

Frequently Asked Questions (FAQs) re: *IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes (2022)*

Source:

Chu, C.M.; Raju, J. et al. (2022). *IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes*. IFLA. <https://repository.ifla.org/handle/123456789/1987>

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FAQ Questions	Responses
A. Rationale	
<p>A1. What is the rationale behind the development of the <i>Guidelines</i>?</p>	<p>The <i>Guidelines</i> are intended to enhance the quality of LIS education. They also represent an update of the <i>IFLA Guidelines for Professional Library/Information Educational Programmes</i>, published in 2012.</p> <p>The <i>Guidelines</i> serve as an international framework for developing library and information science (LIS) education programmes, which stakeholders can apply in planning, developing, and assessing the quality of LIS education.</p> <p>The <i>Guidelines</i> are made up of two major components: the Foundational Knowledge Areas (FKAs) of LIS, and the elements of a robust LIS education programme, which should provide an LIS professional with the professional education to practice and continue to develop. They have been created to be applicable at any level of higher education (Chu, C.M.; Raju, J. et al. 2022), and identify competencies for transferability and reciprocity.</p>

<p>A2. What sources serve as the foundation for these <i>Guidelines</i>?</p>	<p>The <i>Guidelines</i> were created with input from the global LIS education and professional community and stakeholders as well as from the broader IFLA BSLISE working group, based on published literature and existing national and international standards (Chu, C.M.; Raju, J. et al. 2022). See also B1.</p>
<p>A3. Why do I need to use these <i>Guidelines</i> for my school, department, or programme?</p>	<p>The <i>Guidelines</i> support the quality of LIS education programmes at all levels—undergraduate, graduate, and continuing education. Programmes that follow the <i>Guidelines</i> or go above and beyond them are educating LIS professionals for a dynamic, international information world. (Chu, C.M.; Raju, J. et al. 2022). See also F1 for more information about different usages of the <i>guidelines</i>.</p> <p>The <i>Guidelines</i> can also be used for international benchmarking for quality as well as content coverage. This is also important for international reciprocity and mobility of LIS professionals in a context of globalization of higher education and professional opportunities in a digital environment.</p>
<p>A4. Can I use these <i>Guidelines</i> after I already have an approved LIS programme?</p>	<p>Yes, the <i>Guidelines</i>, and other programme quality assurance systems globally allow for flexibility in reviewing and evaluating approved programmes to accommodate current trends and developments, so they can be used when implementing or reviewing any LIS programme. They can be utilized to evaluate programmes for strengths, areas for improvement, and quality. They can also be used to compare with international or regional quality standards, and/or institutional missions, and objectives. Additionally, they can be consulted as a benchmarking tool when creating a new programme. All programmes can tailor these <i>guidelines</i> to their own needs.</p>
<p>B. Development</p>	
<p>B1. How were the <i>Guidelines</i> developed?</p>	<p>The LIS Education Framework Development Group of the Building Strong LIS Education (BSLISE) working group developed these <i>Guidelines</i>, as part of the Action Plans of the IFLA Section on Education and Training (SET) and the Section on Library Theory and Research (LTR).</p> <p>The development of the <i>Guidelines</i>, which were informed by the published literature and existing national and international standards, included review by the wider IFLA BSLISE working group, and consultation with LIS education and professional stakeholders across the globe. The <i>Guidelines</i> development process incorporated extensive feedback from stakeholders and an iterative consultation</p>

	<p>process. The following is the timeline of the development process and the international engagement which occurred:</p> <ul style="list-style-type: none"> • 2018-19: Development of Foundational Knowledge Areas (FKAs) and LIS definition • 2019-20: Development of <i>Guidelines</i> • 2021: Broad consultation of draft <i>guidelines</i> and revision (over 100 respondents worldwide (LIS educators, practitioners, associations, institutions and other stakeholders); multiple languages; multiple input channels) • 2022: <i>Guidelines</i> endorsed by the IFLA Professional Council, after full review by Advisory Committee on Standards Member <p>For the background on the project and more details, please visit https://bslise.org/. These <i>Guidelines</i> are an update of the <i>Guidelines for Professional Library/Information Educational Programs, 2012</i> (IFLA, 2012). (Chu, C.M.; Raju, J. et al. 2022)</p>
<p>B2. What evidence led to the determination of the Foundational Knowledge Areas (FKAs)?</p>	<p>The eight FKAs, which make up the <i>guidelines</i>, were based on the ongoing competency development by library and information professionals and the creation of specialty curricula. They enable LIS professionals to explain how their advanced education expands on this base in light of the needs and specifications of local, regional, and global contexts. See Figure 1 “LIS Foundational Knowledge Areas (FKAs) Model” in the <i>Guidelines</i>. (Chu, C.M.; Raju, J. et al. 2022). The BSLISE international survey in 2017 also contributed to the publication of the <i>Guidelines</i>: see IFLA BSLISE Working Group. 2018. <i>Building strong LIS education: a call to global and local Action – an IFLA BSLISE Working Group White Paper</i>. Cape Town: University of Cape Town Libraries. (ISBN: 978-0-7992-2542-6) doi: http://dx.doi.org/10.15641/0-7992-2542-6</p>
<p>B3. How is the voice of the employer reflected in the <i>Guidelines</i>?</p>	<p>The <i>Guidelines</i> were created with global LIS education and professional stakeholders, as well as the broader BSLISE working group from 2018 to 2021, applying a development process, which incorporated extensive feedback from stakeholders and an iterative consultation process. As a result, the views of administrators and employers were reflected in the <i>Guidelines</i>. A comprehensive review of the literature also informed the development of the <i>Guidelines</i>.</p>
<p>C. Target Audience</p>	
<p>C1. For whom are the <i>Guidelines</i>?</p>	<p>The <i>Guidelines</i> are targeted to LIS education administrators, academic staff, students, government and professional</p>

