EDRM System Implementation Toolkit

Stage 3: Information gathering and analysis

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Reason for stage

This stage is designed to help the project team to plan, timetable and resource their information gathering for the project and the analysis that follows. This stage recommends good practice and provides a number of tools to use in the information gathering.

Definition of stage

As described in stage one when looking at defining and scoping the project this stage assumes that you are conducting information gathering and analysis for a combined records management and EDRM procurement project. As far as possible it makes it clear which tasks are specific to an EDRM procurement. Stage 3 is divided up into four steps which closely equate to the first four information gathering and analysis steps advocated in the DIRKS manual published by the National Archives of Australia.

If you are in a small education organisation and are planning a records management project primarily to meet your FOI obligations and are not planning to implement an EDRM system currently then much of this stage will be unnecessarily complex and resource intensive for you. You should start with the JISC infoNet records management infoKit and then read this for an understanding of some of the additional steps you will need to conduct when you decide to procure an EDRM solution.

Step one looks at how to conduct a preliminary investigation to identify the role of your education organisation, its structure, the business and regulatory environment in which it operates and major factors affecting its record keeping practices including problems and risks.

Step two looks at how to analyse your business activity. This involves modelling what your education organisation does and how it does it by reviewing its business activities and processes. You will need to define the scope of the analysis and then identify and document each business function, activity and transaction within your scope. One of the key outputs from step two should be a business classification scheme based on a hierarchy of business functions, activities and transactions.

Step three looks specifically at how to identify and record your education organisation's record keeping requirements and to document the requirements in a structured and easily maintainable form.

Step four looks at how best to survey your education organisation's existing record keeping and other relevant information systems and to measure the extent to which they provide evidence of business activities or have the required functionality to do this. This is a vital step when planning an EDRM solution procurement.

Objectives of stage

Reading this stage an EDRM project team should be able to judge whether or not they have allowed enough time and resources to conduct all the fact finding and analysis stages of the project.

This stage reviews the information gathering and analysis stage of the project. The information gathering and analysis requirements for a records management project and an EDRM procurement project overlap considerably here. The preferred situation and the one which this toolkit assumes is that you are planning an overall records management programme that includes procuring an EDRM system. If you follow the steps outlined in this stage then at the end you should have gathered all the information you need to:

- agree and implement the right record keeping strategies for your education organisation and
- agree and implement the right EDRM solution for your education organisation.

If you have already started information gathering and analysis activities as part of a records management project then it should be clear which additional tasks in each step you will need to perform at a later stage when you set up an EDRM procurement project.

Step One − preliminary investigation

You are strongly advised to ensure that you conduct a preliminary investigation.

You are referred to the DIRKS Manual, Step A − Preliminary investigation − for a detailed account of how to conduct a preliminary investigation...

The four key steps that comprise a preliminary investigation are:

- Determine the scope of the preliminary investigation
- Collect information from documentary sources and interviews
- Document your research
- Prepare a report for senior management

You need to balance the work you do in step one against the work planned in step four − the detailed survey of your education organisation's existing record keeping systems.

At the end of the preliminary investigation you should have gained and documented:

- a clear understanding of your education organisation and 'the administrative, legal, business and social context in which it operates. This should include a structured review of the organisational structure which can help to scope the resources required to conduct steps two, three and four. For an EDRM procurement it is very helpful to record not just the logical organisational structure of the education organisation but also the physical location of each faculty, administration department etc. This will help in stages four and six when you need to document the current IT infrastructure including the networking;
- a general appreciation of your education organisation's current record keeping strengths and weaknesses including the need for electronic document and records management and business process management and the benefits it could bring in each area;
- the information you need to feed into your project definition and project planning documents as defined in stage two − including the PID and the business case and the project plan. You will have a much clearer idea after you have completed step one of the resources required to conduct steps two to four.

Hence one dependency is that you should have completed this step one before you complete the PID for the EDRM solution project.

As part of a formal records management project, step one is an essential first step on the road to preparing a functions based business classification scheme as part of step two and a functions based records disposal scheme as part of steps two and three

Step Two − analysis of business activity

You are strongly advised to conduct a full analysis of business activity if you are in state three of the three states defined in stage two (link to start of stage 2) of this toolkit and have not carried out a separate records management project.

You are referred to the DIRKS Manual, Step B − Analysis of business activity − for a detailed account of how to conduct a preliminary investigation.

