง หากต้องการติดต่อเจ้าหน้าที่ผู้ควบคุมงานวิจัย โปรดกรุณาแจ้งชื่อหรือรายละเอียดของงานวิจัย (เพื่อที่จะได้รู้ว่าเป็นงานวิจัยอะไร) แจ้งชื่อของนักวิจัยที่เกี่ยวข้องกับงานวิจัยครั้งนี้ และแจ้งข้อมูลคำร้องเรียนที่คุณปรารถนาจะร้องทุกข์

## 12. Will my participation be kept confidential?

การเข้าร่วมของข้าพเจ้าจะถูกเก็บเป็นความลับหรือไม่

All personal information you have provided will be kept confidential. Only I and the supervisory team will have access to it. All data collection, storage and processing will comply with UK law and the University's data protection policy. Under no circumstances will identifiable responses be provided to any other third party. Identifying information will only be used with the full informed agreement of the participants.

ข้อมูลส่วนตัวทั้งหมดที่คุณให้จะถูกเก็บไว้เป็นความลับ มีเพียงข้าพเจ้าและอาจารย์ผู้ควบคุมงานวิจัยที่จะสามารถเข้าถึงข้อมูลของคุณได้ การเก็บข้อความทั้งหมดจะเป็นไปตามกฎหมายของสหราชอาณาจักรและนโยบายการปกป้องข้อมูลของทางมหาวิทยาลัย ไม่ว่าจะกรณีใดๆ จะไม่มีการเปิดเผยชื่อและนามสกุลของคุณให้กับบุคคลที่สาม การระบุถึงชื่อและนามสกุลของผู้เข้าร่วมจะเกิดขึ้นได้ก็ต่อเมื่อได้รับการยินยอมอย่างเป็นทางการจากผู้เข้าร่วมเท่านั้น

## 13. What will happen to the results of the study?

จะเกิดอะไรขึ้นกับผลของงานวิจัย

Participants can access the results of the study by contact the researcher via email: [hswpools@liverpool.ac.uk](mailto:hswpools@liverpool.ac.uk). Participants will not be identifiable from the results unless they have consented to being so. Participants' name will not appear in the research.

ผู้เข้าร่วมสามารถขอผลของงานวิจัยได้โดยติดต่อนักวิจัยผ่านทางอีเมล [hswpools@liverpool.ac.uk](mailto:hswpools@liverpool.ac.uk). ผู้เข้าร่วมจะไม่ถูกเปิดเผยตัวตนในผลงานวิจัยจนกว่าพวกเขาจะยินยอมให้เปิดเผย อย่างไรก็ตาม ชื่อและนามสกุลจะไม่ถูกเปิดเผยในงานวิจัย

#### 14. What will happen if I want to stop taking part?

จะเกิดอะไรขึ้น ถ้าข้าพเจ้าต้องการออกจากงานวิจัย

Participation in this study is voluntary. You may refuse to participate, refuse to answer any questions or withdraw from the study at any time without explanation. If you decide not to participate or to withdraw please contact me via email: [hswpools@liverpool.ac.uk](mailto:hswpools@liverpool.ac.uk) or mobile number: 0894994486 (during November 2014 – January 2015 while located in Thailand). Results up to the date of withdrawal will be used, if you are happy for this to be done. Otherwise, you should request that they are destroyed and no further use is made of them.

ผู้เข้าร่วมในงานวิจัยครั้งนี้เป็นเพียงอาสาสมัคร คุณอาจจะปฏิเสธที่จะเข้าร่วม ปฏิเสธที่จะตอบคำถามใดๆ หรือถอนตัวออกจากงานวิจัยได้ตลอดเวลาโดยไม่ต้องชี้แจงเหตุผล ถ้าคุณตัดสินใจจะไม่เข้าร่วม หรือถอนตัวจากงานวิจัย กรุณาติดต่อข้าพเจ้าทางอีเมล ที่ [hswpools@liverpool.ac.uk](mailto:hswpools@liverpool.ac.uk) หรือโทรศัพท์มือถือเบอร์ 0894994486 (ระหว่างเดือนพฤศจิกายน 2557 ถึง มกราคม 2558 เมื่อข้าพเจ้าอยู่ประเทศไทย) ผลที่จะได้ก่อนถึงวันที่คุณถอนตัวจะถูกนำไปใช้ในงานวิจัย ถ้าคุณไม่ทำอะไร มิเช่นนั้น คุณควรจะร้องขอให้ทำลายข้อมูลทั้งหมดและไม่ให้นำไปใช้อีก

#### 15. Who can I contact if I have further questions?

ข้าพเจ้าสามารถติดต่อใครได้หากมีคำถามอื่นๆ

If you have any questions about the study or the way in which it was conducted, you may contact me at [hswpools@liverpool.ac.uk](mailto:hswpools@liverpool.ac.uk) and/or 0894994486 (mobile while I am located in Thailand between November 2014 – January 2015) or my supervisor Dr. Margaret Procter, email: [mprocter@liverpool.ac.uk](mailto:mprocter@liverpool.ac.uk)

ถ้าคุณมีคำถามหรือข้อสงสัยใดๆเกี่ยวกับงานวิจัยหรือวิธีการวิจัยครั้งนี้ คุณอาจจะติดต่อข้าพเจ้าที่ [hswpools@liverpool.ac.uk](mailto:hswpools@liverpool.ac.uk) และหรือ 0894994486 (เบอร์มือถือระหว่างที่ข้าพเจ้าอยู่ในประเทศไทยช่วงเดือนพฤศจิกายน 2557 ถึง มกราคม 2558) หรือติดต่ออาจารย์ผู้ควบคุมงานวิจัยของข้าพเจ้าดอกเตอร์มาร์กาเรต พอกเตอร์ ทางอีเมล [mprocter@liverpool.ac.uk](mailto:mprocter@liverpool.ac.uk)

**Appendix 3: Consent form**  
**Committee on Research Ethics**

คณะกรรมการจริยธรรมงานวิจัย

**PARTICIPANT CONSENT FORM**

แบบฟอร์มยินยอมเข้าร่วมงานวิจัย

**Title of Research Project:**

Identification of the factors shaping archival education in Thailand and an investigation into the effectiveness of that education in preparing graduates for the archival workplace

ชื่องานวิจัย:

การระบุถึงปัจจัยที่กำหนดรูปแบบการจัดการศึกษาทางด้านจดหมายเหตุในประเทศไทย และการตรวจสอบถึงประสิทธิภาพของรูปแบบการจัดการศึกษาดังกล่าวในการผลิตบัณฑิตให้กับสถานปฏิบัติงานจดหมายเหตุ

**Researcher(s):**

Miss Waraporn Poolsatitiwat

ชื่อผู้วิจัย

นางสาววารภรณ์ พูลสถิตินวัฒน์

**Please initial box**

กรุณา  
กากบาทใน  
ช่องที่เห็น  
ด้วย

1. I confirm that I have read and have understood the information sheet dated 4 September 2014 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

ข้าพเจ้ายืนยันว่าข้าพเจ้าได้อ่านและทำความเข้าใจในเอกสารข้อมูลงานวิจัย ฉบับลงวันที่ 4 กันยายน พ.ศ. 2557 ในหัวข้องานวิจัยด้านบนเป็นที่เรียบร้อยแล้ว ข้าพเจ้ายังได้มีโอกาสในการพิจารณาข้อมูลต่างๆในงานวิจัยนี้ ถามคำถามต่างๆ และได้รับคำตอบพร้อมคำอธิบายอย่างเป็นทางการที่พึงพอใจ

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.

ข้าพเจ้าเข้าใจว่า การเข้าร่วมงานวิจัยครั้งนี้เป็นเพียงอาสาสมัคร และข้าพเจ้ามีอิสระที่จะถอนตัวออกจาก

## Identification of the factors shaping archival education in Thailand

งานวิจัยครั้งนี้ได้ตลอดเวลาโดยไม่ต้องชี้แจงเหตุผลใดๆทั้งสิ้น และการถอนตัวดังกล่าวก็จะไม่กระทบต่อสิทธิอื่น ๆ ของข้าพเจ้าเลย นอกจากนี้แล้ว ข้าพเจ้ามีอิสระที่จะปฏิเสธในการตอบคำถามบางคำถามที่ข้าพเจ้าไม่ปรารถนาที่จะตอบ หรือปฏิเสธที่จะตอบคำถามที่ข้าพเจ้าไม่เข้าใจหรือสงสัยได้เสมอ

3. I understand that, under the UK Data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish, up to the point where anonymisation of data makes that impossible.

ข้าพเจ้าเข้าใจว่า ภายใต้พระราชบัญญัติปกป้องข้อมูลส่วนตัวของประเทศสหราชอาณาจักร ข้าพเจ้าสามารถขอข้อมูลที่ข้าพเจ้าให้ไปกับผู้วิจัยได้ตลอดเวลา และข้าพเจ้ายังสามารถร้องขอให้ผู้วิจัยทำลายข้อมูลที่ข้าพเจ้าให้ไปได้ถ้าข้าพเจ้าต้องการ เว้นเสียแต่ข้อมูลที่น่าเสนอไม่ได้ระบุว่าข้าพเจ้าเป็นผู้ให้ข้อมูล

4. I agree to take part in the above study.

ข้าพเจ้าตกลงที่จะร่วมเป็นส่วนหนึ่งของงานวิจัยชิ้นนี้

5. I understand that confidentiality and anonymity will be maintained.

ข้าพเจ้าเข้าใจว่าการวิจัยครั้งนี้จะเป็นการวิจัยที่รักษาความลับและข้อมูลส่วนตัวของผู้ให้สัมภาษณ์

6. I understand and agree that my participant will be audio recorded and I am aware of and consent to your use of these recording for the study.

ข้าพเจ้าเข้าใจและยินยอมให้มีการบันทึกเสียงระหว่างการสัมภาษณ์ได้ และข้าพเจ้าได้ตระหนักถึงและยินยอมที่จะให้ใช้เทปบันทึกเสียงในงานวิจัยชิ้นนี้

7. I understand that my responses will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research.

ข้าพเจ้าเข้าใจว่าคำสัมภาษณ์ของข้าพเจ้าจะถูกเก็บรักษาไว้อย่างเป็นความลับ ข้าพเจ้าอนุญาตให้เฉพาะทีมวิจัยในการเข้าถึงข้อมูลที่ข้าพเจ้าให้ไว้โดยไม่มี การเปิดเผยชื่อและนามสกุลของข้าพเจ้าต่อทีมวิจัย ข้าพเจ้าเข้าใจว่า จะไม่มีการเชื่อมโยงหรือเปิดเผยชื่อและนามสกุลของข้าพเจ้าในเอกสารหรืออุปกรณ์งานวิจัยใดๆ นอกจากนี้ ชื่อและ

## Identification of the factors shaping archival education in Thailand

นามสกุลของข้าพเจ้าจะไม่ถูกเปิดเผยในรายงาน หรือถูกนำไปรายงานผลในงานวิจัยใดๆเลย

Participant Name ชื่อผู้เข้าร่วมงานวิจัย	Date วันที่	Signature ลายเซ็น
Name of Person taking consent ชื่อของบุคคลที่ลงนามยินยอมให้เข้าร่วมงานวิจัย	Date วันที่	Signature ลายเซ็น
Researcher นักวิจัย	Date วันที่	Signature ลายเซ็น

### Principal Investigator:

Name: Dr. Margaret Procter

Work Address: Department of History,  
University of Liverpool, UK

Work Telephone: 44-1517942411

Work Email: mprocter@liverpool.ac.uk

### Student Researcher:

Name: Waraporn Poolsatitawat

Work Address: Department of History,  
University of Liverpool, UK

Work Telephone: 44-7454988401

Work Email: hswpools@liverpool.ac.uk

**Appendix 4: List of participants and interview schedule**

**List of participants**

<b>Code</b>	<b>Types</b>
<b>EP</b>	<b>Academic (A person who designed, managed, taught or supervised students either on MARM or MAC programme)</b>
EP 01	Dean of Graduate School, Silpakorn University
EP 02	Dean of Faculty of Archaeology, Silpakorn University
EP 03	Fulltime lecturer and supervisor
EP 04	Part-time lecturer and supervisor
EP 05	Part-time lecturer and supervisor
EP 06	Part- time lecturer
EP 07	Part-time lecturer and supervisor
EP 08	Fulltime lecturer
EP 09	Part-time lecturer
<b>NA</b>	<b>Heads or Archivists working at National Archives of Thailand (NAT)</b>
NA 10	Head of NAT
NA 11	Head of Archives and Services Section
NA 12	Head of Records Management Section
NA 13	Head of Preservation and conservation Section
NA 14	Head of Contemporary historical records Section
NA 15	Archivist at Archives and Services Section
NA 16	Archivist at Records Management Section
NA 17	Archivists at Preservation and conservation Section
NA 18	Archivists at Contemporary historical records Section
NA 19	Archivists at Contemporary historical records Section
<b>UA</b>	<b>Heads or Archivists working at five university archives</b>
UA 20	Head of Payap University Archives
UA 21	Archivist at Payap University Archives
UA 22	Head of Memorial Hall of Chulalongkorn University
UA 23	Archivist at Memorial Hall of Chulalongkorn University
UA 24	Head of Kasetsart University Archives