	<p>bodies, and others who are engaged in ensuring that an LIS education programme meets international quality guidelines. They should also be of interest to practitioners and stakeholders, developing and participating in professional development, to understand the knowledge and skills expected of LIS professionals and on which they can build (Chu, C.M.; Raju, J. et al. 2022). The <i>Guidelines</i> can be used by those involved with planning and developing a new programme, or assessing existing programmes for their quality or gaps to ensure that an LIS programme meets local quality criteria and institutional missions, and it is aligned with international quality guidelines as well (Chu, C.M.; Raju, J. et al. 2022).</p>
<p>D. Curricular Content</p>	
<p>D1. How do these <i>Guidelines</i> fit in with other IFLA <i>Guidelines</i>?</p>	<p>These <i>Guidelines</i> are an update of the <i>Guidelines for Professional Library/Information Educational Programs, 2012</i> (IFLA, 2012). They also take into consideration the guidelines developed by other sections of IFLA. Together with the other IFLA guidelines, they are intended to serve the IFLA vision of a strong and united library field powering literate, informed and participative societies. For more information about IFLA vision and mission, please visit the following link https://www.ifla.org/vision-mission/</p>
<p>D2. How do other related focus areas (e.g., Records Management, Knowledge Management, Informatics, Publishing) fit in these <i>Guidelines</i>?</p>	<p>The <i>Guidelines</i> cover eight Foundational Knowledge Areas (FKAs). These FKAs articulate the baseline for developing further competencies by LIS professionals, and in designing focus areas. Please review the Foundational Knowledge Areas in Section 5/G2 in the published <i>Guidelines</i> (pp. 5-9).</p>
<p>D3. How do auxiliary courses/modules from other disciplines (e.g., Psychology, Languages) fit in the <i>Guidelines</i>?</p>	<p>Library and information science (LIS) is an interdisciplinary field and as appropriate engages other disciplinary areas in its development, and thus, in teaching and learning about the field. For example, public libraries are addressing the social needs of their users, and in some cases, they have hired social workers. These staff needs may be addressed by LIS professionals who may have taken psychology or social work classes during or since their LIS education.</p>
<p>E. Promotion</p>	
<p>E1. What are ways to promote these <i>Guidelines</i>?</p>	<p>LIS community and stakeholders can share (through email lists, social media, etc.) the <i>guidelines</i> in their professional networks and LIS education programmes. National and International LIS professionals, as well as LIS education associations can present at conferences, add to their websites, introduce them for discussion and implementation, issue press releases, etc. Additionally, local accreditation</p>

	<p>agencies and Ministries/Departments of Education can introduce them for discussion and implementation. LIS education programmes can incorporate them in programme development and curriculum review as well. Students can also promote the <i>guidelines</i> among their communities.</p>
E2. What are the future plans to promote the <i>Guidelines</i> ?	<p>A Guidelines Stewardship Committee of IFLA SET & LTR sections is reaching out to the LIS education community, LIS associations, conference organizers and others in an effort to create awareness and encourage adoption. They are also available to do presentations or implementation workshops.</p>
E3. How can we request for help in promoting the <i>Guidelines</i> in our region / country / province / state?	<p>Submit a request at https://bslise.org/contact/</p>
F. Implementation	
F1. How can LIS schools, departments, or programmes use these <i>guidelines</i> ?	<p>The <i>Guidelines</i> can be used for different purposes such as:</p> <ol style="list-style-type: none"> 1. To create course content and materials selection for teaching. 2. As a benchmark for LIS education that could be compared globally. 3. To prepare a knowledge and skills checklist for LIS professionals. 4. As a tool to enhance LIS instruction quality in an LIS school/department/programme. 5. As a standard for preparing all international “exam/test” to accredit international librarians to work in the field in another country or as a basis to prepare for the LIS entry exam to work in other countries. <p>Please read the objectives of using the Guidelines (pp. 3-4). Schools, departments, or programmes are also encouraged to collaborate with other LIS programmes, locally or internationally, that have adopted these <i>guidelines</i> or are in the process of doing so.</p>
F2. Some schools, departments, or programmes have very limited staff and other resources. How can they use these <i>Guidelines</i> ?	<p>Depending on the resources available (staff, physical, financial, technical, etc.), schools, departments, or programmes can use part of the <i>guidelines</i>, use them incrementally, collaborate with other schools, departments, or programmes to share resources, or adapt them according to their goals and priorities.</p>
F3. Are there any funding sources available to help in the implementation of these <i>Guidelines</i> ?	<p>There are no funds set aside for this purpose from IFLA; however, each organization may arrange for their own funding and other resources to implement these <i>guidelines</i>. It may be necessary to persuade funding bodies that it is</p>