The five key steps that comprise an analysis of business activity are:

- Collect information from documentary sources and interviews
- Analyse the work performed by the education organisation
- Identify and document each business function, activity and transaction
- Develop a business classification scheme based on a hierarchy of business functions, activities and transactions
- Validate the analysis of the organisation's business activity with senior management

This is a resource intensive activity so it emphasises the importance of agreeing in your project plan in stage two the scope of the project and the approach you are going to take to information gathering. If you are looking to develop a comprehensive business classification scheme then you need to review as much of the education organisation as possible. However if you are planning a phased implementation of an EDRM system you can phase the information gathering stage as well.

If you are looking for a radical implementation of an EDRM or Enterprise Content Management solution that includes significant business process re−engineering then in addition to the activities detailed in the DIRKS manual step B you also need to model your core business processes in detail and review the impact which EDRM and business process management could have on how they are conducted and redesign them to take advantage of the new technology and better meet business objectives.

Processes within schools or faculties or administration departments can be re−engineered as part of the initial roll out. Business processes that operate across the whole education organisation can normally not be re−engineered until a later phase of the project when EDRM facilities have been rolled out to all the participants. This needs to be taken account of when drawing up the implementation plan for an EDRM solution (see stage four). Several sources of best practice for process modelling and the successful implementation of workflow management are listed in Additional References and case studies section.

At the end of the analysis of business activity you should have gained:

- An understanding of the relationship between your education organisation's business and the records that are a by−product and evidence of its activities
- A foundation for developing tools to establish corporate control over record keeping including thesaurus development, preparation of disposal schedules, identification and specification of record keeping requirements and the formal assignment of record keeping responsibilities
- An understanding of the scope for business process improvement and automation resulting from the implementation of an EDRM solution incorporating business process management software if that is within the scope of the project

This information should be clearly documented in the following:

- A function source document detailing your organisation's functions, activities and transactions with associated process maps/models

- A business classification scheme that shows the organisation's functions, activities and transactions in a hierarchical relationship. This is needed to link records to their business context.

The classification scheme is used together with the record keeping requirements that are defined in step three below to develop two additional important records management tools which are defined in the DIRKS manual as being:

- A thesaurus of terms or records classification scheme to control the language for titling and indexing records in a specific business context.
- A disposal authority/schedule that defines the retention periods and consequent disposal actions for various classes of records.

The DIRKS manual stresses that to conduct this vital step you need personnel with analytical skills, modelling techniques, oral and written communication skills and a broad knowledge of the education organisation . You can use internal resources if they exist or consultants or ideally a mix of both as consultants will lack the knowledge of your education organisation . Step two can and usually should be carried out concurrently with step three as the same sources are used. The DIRKS manual provides a simple template that can be used to record your findings for steps two and three. You can easily adapt it to suit your specific requirements.

The DIRKS manual makes the point that as a core part of your analysis you need to identify your education organisation's

- Goals and the strategies developed to achieve those goals
- Functions undertaken to support the goals and strategies
- Activities that fulfil the core functions
- Groups of transactions or processes that make up each of these activities

The DIRKS manual also makes the important point that you should not commence this labour intensive activity without significant consultation within your education organisation . It is highly likely that at least some of the core functions and activities of your education organisation will have been modelled already for other purposes. Examples of projects which result in some level of analysis of business activity in the education community will include:

- Business process reengineering
- Work flow automation
- Development of records classification tool
- Activity based costing
- Quality accreditation
- Systems implementation.

The most likely areas to have been analysed would include central administration activities including finance; human resources; student administration etc

JISC has funded a number of relevant projects here which can provide you with excellent models of business activities.

The best example is the Business Classification Scheme and Records Retention Schedule by Elizabeth Parker of Emmerson Consulting for TFPL Ltd for JISC infoNet. The terms of reference for the study were:

- To develop detailed criteria for the selection of archival records from HEIs
- To develop a function/activity model of a typical HEI with respect to records and information creation and handling, including a comprehensive description of the records typically produced and held in each functional area

- To establish retention schedules for those classes of records deemed to be non−archival
- To combine the above and produce a model scheme of arrangement for archival records of HEIs

This is an extremely valuable work and means that project teams starting on an analysis of their business activities have a valuable model to base their analysis on.