<b>Code</b>	<b>Types</b>
UA 25	Archivist at Kasetsart University Archives
UA 26	Head of Srinakarin Viroj University Archives
UA 27	Archivist at Srinakarin Viroj University Archives
UA 28	Archivist at Srinakarin Viroj University Archives
UA 29	Archivist at Srinakarin Viroj University Archives
UA 30	Head of Silpakorn University Archives
UA 31	Archivist at Silpakorn University Archives
UA 32	Head of Thammasat University Archives and Hall of Fame
UA 33	Archivist at Thammasat University Archives and Hall of Fame
<b>PA</b>	<b>Heads or Archivists working at Private Archives</b>
PA 34	Head of Buddhadasa Indapanno Archives
PA 35	Archivist at Buddhadasa Indapanno Archives
PA 36	Head of Bank of Thailand Library and Archives
PA 37	Archivist at Bank of Thailand Library and Archives
PA 38	Archivist at Bank of Thailand Library and Archives
<b>ST</b>	<b>Students (A person who used to study on MARM or is studying on MAC)</b>
ST 39	MARM graduate
ST 40	MARM graduate
ST 41	MARM graduate
ST 42	MARM graduate
ST 43	MARM retired student
ST 44	MARM retired student
ST 45	MARM retired student
ST 46	Current MAC student
ST 47	Current MAC student
ST 48	Current MAC student

**Interview Schedule**

<b>No.</b>	<b>Date and Time</b>	<b>Interviewee</b>
1	21 November 2014 at 10.00 am	EP 07
2	21 November 2014 at 14.00 pm	ST 42
3	22 November 2014 at 9.00 am	ST 46
4	22 November 2014 at 13.00 pm	EP 08
5	23 November 2014 at 10.00 am	ST 47
6	23 November 2014 at 14.00 pm	ST 48
7	25 November 2014 at 10.00 am	NA 16
8	26 November 2014 at 13.30 pm	PA 38
9	27 November 2014 at 10.00 am	ST 43
10	27 November 2014 at 13.30 pm	EP 05
11	29 November 2014 at 10.00 am	EP 04
12	2 December 2014 at 9.00 am	EP 02
13	2 December 2014 at 13.00 pm	EP 06
14	3 December 2014 at 13.30 pm	EP 03
15	4 December 2014 at 10.00 am	UA 24
16	4 December 2014 at 14.00 pm	UA 25
17	8 December 2014 at 9.00 am	UA 21
18	8 December 2014 at 13.00 pm	UA 20
19	9 December 2014 at 9.00 am	ST 39
20	11 December 2014 at 10.00 am	UA 23
21	11 December 2014 at 14.00 pm	UA 22
22	15 December 2014 at 9.30 am	NA 11
23	15 December 2014 at 13.30 pm	NA 14
24	16 December 2014 at 14.00 pm	ST 44
25	19 December 2014 at 10.00 am	NA 12
26	20 December 2014 at 9.00 am	ST 41
27	22 December 2014 at 10.00 am	PA 37
28	24 December 2014 at 10.00 am	NA 13
29	25 December 2014 at 13.00 pm	ST 45

No.	Date and Time	Interviewee
30	30 December 2014 at 9.00 am	NA 10
31	6 January 2015 at 10.00 am	NA 15
32	7 January 2015 at 9.00 am	ST 40
33	7 January 2015 at 13.00 pm	NA 19
34	8 January 2015 at 10.00 am	NA 17
35	8 January 2015 at 14.00 pm	PA 36
36	12 January 2015 at 10.00 am	PA 34
37	12 January 2015 at 14.00 pm	PA 35
38	14 January 2015 at 10.00 am	EP 01
39	15 January 2015 at 13.30 pm	EP 18
40	16 January 2015 at 10.00 am	UA 32
41	19 January 2015 at 10.00 am	UA 30
42	19 January 2015 at 14.00 pm	UA 31
43	20 January 2015 at 10.00 pm	EP 09
44	20 January 2015 at 14.00 pm	UA 33
45	21 January 2015 at 9.00 am	UA 28
46	21 January 2015 at 13.00 am	UA 29
47	22 January 2015 at 9.00 am	UA 27
48	22 January 2015 at 13.30 pm	UA 26

## Appendix 5: Selective transcription example

The following transcription example is a part of extracts transcribed from the record of NA 12. The italic and underlined extracts are the examples of what were selected to be translated for quotations. These examples of quotations are data identifying the perception of NA 12 regarding the definition of archivists and the qualification of archivists working in the records management section of NAT.

### A part of NA 12's extract

#### [Definition of archivists]

*นักจดหมายเหตุก็ต้องเป็นบุคคลที่รับผิดชอบในการปฏิบัติงานด้านจดหมายเหตุทั้งกระบวนการงานจดหมายเหตุตั้งแต่รับมอบ จัดหมวดหมู่ ทำเครื่องมือช่วยค้น บริการเผยแพร่ เออ ลืม ประเมินคุณค่าไปอีกอย่างหนึ่ง*

“An archivist is a person who takes responsibility for archival processing from acquisition, cataloguing, preparing finding aids to providing access to an archive. I forget one thing that is appraisal.” NA 12