	<p>crucial for LIS education programmes and institutions to follow these <i>guidelines</i>. For example, national libraries may get funding from governments to help practitioners to go back for additional training that adheres to the <i>Guidelines</i>. It should be kept in mind that funding should not be a major limiting factor in the implementation of the <i>Guidelines</i>. Resources can be obtained externally, or shared with other institutions, or the <i>guidelines</i> may be implemented incrementally as resources become available.</p>
F4. Can my LIS school/department/programme acknowledge that it has used the <i>Guidelines</i> in its LIS programme development or review process?	<p>Should an LIS school/department/programme wish to, they can indicate on their documentation, text similar to the following: “The X school/department/programme has applied the <i>IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes</i> (Chu, C.M.; Raju, J. et al. 2022) in its programme review/development.”</p>
F5. Can libraries and other information institutions managed by para-professionals adopt these <i>Guidelines</i> ?	<p>As these are <i>guidelines</i>, not standards, they can be used by libraries and related institutions managed by para-professionals. What is important is that those managing the libraries have the knowledge and skills, irrespective of their position titles.</p>
G. Potential Issues/Challenges	
G1. Many countries have their own Standards / <i>Guidelines</i> , with local requirements. How can these IFLA Guidelines fit into the national guidelines?	<p>The <i>Guidelines</i> include the Foundational Knowledge Areas (FKAs) of LIS, and the elements of a robust LIS education programme, which make them adaptable to any national standards. Therefore, LIS educators can tailor/customize programme structures and content according to the <i>Guidelines</i> to support an accreditation process. See also F1 for more information about different usages of the <i>guidelines</i>.</p>
G2. Do these <i>guidelines</i> align with the accreditation requirements in my School/Dept.?	<p>Accreditation requirements may vary, and it depends on local requirements that an individual school, department, or programme needs to follow. If accreditation requirements exist, the <i>Guidelines</i> may be used to evaluate for conformity with this system of international quality. If no accreditation requirements exist or are required to be followed locally, this system of international quality may be applied.</p>
H. Monitoring	
H1. How will the implementation of these <i>Guidelines</i> be assessed / evaluated?	<p>The <i>Guidelines</i> Stewardship Committee will monitor the <i>Guidelines</i>’ implementation and assess their usage through feedback. Please submit at: https://bslise.org/contact/.</p>

<p>H2. How many countries and organizations have implemented these <i>Guidelines</i>?</p>	<p>An exact number cannot be provided, as the <i>Guidelines</i> may be at various stages of implementation. Many countries / associations have become aware of them; some have acknowledged them, and plan to implement them at appropriate times. Others have incorporated parts of the <i>Guidelines</i> into their requirements. Within a country too, LIS departments/schools/programmes are at various stages of awareness, acknowledgement and implementation.</p> <p>The <i>Guidelines</i> Stewardship Committee is currently working to further publicize them and monitor their usage.</p>
<p>I. Revisions</p>	
<p>I1. What is the target date for the revision of these <i>Guidelines</i>?</p> <p>How long will these <i>Guidelines</i> be valid?</p>	<p>There is no set target date for the revision of the <i>Guidelines</i>, but a <i>Guidelines</i> Stewardship Committee, comprising of members of the IFLA SET and LTR Sections and other subject specialists from the IFLA BSLISE working group, will oversee the <i>guidelines</i>, address any questions that may arise, and develop a process to review them periodically for relevance and currency, taking into account any potential impacts that emerging worldwide trends may have on LIS education. (Chu, C.M.; Raju, J. et al. 2022)</p>
<p>I2. How can we put forward suggestions for the revision of the <i>Guidelines</i>?</p>	<p>If you have any suggestions, inquiries or comments, or if you have experiences to share, please submit to https://bslise.org/contact/</p>
<p>J. Resources</p>	
<p>J1. How can I get more information on the <i>Guidelines</i>?</p>	<p>Please see the full document of the Guidelines and the BSLISE website. If you have further questions, please use the contact form: https://bslise.org/contact/</p>