The functional activity model concluded that HEIs have 6 common functions

Function	Description
1	Strategy development and implementation
2	Teaching and learning
3	Research and development
4	Student administration and support
5	Resource management
6	External relations

The model focuses on what HEIs do (functions) and how they do it (activities) and is intended to provide a generic framework − a highest common denominator which each education organisation can then adapt for its individual circumstances. Most importantly it bears no relationship to organisational structure for the very simple reason that while most HEIs do the same things in broadly the same way, organisational hierarchies vary enormously particularly between different types of education organisations. Elizabeth states in the introduction that the model is designed to be used as a basis for:

- Classification and indexing
- Appraisal including selection of archival records
- Retention scheduling.

The other sections of the "Study of the records life cycle" use this model as the basis for

- A generic HEI records retention schedule
- HEI archival selection criteria
- An outline scheme for presentation of HEI archival records.

Step Three − identification of record keeping requirements

You are strongly advised to identify and record your organisation's record keeping requirements in a structured and easily manageable form.

You are referred to the DIRKS Manual, Step C − Identification of record keeping requirements, for a detailed account of how to identify and record your record keeping requirements.

The four key tasks that comprise Step C − Identification of record keeping requirements, are:

- Locate relevant sources
- Identify regulatory, business and community requirements for record keeping
- Document these identified requirements in a manner suitable for reference purposes
- Determine and document which of the identified requirements will be met.

At the end of the step you should have gained:

- An understanding of your education organisation's need to keep records as evidence of its activities
- An appreciation of your education organisation's level of exposure to evidence related risks
- A framework to support records appraisal decisions and disposal actions
- An appreciation of the factors that influence how these requirements can be met
- A benchmark for judging whether your education organisation's current records systems meet these requirements
- A basis for determining the strategy which will best enable your education organisation to meet these record keeping requirements

This information should be clearly documented in the following:

- A list of sources containing specific record keeping requirements relevant to your education organisation
- A list of the regulatory, business and community requirements for record keeping derived from these sources

The Records Retention Schedule which accompanies the Business Classification Scheme by Elizabeth Parker should be referenced for a list of sources containing specific record keeping requirements.

Step Four − assessment of existing systems

You are strongly advised to conduct a full assessment of existing record keeping and other information systems prior to defining your requirements for an EDRM solution.

You are again referred to the DIRKS Manual, Step D − Assessment of existing systems, for a detailed account of how to conduct an assessment of your education organisation's existing record keeping and other information systems.

Beyond the DIRKS requirements there are some significant additional information gathering requirements that should be conducted at this stage to provide you with all the data you need to go on to specify your requirements for an EDRM solution.

DIRKS survey and assessment of records management systems

The four key tasks that comprise the DIRKS assessment of existing systems are:

- Identify existing paper−based, electronic and hybrid business information systems within your education organisation
- Analyse whether your education organisation's prioritised record keeping requirements are being met
- Determine whether current systems have the capacity to meet them by measuring the gap between what you have and what you want
- Prepare a report describing the strengths and weaknesses of existing information and records management practices. This can form the basis for stage four − the feasibility study and options review stage

This is a resource intensive activity so it emphasises the importance of agreeing in your project plan in stage two (link to start of stage 2) the scope of the project and the approach you are going to take to information gathering. If you are looking to implement a corporate EDRM solution and you want a full audit of your current records for FOI purposes and so you can cost any solutions to your current paper records management problems (offsite storage; central storage; microfilming;

scanning etc) then you need to conduct a comprehensive audit. However if you are planning a phased implementation of an EDRM system you can phase the information gathering stage as well.

The DIRKS manual makes the point that in addition to your paper and electronic filing systems you should also audit your existing databases. There are several different methodologies available. It is extremely difficult to get staff to complete questionnaires in an academic environment. However, a three − pronged attack can prove successful. This comprises the questionnaires followed by workshops and face to face interviews.

It is crucial to have top level sponsorship for the project and to have a close network of records management contacts in each faculty and administrative unit. You send out the questionnaires and an invitation to the workshops to the contact points and ask them to pass them on to other records owners in their faculty/department and pass you on their names and contact details. The invitation should be signed by the vice chancellor or college head. The invitation provides a half page introduction to the records management and EDRM project and makes it clear it is a very high priority and that the cooperation of everyone is sought and expected.

The workshop should describe the status of the project, stress the vital role of the information gathering stage and then take staff through the process of completing the questionnaires and answer any queries they have. It should not take more than one hour with questions. Staff who could not attend one of several workshops would be sent a copy of the PowerPoint slides. All staff are informed that if they have not completed the questionnaires by an agreed date then an interview with the project team will be required to complete them interactively.