#### [Role and responsibilities of archivists at records management section]

บทบาทและหน้าที่อย่างแรก มันเป็นงานหลักของงานจดหมายเหตุ งานเริ่มต้นเลย เพราะมันคือการ acquisition ใช่มั้ย การรวบรวมจัดหา ซึ่งในประเทศไทยแล้ว จริงๆ เรามีกฎหมาย มีระเบียบแต่เดิม ถ้าถามในความเป็นจริงแล้ว มันยังไม่เวิร์คร้อยเปอร์เซ็นต์นะ มันยังมีปัญหาอยู่บ้าง เนื่องจากว่า ในกฎหมายในระเบียบกำหนด แต่ในทางปฏิบัติแล้วมันยังไม่ได้ร้อยเปอร์เซ็นต์ ดังนั้น เมื่อมีพ.ร.บ.เกิดขึ้น เราก็คาดหวังว่าใช้ตัวเนี้ยจะเป็นเครื่องมือที่ทำให้งานเอกสารจดหมายเหตุมันเริ่มต้นอย่างมีมาตรฐาน เข้ามาอย่างมีมาตรฐาน ดังนั้น นักจดหมายเหตุที่หนูถาม ก็คือ คนที่จะต้องมาทำงานจุดนี้ให้มันสัมฤทธิ์ผล จะด้วยเทคนิคอะไรก็ตาม ด้วยความรู้ความสามารถ ด้วยความสามารถพิเศษส่วนตัว ทุ่มเทเสียสละอะไรเพื่อให้งานตรงนี้มันเกิดผลสัมฤทธิ์

#### [Knowledge and working competence of archivists working at records management section]

อย่างแรกคือ เขาเรื่องความสามารถก่อน เขาต้องมีความรู้เรื่องกฎระเบียบ กฎหมาย มีความรู้เรื่อง **process** ของงานจดหมายเหตุ และมีประสบการณ์ที่จะต้องรู้ คล้ายๆว่ามีประสบการณ์ตรงกับงานตรงนี้ ตรงอาร์เอ็มเนี้ย ต้องรวบรวม รับมอบประเมินคุณค่า ต้องมีประสบการณ์ คือคนจบใหม่มาทำไม่ได้แน่นอน อันนี้คือความรู้ความสามารถ ส่วนทักษะ คือ *หนึ่ง เขาต้องมีใจรัก มีความมุ่งมั่น มีความเสียสละ รับผิดชอบ ออดทน โหย้สารพัดเลย เยอะมาก โดยเฉพาะนักจดหมายเหตุในแผนกนี้ประเทศไทยนะ มันต้องถึก ต้องอดทน ต้องบึกบึน เพราะมันไม่เหมือนเมืองนอกเค้า ที่เขาเข้ามาตามระบบ เขากฎหมาย อย่างจีน ใช่มั้ย กฎหมายเขาแข็งแรง เข้มแข็ง นักจดหมายเหตุนี้ชั่วห่าง เอกสารก็เข้ามา ของไทยไม่ใช่ ทั้งนี้ ทั้งนั้น อะไรทุกอย่าง อย่างพินะ ต้องใช้ความสัมพันธ์ส่วนตัว จนถึงขั้นบนบานศาลกล่าว พี่ก็ทำนะ อย่างชุดท่านออกฤกษ์ พี่ต้องเล่นของนะ พี่ต้องไปบนที่วัดเทวราชนะ พี่ถึงได้มา นี่จริงๆ นี่คือเรื่องจริงนะ*

“Firstly, they should be passionate about their work. They should be people who dedicate themselves to their work. They should be responsible and patient. An archivist who works in the records management section at NAT must be patient and strong because our job is not easy. In other countries records are transferred systematically to archives. For example, in China, national archivists do not take any action to collect records from public bodies because Chinese law force those public bodies to transfer their records to national archives systematically. In Thailand, it is not the same as in China. I have to take many actions. I have to use my personal relationships. I have even had to pray to receive records from public bodies. This is the true story that I had to pray at the temple to ask the spirit of the Buddha to help me to be able to negotiate with public bodies to transfer their records to us.” NA 12

## **Appendix 6: Research methods module (Master's degree level) in Thai higher educational institutions and universities**

In Thai higher educational system, conducting research is a significant component of all postgraduate programme taught in Thailand. For a Master's degree level programme, Ministry of Education Decree on Standards for Higher Educational Curriculum Postgraduate Level 2005 designates two study plans as follows:

1. Plan A (do dissertation) which consists of two portions
  - 1.1 Plan A1 (take only 36 credits dissertation)
  - 1.2 Plan A2 (take at least 12 credits of other modules and take 12 credits of dissertation)
2. Plan B (do individual studies) (takes at least either 18 credits or 21 credits of other modules and take either 3 credits or 6 credits of individual studies respectively)

The level and intensity of conducting research in each plan is different depending on the number of credits and the objective of module taken. Ministry of Education Decree on Standards for Higher Educational Curriculum Postgraduate Level 2005 provides these options to ensure that Thai higher educational institutions will have more choices in designing research methods module to fit with their policy and various need of their students. The following three main types of research methods modules not only identifies the level and intensity of research postgraduate (master degree level) students conduct in that programme, but also responds the policy of university in preparation graduates and the expectation of students on that programme.

### **36 credits Dissertation**

This module is designed for those who have research experience and sufficient knowledge in that field to conduct a standard research. Their research presents additional or new knowledge results but its research depth is less than those of PhD thesis. This module focuses on preparing graduates to be either

researchers or lecturers and fit with those who would like to study further in doctoral degree level.

### **12 credits Dissertation**

This module is designed for those who do not have both research experience and knowledge in that field and need more knowledge regarding research methodology before conduct a standard research. Their research presents additional or new knowledge results but its research depth is less than those of PhD thesis. This module focuses on preparing graduates to be either researchers or lecturers and fit with those who would like to study further in doctoral degree level.

### **3 or 6 credits individual studies**

This module is designed for those who do not want to be either researchers or academics teaching in universities but those who want to conduct basic research regarding either the issues they are interested in or problems they are founded in their field of study. Their research only summarises information gathering from either the literatures they reviewed or data collecting from basic survey and provides critical opinion on that issues or problems. These findings do not constitute any additional or new knowledge but can be used to solve the problems or improve working process in that field. This module focuses on preparing graduates to be a problem solver and fit with those who already got a job and want to study postgraduate programme to improve their working competence.

According to Ministry of Education Decree on Standards for Higher Educational Curriculum Postgraduate Level 2005, all higher educational institutions and universities in Thailand can design their postgraduate programme by choosing from those three options. If they would like to focus on research and prepare their graduates for being academics, they can design their programme by providing only Plan A like it happened on MARM programme. On the other hand, if they consider that their students need only to improve their knowledge and working skills rather than learning how to be researcher and finding new knowledge, they should include Plan B in their programme.