The questionnaires would gather volumetric data including for paper records − the approximate number of folders/ ring binders etc; the amount of shelf space occupied or cabinet space; the average number of pages per folder; the size range of documents, whether they contain colour information or greyscale. The current finding aids including how folders or ring binders etc are titled or numbered, whether there are any file lists kept, whether there are any other electronic finding aids including spreadsheets, Word file lists or databases etc. The number of paper documents added to the files and taken out of the files over a week, month, year and the overall rate of growth. The flow of documents into and out of the area. The level of retrievals made of the files, etc.

For electronic documents/e−mails, etc. − the approximate number of folders/ documents/ files; the amount of disk space occupied; the digital size range of documents/files; the formats of documents/files; the number added and deleted per week, month, year and the overall rate of growth − whether they are stored online, near line or offline. The directory and folder structures, whether there are any other electronic finding aids. The level of retrievals made of electronic documents/files.

In addition you would have gathered detailed volumetrics relating to current post handling procedures; facsimile input; e−mail input and output; post outwards and printing and copying volumes.

Survey of document and content management systems

As part of the records survey described above − to provide you with all the information you need to specify the EDRM solution you need to ensure you gather detailed data in the following three areas:

- For all your existing paper−based, electronic and hybrid document and records and content management systems − gather data on current practices including how:

  they are captured/created

they are indexed/organised/managed

they are stored and copied/backed−up and archived

they are assigned retention schedules

security and access controls are provided

they are routed/distributed across the education organisation

they are retrieved and viewed and copied/printed

they are reused, annotated and edited

they are delivered, published on web sites, via digital media, in printed publications

they are reviewed and disposed of

- For all your existing paper−based, electronic and hybrid document and records and content management systems gather volumetric data
- Review your existing IT infrastructure including the applications used to create documents/content and existing electronic document, records and content management systems and paper records management software

Current document, content and records management practices

The document/records/content review, together with your analysis of business activity and your completed questionnaires need to provide for each document/record/content management system or series a detailed review of the current lifecycle.

The exact approach taken and the data gathered will vary depending on the type of documents, content and records being surveyed.

The data you gather here is vital to help you conduct the tasks described in stages four, five and six below and also relates closely to stage one above.

Stage one reviews the system modules that are available. You can only select which modules you require after you have surveyed existing systems and decided what your key requirements are.

Stage four reviews the options available to you for improving your current systems and implementing an EDRM solution. You can only assess those options and select the best option once you have surveyed your current systems and identified the areas where improvements are needed.

Stage five looks at how to construct a business case for the preferred solution. To compile that case you need to have documented and analysed your current systems and identified the areas where improvements are needed.

Stage six reviews the detailed data you need to compile to specify your requirements for the preferred solution. You can only specify your requirements in detail once you have reviewed your current systems and agreed your objectives and your high level requirements and the preferred approach you are going to take to procuring an EDRM solution.

Hence this information gathering stage is vital and it is essential that you gather all the data relating to the current systems and interview all the key stakeholders to identify their views on the shortcomings of the current systems and the new functions and features they need from the new system.

Volumetrics

The volumetrics are also important. By stage six you need to have agreed how many staff will be using the system at each phase of its implementation and of those how many will be simply searching for and retrieving and viewing information and how many will be creating/capturing new documents/content on the system. You need to know how many existing documents will be loaded onto the new system at the outset and on an ongoing basis and how many documents will be deleted from the system on an ongoing basis so you can plan the storage requirements and the document and data capture requirements.

IT infrastructure

The review of your IT infrastructure should include interviews with ICT staff to obtain:

- network diagrams
- minimum specifications of hardware and software for desktops and servers
- preferred hardware and software standards
- preferred products/suppliers

It should include listing all the applications used to create/ edit/annotate and view electronic documents/content etc including e−mails and multimedia files.

It should include details of all the main business administration systems and an indication of how the EDRM solution would need to integrate with them at the database, screen or workflow level.

It should include details of any existing EDM or Web Content Management systems and an indication of how the EDRM solution would need to interface with/replace them over time.