## **Appendix 7:**

### **Academic qualifications' and titles for lecturing staff in Thai universities**

The qualification of lecturers who teach in Thai universities consists of two main areas. The first area is the academic degree they hold e.g. bachelors', masters', or doctoral degree and the second area is their research expertise that is approved by the academic title they have e.g. assistant, associate, and professor. In Thai higher educational system, these two areas are distinct but can support each other. Lecturers can improve their academic qualification to hold a PhD degree and awarded as 'Dr.' by completing the doctoral degree programme taught by accredited university locally and internationally. Lecturers are also able to improve their research expertise qualification by asking their University Council to give them the academic title starting from assistant to professor. These titles are not relevant to the academic degree they hold but based on their research publications and their quality of teaching. Each university has its own process and criteria for having an academic title except for an academic title as 'professor' that has to be given formally by the King. Lecturers who do not hold a doctoral degree can receive academic titles if they can pass criteria of their university. However, for lecturers who hold a doctoral degree can receive academic titles faster than those who do not have because one criteria that all universities used to assess their lecturers qualification to have academic title is the teaching experience. Lecturers who hold a doctoral degree are required to have teaching experience less than those who hold a master's degree.

According to Ministry of Education Decree on Standards for Higher Educational Curriculum Postgraduate Level 2005 and TQF:HEd, lecturers who teach, manage, and supervise a postgraduate programme should have ability to teach their students able to conduct research. Therefore, the qualification of lecturers on such a programme focuses either having doctoral degree or associate professor because these two qualifications can prove basically that those lecturers have sufficient research experience to teach students.

## **Appendix 8: MARM's programme specification**

(This document is adapted and translated from the official document regarding Master of Arts in Archives and Records Management Curriculum which was written and publicised online by the Department of Oriental Languages, Silpakorn University and this can be seen in <http://www.graduate.su.ac.th/Curriculum/C/07.pdf>)

### **Archives and Records management**

#### **Department of Oriental Languages**

**Programme Name:** Master of Arts in Archives and Records Management

**Awarded Degree:** Master of Arts (Archives and Records Management)

M.A. (Archives and Records Management)

**Study Place:** Faculty of Archaeology, Silpakorn University, Thapae Palace Campus

#### **Objectives:**

1. Equip graduates in the field of archives and records management with archival knowledge and skills in terms of acquiring, appraising, preserving, researching, and providing access to archives;
2. Prepare graduates to realise how to use and preserve archives thereby complying with archival theory; and
3. Support any organisations and institutions to apply archival theory to keep and transfer their records to be kept as archives properly, since archives are social heritage and intellectual property useful for administration, history and research.

#### **Qualification of candidate:**

1. Having bachelor degree or equivalent in any fields
2. Passing criteria designated in Silpakorn Univeristy Regulation regarding postgraduate study 2007

**Programmes' structure:**

Master of Arts in Archives and Records Management programme provides only one study plan which is called 'Plan A2'. In this plan students must collect at least 50 credits as follows:

1. Foundation course (1 module)	No credit
2. Compulsory course (7 modules)	20 Credits
3. Selective course (6 modules)	18 Credits
4. Dissertation (1 modules)	12 Credits

**List of modules and credits:**

**1. Foundation course:**

(1) Use of Historical Evidence in the Study of Thai History (no Credits)

**2. Compulsory course:**

**2.1 Archives management**

- (2) Research Methodology (2 credits)
- (3) Introduction to Archives (3 credits)
- (4) Records management (3 credits)
- (5) Acquisition, Arrangement, Description of Archival Materials and finding Aids (3 credits)
- (6) Services and Public Relations (3 credits)

**2.2 Palaeography and Archival documents**

- (7) Contemporary Thai Archival documents (3 credits)
- (8) English Archival Documents about Thailand and Southeast Asia (3 credits)

**3. Selective course (Take 6 modules from the following 14 modules):**

**3.1 Archives management (5 modules)**

- (9) Conservation and Preservation of Archival Materials (3 credits)
- (10) Information Technology and Records and Archives Management (3 credits)
- (11) Oral history and Sound Archives (3 credits)
- (12) Reading of English Texts on Archives (3 credits)

(13) Reading of French Texts on Archives (3 credits)

### 3.2 Palaeography and Archival documents (9 modules)

(14) Northern Thai Palaeography and Archival Documents (3 Credits)

(15) North-eastern Thai Palaeography and Archival Documents (3 Credits)

(16) Southern Thai Palaeography and Archival documents (3 Credits)

(17) Palaeography and Archival Documents during the Ayutthaya Period (3 Credits)

(18) Bangkok Archival Documents from Mama I to Rama III (3 credits)

(19) Bangkok Archival Documents from Mama IV to Rama VII (3 credits)

(20) French Archival Documents about Thailand and Southeast Asia (3 credits)

(21) Archival Documents about Thailand and Southeast Asia in Asian Languages (3 credits)

(22) Archival Documents about Thailand and Southeast Asia in European Languages (3 credits)

#### 4. Dissertation:

(23) Dissertation (12 Credits)

According to the above structure, students study both history or historical documents and how to manage archives and records as described in the following table.

Modules	Nature of Module
8 Compulsory modules	
(1) Use of Historical Evidence in the Study of Thai History (no Credits)	History or Historical documents
(2) Research Methodology	Archives and records management
(3) Introduction to Archives	Archives and records management

<b>Modules</b>	<b>Nature of Module</b>
(4) Records management	Archives and records management
(5) Acquisition, Arrangement, Description of Archival Materials and finding Aids	Archives and records management
(6) Services and Public Relations	Archives and records management
(7) Contemporary Thai Archival documents	History or Palaeography
(8) English Archival Documents about Thailand and Southeast Asia	History or Palaeography
6 Selective modules (presumably selecting all 5 modules from archives management)	
(9) Conservation and Preservation of Archival Materials	Archives and records management
(10) Information Technology and Records and Archives Management	Archives and records management
(11) Oral history and Sound Archives	Archives and records management
(12) Reading of English Texts on Archives	Archives and records management
(13) Reading of French Texts on Archives	Archives and records management
(14) Northern Thai Palaeography and Archival Documents	History or Palaeography

This programme's structure identifies that before taking dissertation students are able to study 10 of 14 modules regarding archives and records management. On the other hand, study can choose to study 9 of 14 modules regarding history and historical documents because there are only five compulsory

modules regarding archives and records management. In addition, students take only one module study how to conduct archival research to improve their research skills before taking their dissertation.

**Concise Course Description:**

**1. Use of Historical Evidence in the Study of Thai History (no Credits)**

Study different types of Thai historical evidence ranging from archaeological site and antiquities in pre-historical period to inscriptions, legends, folktales, oral history, chronicles, archives, legislations, memoirs, pictures, maps, and other documents in historical period to understand their importance in terms of evidence identifying the development of Thai society, culture, religion, politics, economics, and their relationship.

**2. Research Methodology**

Study the definition, type, techniques, and methodology of research in archives and records management

**Archives management**

**3. Introduction to Archives**

Study archival theory and principles, archival institution management, history of archival institution, the character of archival institution, archival professional body, archives, the differences between archives and other types of information sources, roles and responsibilities of archives and archivists

**4. Records management**

Study records management theory and principles, types of records, the role of records in society, records management process from creation to preservation in archives including visiting some organisations to see their records management process

### **5. Acquisition, Arrangement, Description of Archival Materials and finding Aids**

Study the process of archival acquisition and arrangement, how to write description of archival materials, and how to prepare finding aids including visiting some archives in Thailand to see how those archives do these processes

### **6. Services and Public Relations**

Study how to provide access to archives and do outreach

### **7. Conservation and Preservation of Archival Materials**

Study the principle of conservation and preservation of archival materials, techniques and process to conserve and preserve archives including visiting some archives in Thailand to see how they conserve and preserve their archives

### **8. Information Technology and Records and Archives Management**

Study basic knowledge regarding information technology and how to use it for managing electronic records

### **9. Oral history and Sound Archives**

Study ideas regarding the concepts of oral history and sound archives, techniques and how to prepare oral history and manage sound archives

### **10. Reading of English Texts on Archives**

Read English texts regarding archives to understand the development of archival theory and principles

### **11. Reading of French Texts on Archives**

Read French texts regarding archives to understand the development of archival theory and principles

### **Palaeography and Archival documents**

### **12. Northern Thai Palaeography and Archival Documents**

Prerequisite: Use of Historical Evidence in the Study of Thai History

Study Northern Thai Palaeography read and analyse Northern Thai Archival Documents

**13. North-eastern Thai Palaeography and Archival Documents**

Prerequisite: Use of Historical Evidence in the Study of Thai History

Study North-eastern Thai Palaeography read and analyse North-eastern Thai Archival Documents

**14. Southern Thai Palaeography and Archival documents**

Prerequisite: Use of Historical Evidence in the Study of Thai History

Study Southern Thai Palaeography read and analyse Southern Thai Archival Documents

**15. Palaeography and Archival Documents during the Ayutthaya Period**

Prerequisite: Use of Historical Evidence in the Study of Thai History

Study Ayutthaya Thai Palaeography read and analyse Ayutthaya Thai Archival Documents

**16. Bangkok Archival Documents from Rama I to Rama III**

Prerequisite: Use of Historical Evidence in the Study of Thai History

Study, read and analyse historical, political, economic, and social context of Rama I to Rama III archival documents

**17. Bangkok Archival Documents from Rama IV to Rama VII**

Prerequisite: Use of Historical Evidence in the Study of Thai History

Study, read and analyse historical, political, economic, and social context of Rama IV to Rama VII archival documents

**18. Contemporary Thai Archival documents**

Study, read and analyse historical, political, economic, and social context of Rama VII to current archival documents

**19. English Archival Documents about Thailand and Southeast Asia**

Study and analyse English archival Documents regarding Thailand and Southeast Asia

## **20. French Archival Documents about Thailand and Southeast Asia**

Study and analyse French archival Documents regarding Thailand and Southeast Asia

## **21. Archival Documents about Thailand and Southeast Asia in Asian Languages**

Prerequisite: Having knowledge or used to take at least 18 credits or pass a language test in that language from the Department of Oriental Languages

Study and analyse archival documents regarding Thailand and Southeast Asia in one of Asian Languages

## **22. Archival Documents about Thailand and Southeast Asia in European Languages**

Prerequisite: Having knowledge or used to take at least 18 credits or pass a language test in that language from the Department of Oriental Languages

Study and analyse archival documents regarding Thailand and Southeast Asia in one of European Languages

## **23. Dissertation**

Students conduct their research regarding archives and records management individually

The above brief detail of each module identifies that work placement and the study of the specific context of Thai archives and archivists are not included in any module. In addition, this programme focuses on studying archives in terms of historical evidence rather than learning how to deal with archival process since the majority of modules provided are about palaeography and archival documents.

### **Appendix 9: MAC's programme specification**

(This document is adapted and translated from the official document regarding Master of Arts in Archives and Cultural Heritage Information Management Curriculum which was written and publicised online by Graduate School, Silpakorn University and this can be seen in <http://www.graduate.su.ac.th/images/program/master/69.pdf>)

#### **Programme specification**

#### **Master of Arts**

#### **Archives and Cultural Heritage Management**

**(Interdisciplinary programme developed from Master of Arts in Archives and Records Management 2014)**

**Name of Higher Educational Institution:** Silpakorn University

**Campus/Faculty/Department:** Thaphae Campus Graduate School  
(in cooperation with Faculty of Archaeology, Faculty of Arts, Faculty of Painting Sculpture and Graphic Arts, and Faculty of Sciences)

#### **Section 1 General Information**

**Programme Name:** Master of Arts in Archives and Cultural Heritage Information Management

**Awarded Degree:** Master of Arts (Archives and Cultural Heritage Information Management)

M.A. (Archives and Cultural Heritage Information Management)

**Total credits:** Not less than 39 credits

#### **Type of Programmes**

Types: Two year postgraduate programme

Taught Language: Thai

Students Admission: Thai and foreign students who have sufficient Thai language competence

**Applicable careers after graduation**

1. Able to deal with managing records, archives, and information in any organisations or institutions
2. Able to deal with managing information in museums or art gallery
3. Able to conduct research regarding archives and cultural heritage information

**Academic degree of three lecturers who take responsibility on the programme**

1. Dr. ....  
Ph.D. (Information Studies) Khon Kaen University (2013)  
M.A. (Archives and Records Management) Silpakorn University (2007)  
B.A. (Library and Information Sciences) Khon Kaen University (2003)
2. Dr. ....  
Ph.D. (History of Art) University of Paris IV (Sorbonne), France (2001)  
DEA. (History of Art) University of Paris IV (Sorbonne), France (1997)  
M.A. (History of Art) Silpakorn University (1991)  
B.A. (History of Art) (2<sup>nd</sup> Class Honours) Silpakorn University (1983)
3. Dr. ....  
Ph.D. (Information Studies) Khon Kaen University (2012)  
M.A. (Library and Information Sciences) Thammasat University (1999)  
B.A. (English) Silpakorn University (1995)