Outputs from survey

At the end of this assessment of your education organisation's existing business information systems and detailed review of your document and content and records management systems you should have:

- An understanding of the strengths and weaknesses of your education organisation's existing records and information management practices
- An appreciation of your education organisation's potential exposure to records−related business and accountability risks caused by not meeting the record keeping requirements documented in step three
- A detailed understanding of the education organisation's IT infrastructure and core business administration systems and existing EDM and content management systems
- A detailed set of data on current document flows and document and record volumetrics
- A detailed set of data on current document and records and content management practices

This information should be clearly documented in the following:

- An inventory of your education organisation's existing records and information systems. You should set up your questionnaires so that after editing by the project team/consultants the data can be loaded into spreadsheets or a database
- A report outlining the extent to which your existing business information systems address your organisation’s prioritised record keeping requirements

- A report reviewing existing records management policies, procedures and systems and the areas where improvements are needed to meet best practice guidance
- A report detailing current document and records and content management systems and current practices and the areas where improvements can be made by moving to an EDRM solution
- A report detailing the current IT infrastructure

Deliverables from stage three

After completing stage three of the toolkit you should be able to produce as many of the following deliverables as you need for your project

Step	Deliverable
1	Preliminary investigation report.
2	A function source document
2	A functions based business classification scheme
3	A thesaurus of terms.
3	A disposal authority/schedule that defines the retention periods and consequent disposal actions for various classes of records.
3	A list of sources containing specific record keeping requirements relevant to your education organisation.
3	A list of the regulatory, business and community requirements for record keeping derived from these sources.
4	An inventory of your education organisation's existing records and information systems.
4	A report outlining the extent to which your existing business information systems address your organisation's prioritised record keeping requirements.
4	A report reviewing existing records management policies, procedures and systems and the areas where improvements are needed to meet best practice guidance.
4	A report detailing current document and records management systems and the areas where improvements can be made by moving to an EDRM solution.
4	A report detailing the current IT infrastructure.

Resources required to complete stage three

The resources required for stage three are considerable − especially for a large education organisation.

Step	Resource estimate (days)	Description
1	15 − 30	Project and consultancy resource to produce the document − depending on the number of interviews undertaken.
2	30 − 70	Records and consultancy resource to draw up and agree − depending on how closely your education organisation can build on the JISC life cycle function/activity model and how wide the scope (administration; all faculties etc)
3	20 − 40	Records and consultancy resource to draw up and keep up to date − depending on how much data is already documented.
4	60 − 100	Records and consultancy resource to draw up depending on how much data is currently held about core record holdings and how much

		data is currently documented on the current ICT infrastructure.
TotalSteps1 − 4	125 − 240	This is the most labour intensive stage unless your education organisation has already conducted much of this work

Tools to complete stage three

- Word processing software
- Modelling tools (Visio)
- Spreadsheets
- Questionnaires
- Database

Frequently asked questions

Question:

Why do we need to carry out a preliminary investigation?

Answer:

Because stage three is the most labour intensive stage and when you are asked to first produce a PID for a combined RM and EDRM procurement project it is extremely difficult to scope the amount of work required in stage three. The best way to do this is to carry out a preliminary investigation and confirm the size and structure of your education organisation and all the contact points you need to make to carry out stages two, three and four (and four in particular). It is also extremely difficult to gauge at the start of a project just how much work will be involved in analysing your business activities and drawing up a business classification scheme. How many functions and activities does your education organisation perform and how many people will you need to interview and how much material will you need to study in order to complete such a task? Finally the initial investigation can give you a high level view of current records management policies, procedures and systems and hence how much work may be involved in improving them to best practice standards.

Question:

What can we do if we do not have the internal resources to conduct all these information gathering and analysis steps?

Answer:

There are three approaches you can consider. Firstly you can map out the work over an extended timeframe and hence phase the analysis of your business activity over several years. However, this just puts back the date when you start reaping the benefits and if the exercise becomes too protracted then it will become unmanageable. Secondly you can seek to acquire temporary support for the project by recruiting project staff or specialist consultancy resources to assist you with specific tasks. You still need to find a budget for this but if you can it means you can set a start and end date for a specific task such as an audit. Thirdly you can try and make as much use as possible of the models and guidance that are already available. By following the record life cycle report of you are an HEI and mapping your business activity to that model where it fits then you can speed up that process significantly. Also by following the National Archives guide to drawing up a business classification scheme you can cut down on effort significantly. A combination of all three approaches will probably represent the most effective approach.

Question:

Where can I find an example of a good analysis of the business activity of an education organisation?