**Academic degree of five permanent lecturers of the programme**

1. Dr. ....  
Ph.D. (Information Studies) Khon Kaen University (2013)  
M.A. (Archives and Records Management) Silpakorn University (2007)  
B.A. (Library and Information Sciences) Khon Kaen University (2003)
2. Dr. ....  
Ph.D. (History of Art) University of Paris IV (Sorbonne), France (2001)  
DEA. (History of Art) University of Paris IV (Sorbonne), France (1997)  
M.A. (History of Art) Silpakorn University (1991)

- B.A. (History of Art) (2<sup>nd</sup> Class Honours) Silpakorn University (1983)
3. Dr. ....
- Ph.D. (Information Studies) Khon Kaen University (2012)
- M.A. (Library and Information Sciences) Thammasat University (1999)
- B.A. (English) Silpakorn University (1995)
4. Assistant professor Dr.....
- Ph.D. (Computer Science) Asian Institute of Technology (2000)
- M.A. (Computer Science) Chulalongkorn University (1992)
- B.Sc. (Public Healthcare) Mahidol University (1984)
5. Associate Professor .....
- M.Sc. (Anthropology) University of Pennsylvania, U.S.A.(1982)
- B.A. (Archaeology) Silpakorn University (1976)

### **Teaching place**

Faculty of Archaeology, Faculty of Painting Sculpture and Graphic Arts, and Graduate School

### **Reasons for developing the programme**

1. Respond to the 11<sup>th</sup> National Economic and Social Development Plan (2012-2016) in terms of developing Thai economy to be creative economy by which applying existing local wisdom and national cultural heritage to enhance the growth of Thai economic and support the sustainable development of Thai society
2. Respond to the 11<sup>th</sup> National Economic and Social Development Plan (2012-2016) in terms of establishing life-long learning and knowledge-based society where social members realise the impact of national cultural heritage on the national development to sustain in the rapid change of current world
3. Respond to the mission of Silpakorn University to be a creative university that able to develop and transfer new knowledge regarding arts, cultural heritage, and history to Thai society and prepare graduates who have knowledge and ability to work effectively in creative economy

4. Respond to the need of Thailand to increase the number of human resources who have knowledge and ability to manage national cultural heritage information which is always located in Gallery, Library, Archives, Museum (GLAM) to support the above national plan
5. Respond to the Silpakorn University policy to prepare graduates who have excellent knowledge regarding archives and cultural heritage information management and able to apply them to develop their profession and nation effectively

## **Section 2 Specific Information**

### **Philosophy**

Archives and Cultural Heritage Information Management is a significant driver for establishing learning society and supporting creative economy

### **Objectives**

To prepare graduates who having the following qualifications:

1. Having knowledge and ability to manage archives and cultural heritage information and able to apply information technology to manage both archives and cultural heritage information effectively
2. Having knowledge and ability to conduct research regarding archives and cultural heritage information so that their new knowledge developed and transferred from their research can apply to use for develop national creative economy

## **Section 3 Programme's management**

### **Qualifications of candidate**

1. Pass criteria designated in Article 7, Silpakorn University Regulation regarding postgraduate study 2007
2. Having bachelor degree
3. Pass an admission process run by Graduate School, Silpakorn University

### Tuition fee

30000 Baht (600 pounds) per semester

### Programmes' structure

Master of Arts in Archives and Cultural Heritage Information Management provides three study plans consisting of Plan A1, Plan A2, and Plan B. Its structures are described as follows:

Type of modules	Number of Credits		
	PLAN A1	PLAN A2	PLAN B
Foundation (Credits not included)		7	7
Compulsory		18	18
Selective not less than		9	15
Dissertation	39	12	
Individual studies			6
<b>Total credits</b>	<b>39</b>	<b>Not less than 39</b>	<b>Not less than 39</b>

To study in this programme, however, students have to follow the following rules.

1. Students cannot choose their study plan without asking a permission from a board of programme management committee
2. For those who have a permission to study Plan A1, for the benefit of their dissertation, they may be required to take some modules by their supervisors or a board of programme management committee
3. For those who have a permission to study Plan B are required to pass the comprehensive examination before graduation

### List of modules and credits:

#### 1. Foundation course (3 modules 7 credits but not included):

- (1) Archives and Cultural Heritage Information in Knowledge-based Society and Creative Economy (3 credits)

(2) English for Archives and Cultural Heritage Information Management (2 credits)

(3) Information Technology for Archives and Cultural Heritage Information Management (2 credits)

**2. Compulsory course (6 modules 18 credits):**

(1) Research Methodology for Archives and Cultural Heritage Information Management (3 credits)

(2) Organisation of Archives and Cultural Heritage Information (3 credits)

(3) Management of Archival and Cultural Heritage Information Organisations (3 credits)

(4) Digital Collections Development and Management (3 credits)

(5) Conservation and Preservation of Archives and Cultural Heritage Information Collection (3 credits)

(6) Seminar on Archival Cultural Heritage Information Management (3 credits)

**3. Selective course (3 modules 9 credits for Plan A2 and 5 modules 15 credits for Plan B):**

(1) Records Management

(2) Knowledge Management for Intangible Cultural Heritage

(3) Oral History and Audio visual Archives

(4) Palaeography and Thai Ancient Documents

(5) The Museum and Art Gallery

(6) Cultural Heritage Information Management in Museum and Art Gallery

(7) Museum and Art Gallery Education and Learning

(8) Selected Issues in Archives and Cultural Heritage Information Management

**4. Dissertation/Individual Studies**

(1) Dissertation for Plan A1 (39 Credits)

(2) Dissertation for Plan A2 (12 Credits)

(3) Independent Study (6 credits)