Answer:

The Business Classification Scheme and Records Retention Schedule along with guidance conducted for JISC infoNet by Elizabeth Parker is an excellent example. It is geared specifically at HEIs but is also a good starting point for FE colleges (Use the following link for the FE Records Retention Schedule).

Question:

How do I set about identifying the record keeping requirements of my education organisation?

Answer:

See the guidance provided in the DIRKS manual − step C and in the JISC infoNet records management infoKit.

Question:

How do we carry out an information audit?

Answer:

Guidance is provided in the JISC infoKit on records management and the DIRKS Manual step D. You should also see The National Archives "Records Management − Records and Information Surveys" and "Guidance for an inventory of electronic record collections − a toolkit" in the Standards for the management of Government records series.

Hints and tips for stage three

1. Ensure you study the JISC infoNet records management infoKit and the DIRKS manual when planning and managing your information gathering and analysis stage.
2. Ensure that you carry out a preliminary investigation and use the findings as input into the Project Initiation Document which is one of the key outputs of stage two
3. Use the JISC record life cycle report as the base model when conducing you analysis of business activity.
4. Do not to underestimate or skimp on the information gathering stage and in particular on step four. If required get in some external resource and expertise in the form of independent consultants with expertise in document and records management to assist you with the records audit and the gathering of detailed information relating to your current document and records and content management procedures and systems and volumetrics.

Additional References and Case Studies

Design criteria standard for electronic records management software application (version 19, June 2002) US Department of Defense, Washington 2002. DOD Directive 5015.2. http://jitc.fhu.disa.mil/recmgt/p50152s2.pdf

MoReq − Model requirements for the management of electronic records. CECA−CEE−CEEA. Bruxelles Luxembourg 2001.
http://www.ispo.cec.be/ida

Functional requirements for ERMS 2002. The National Archives.
http://www.nationalarchives.gov.uk/electronicrecords/reqs2002/pdf/requirementsfinal.pdf

For Project Management, as well as the infoKit the OGC PRINCE2 website has further details of the PRINCE2 project management methodology.
http://www.ogc.gov.uk/prince/index.htm

The OJEC website for details of EC procurement procedures
http://www.ojec.com/

The industry yearbook published by Cimtech provides a comprehensive list of all the main suppliers in each of the categories described in stage one, step one. It also provides a detailed management guide to the subject. Electronic document, records and content management: a comprehensive guide to electronic document, records and content management and a directory of products and services 15th edition 2004 Cimtech Ltd, University of Hertfordshire, College Lane, Hatfield, Hertfordshire AL10 9AB.
http://www.cimtech.co.uk/Main/Pub_EDRCM.htm

The DIRKS Manual, Steps A − D
http://www.naa.gov.au/recordkeeping/dirks/dirksman/contents.html

BSI−ISO 15489 − 2001 − Information and documentation − records management. Standards. BSI Customer Services 389 Chiswick High Road, London W4 4AL
http://www.bsi−global.com/

For modelling and redesigning business processes there are a number of useful reference works available as well as the Process Review infoKit. The following are three which we would recommend.

- Dave Chaffey. Groupware, Workflow and Intranets. Re−engineering the enterprise with collaborative software. Digital Press. Butterworth Heinemann. ISBN 1555581846.
http://books.elsevier.com/marketing?isbn=1555581846
- Thomas M Koulopoulos. The Workflow Imperative − building real work business solutions. Van Nostrand Reinhold. 1995 ISBN 0442019750.

* Rosemary Rock−Evans. Data modelling and process modelling. 1992 Butterworth Heinemann, ISBN 0750607394.

For guidance on the conduct of records audits, the design of business classification schemes and retention schedules you are recommended to visit the National Archives website.
http://www.pro.gov.uk/recordsmanagement/standards/default.htm

Magazines which contain useful case studies describing how organisations have successfully implemented an EDM or EDRM system include the following:

Managing information and documents MiD. Infoconomy Ltd, 17−18 Margaret Street London W1W 8RP.
http://www.infoconomy.com/

Information management &technology. Cimtech Ltd University of Hertfordshire, College Lane, Hatfield, Hertfordshire AL10 9AB.
http://www.cimtech.co.uk/

Web sites that contain useful information on all aspects of EDRM include the following plus individual supplier web sites:

* http://www.aiim.org
* http://www.cimtech.co.uk
* http://www.document−manager.com