**Study plan**

**Plan A1**

**Semester 1, Year 1**

<b>Modules</b>	<b>Credits</b>
Dissertation	3
<b>Total credits</b>	<b>3</b>

**Semester 2, Year 1**

<b>Modules</b>	<b>Credits</b>
Dissertation	12
<b>Total credits</b>	<b>12</b>

**Semester 1, Year 2**

<b>Modules</b>	<b>Credits</b>
Dissertation	12
<b>Total credits</b>	<b>12</b>

**Semester 2, Year 2**

<b>Modules</b>	<b>Credits</b>
Dissertation	12
<b>Total credits</b>	<b>12</b>

**Plan A2 and Plan B**

**Semester 1, Year 1**

<b>Modules</b>	<b>Credits</b>	
	<b>Plan A2</b>	<b>Plan B</b>
Archives and Cultural Heritage Information in Knowledge-based Society and Creative Economy	3 (not included)	3 (not included)
English for Archives and Cultural Heritage Information Management	2 (not included)	2 (not included)
Information Technology for Archives and Cultural Heritage Information Management	2 (not included)	2 (not included)
Organisation of Archives and Cultural Heritage Information	3 (not included)	3 (not included)

Modules	Credits	
	Plan A2	Plan B
Selective course	3	6
<b>Total credits</b>	<b>6</b>	<b>9</b>

**Plan A2 and Plan B**

**Semester 2, Year 1**

Modules	Credits	
	Plan A2	Plan B
Research Methodology for Archives and Cultural Heritage Information Management	3	3
Digital Collections Development and Management	3	3
Conservation and Preservation of Archives and Cultural Heritage Information Collection	3	3
Selective course	3	3
<b>Total credits</b>	<b>12</b>	<b>12</b>

**Plan A2 and Plan B**

**Semester 1, Year 2**

Modules	Credits	
	Plan A2	Plan B
Management of Archival and Cultural Heritage Information Organisations	3	3
Seminar on Archival Cultural Heritage Information Management	3	3
Selective courses	3	6
<b>Total credits</b>	<b>9</b>	<b>12</b>

**Plan A2 and Plan B**

**Semester 2, Year 2**

Modules	Credits	
	Plan A2	Plan B
Dissertation	12	
Individual studies		6
<b>Total credits</b>	<b>12</b>	<b>6</b>

**Course description**

**1. Archives and Cultural Heritage Information in Knowledge-based Society and Creative Economy**

Nature and importance of the archives and cultural heritage information and their impacts in Know-based Society and Creative Economy, developments, current trends, and future of archives, museum and art gallery, concepts and theories of archives and cultural heritage information, professionalism and ethics

**2. English for Archives and Cultural Heritage Information Management**

English readings for archives and cultural heritage information management

**3. Information Technology for Archives and Cultural Heritage Information Management**

Introduction to information technology and communication, management information system for archives, information storage and retrieval of cultural heritage, Geographic information system

**4. Research Methodology for Archives and Cultural Heritage Information Management**

Concepts of research, ethics in research, research process, research dissemination, trends and directions of Archives and cultural heritage information management research

## **5. Organisation of Archives and Cultural Heritage Information**

Concepts, theories, standards and process in organising and cultural heritage information, application of information technology in management

## **6. Management of Archival and Cultural Heritage Information Organisations**

Concepts, theories of modern organisation management, strategic planning, fiscal management, human resource management, environmental management, risk management, customer relationship management in archival and cultural heritage information organisations, management ethics

## **7. Digital Collections Development and Management**

Concepts, theories, standards, development process and management of digital information resources, Cycle of management strategy and technical tools for archives and cultural heritage information

## **8. Conservation and Preservation of Archives and Cultural Heritage Information Collection**

Principles of conservation, techniques and methods of prevention, environment organising for archives and cultural heritage information collection

## **9. Seminar on Archival Cultural Heritage Information Management**

Seminar on major issues in archives and cultural heritage information management

## **10. Records Management**

Concepts and theories of records management, establishing a records management program, records management issues in electronic environment

## **11. Knowledge Management for Intangible Cultural Heritage**

Meaning, significance, attributes and types of intangible cultural heritage concepts and theories of knowledge management, knowledge management processes and related laws, cases studies

## **12. Oral History and Audio visual Archives**

Significance, development concepts and management process of oral history and audio-visual archives, application of information technology in management

## **13. Palaeography and Thai Ancient Documents**

Origin, development of forms and orthography of ancient scripts used in central, southern, northern as well as north-eastern part of Thailand, types, physical forms and content of Ancient Thai documents

## **14. The Museum and Art Gallery**

History, concepts, practices, administration, types of museums and art gallery, current situation on museums and art gallery management, including related laws

Field study in required

## **15. Cultural Heritage Information Management in Museum and Art Gallery**

Collection system and cultural heritage information management in museum and art gallery, applying related information technologies for management

Field study in required

## **16. Museum and Art Gallery Education and Learning**

Education and learning management form cultural heritage information in museum and art gallery, design and exhibition, communication and promotion bring to education and learning from information system

## **17. Selected Issues in Archives and Cultural Heritage Information Management**

Selected issues in archives and cultural heritage information management and relevant social, cultural and economic issues

## **18. Dissertation (39 credits)**

Condition: Students are required to present their annual progress report every year after their research topic has been approved.

Research related to Archives and Cultural Heritage Information Management

**19. Dissertation (12 credits)**

Condition: Students are required to present their annual progress report every year after their research topic has been approved.

Research related to Archives and Cultural Heritage Information Management

**20. Individual studies (6 credits)**

Condition: Students are required to present their final report in the seminar that their lecturers, other students in the programme, and/or other people attend

Individual study in Archives and Cultural Heritage Information Management

The above programme's specification identifies that students have more options to complete the programme. The programme is developed to provide knowledge regarding how to manage cultural heritage information within archives, museum, and art gallery rather than how to manage archives and records since there is only one module regarding records management and it is only a selective module. Like the previous programme, work placement does not included in any modules.

### **Appendix 10: The objective of the Archives Association of Siam**

(This document is translated from the official website of the Archives Association of Siam)

The Archives Association of Siam was founded by people who work in both public and private archival institutions in Thailand and who are aware of the importance of records in terms of historical information. The Archives Association of Siam was established formally on 4 April 2001 and its objectives are:

- (1) to gather both archival institutions and archival staff and to be a mediator between the archival practitioners and archival institutions;
- (2) to support conducting research in archives and records management;
- (3) to cooperate with archival institutions to set up the standards of keeping records and archives;
- (4) to inform the public the importance of archives and stimulate them to preserve and keep archives as they are national historical information, intellectual properties and cultural heritage;
- (5) to support and improve archival skills of staff who work in archives and records centre by providing seminars and training courses;
- (6) to co-operate with academics in associated field such as history, education, museums, cultural studies;
- (7) to co-operate with archival institutions for sharing archival resources and technology;
- (8) to co-operate with archival institutions in other countries both regionally and globally to develop and share archival knowledge.

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