International Federation of Library Associations and Institutions

IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes

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of the IFLA Building Strong LIS Education (BSLISE), a working group of the IFLA Section on Education and Training (SET), Section on Library Theory and Research (LTR), and the LIS Education in Developing Countries SIG

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Úloha:
1. Úvodné časti povinne naštudujú a osvoja si všetci študenti
2. Jednotlivé kapitoly a podkapitoly si preštudujú určení študenti:
    a. Preložiť pridelené časti do češtiny
    b. Úvodné časti preložia tímy – za preklad zodpovedá prvý študent/ka v zozname
    c. Každý študent vo svojej časti vyberie odborné termíny/pojmy ktoré súvisia s témou vzdelávania
    d. Každý študent ku svojej oblasti vykoná informačný prieskum, vyhľadá a stručne anotuje odborné informačné z danej oblasti za posledných 5 rokov. Tieto zdroje (anotáciu a citáciu podľa normy) uvedie za preklad svojej časti
    e. Tímy, ktoré prekladajú úvodné časti, k týmto častiam informačný prieskum nevykonávajú
    f. Tímy a študenti, ktorí majú individulálne úlohy, predložia svoje výsledky tak, že uvedú názov časti v angličtine, potom preklad v češtine s citáciami a anotáciami zdrojov.
    g. Výsledky nahrajú študenti do IS SU v predmete Úvod do studia povinne do *Odevzdávárny* do 20.11.2024. Do *Odevzdávárny* môžu uložiť aj ďalšie vlastné práce zo štúdia!
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The International Federation of Library Associations and Institutions (IFLA) is an independent, international, non-governmental, not-for-profit organisation and the global voice of the library and information profession. It is committed to promoting the quality of library and information science/studies (LIS) education globally. The quality assurance of LIS professional education advances the quality of library and information services and their value to their constituents.

Library and information professionals obtain and continue to build on the knowledge, skills, and disposition they need to do their work effectively in their local contexts within a dynamic sociopolitical, technological, and global landscape. The formal education to prepare library and information professionals of today and tomorrow is interdisciplinary, changing, and expansive and may be at the undergraduate or graduate levels depending on the country (IFLA BSLISE Working Group, 2018). Formal education, leading to a degree, provides the qualification for a professional career, and continuing education is critical to stay current.

To establish and have a shared understanding of the scope of LIS, the Building Strong LIS Education (BSLISE) working group introduces the following definition:

> Library and information science/studies (LIS) is a field of study, research and application. In education and scholarship, it is concerned with information in all its formats and processes, the technologies that process it, and human interaction with information and associated technologies. As a professional practice, LIS engages all aspects of the information life cycle, utilises appropriate technologies in order to connect people anywhere to information, and is carried out in cultural heritage institutions and a wide range of information environments.

The Guidelines presented here outline the scope of LIS professional knowledge (i.e., the foundational knowledge areas of LIS) and guide the development of LIS education (i.e., the elements of a robust LIS programme).

What is it?
The Guidelines serve as a framework for developing LIS education programmes, which stakeholders can apply in planning, developing, and assessing the quality of LIS education. It is 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.

How was it developed?
The LIS Education Framework Development Group of the Building Strong LIS Education

(BSLISE) working group developed these Guidelines, as part of the Action Plans of the IFLA Section on Education and Training (SET) and the Section on Library Theory and Research (LTR).

The development of the Guidelines, which were informed by the published literature and existing national and international standards, included review by the wider IFLA BSLISE working group, and by consultation with LIS education and professional stakeholders across the

globe. The Guidelines development process incorporated extensive feedback from the iterative consultation process. For the background on the project and more details, please visit https://bslise.org/. These Guidelines replace the *Guidelines for Professional Library/Information Educational Programs, 2012* (IFLA, 2012).

Why use this tool (authority)?
The Guidelines promote the quality of an LIS education programme, whether at the undergraduate, graduate or continuing education level. Programmes that adhere to or surpass the Guidelines are preparing LIS professionals for a dynamic global information environment. The Guidelines may be used in the development of a new programme or by LIS schools engaging in a culture of ongoing and periodic programme review that is grounded in a philosophy of continuous improvement of the quality of LIS professional education and as mandated by local policies or standards.

When should it be used?
The Guidelines should be consulted when planning and developing a new programme, or assessing existing programmes for their quality or gaps in order to ensure that an LIS programme meets local quality criteria and institutional missions, and it is aligned with international quality guidelines.

Who is it for?
The Guidelines are of interest to LIS education administration, academic staff, students, government and professional bodies, and others who are engaged in ensuring that an LIS education programme meets international quality guidelines. They are also 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.

2. Professional LIS Education in Context - všetci osvojiť si!
Preklad:
Jančaříková, Nela
Jurečková, Nikola
Kerlín, Martin
Křemečková, Nicola

Education -- its systems and content -- is developed within cultural, economic, political and technological contexts, whether local or international, as a system of knowledge. Higher education, where LIS education programmes exist, has been developed based on particular ways of knowing that have centered on Western, scientific, and recorded practices. A shift is underway in academia that critically examines power structures, and recognises indigenous and traditional ways of knowing, including oral traditions, in a process to decolonise teaching, learning and knowledge production. LIS, which engages all aspects of information, needs to integrate multiple

ways of knowing in its education to prepare professionals to provide effective, equitable, inclusive, and accessible services appropriate to a diverse community and relevant to its local contexts in a globalised economy.

The individuals needed to staff libraries and other information institutions are differentiated by their knowledge and skills to conduct work deemed professional and paraprofessional. The educational preparation for these two levels of staff is primarily offered by institutions of higher education and these Guidelines are focusing on professional education. With this focus, these Guidelines are not meant to cover continuing education and professional development (CE/PD), which may or may not be offered by an LIS programme in a higher education institution. Responsibility and regulation for continuing education differ depending on the local

context. Guidance in the development of continuing education is offered by the *IFLA Guidelines for Continuing Professional Development: Principles and Best Practices* (Varlejs, 2016).

In educating LIS professionals, it is important to develop both disciplinary and cross-sector knowledge. This includes recognising commonalities libraries and information services share with related sectors, such as archives, museums, records management and data management, and developing complementary knowledge from cognate fields, such as computer science, data science, education, and communications.

LIS education programmes are offered with a technical, academic, professional, and/or research focus, which correspond to technical, undergraduate, and graduate programmes. The Guidelines offered here primarily address the graduate and undergraduate levels, both of which may lead to professional qualifications, depending on the country. While they are not meant to be prescriptive, they inform and provide criteria to enhance the quality of LIS professional education. LIS schools or units should seek accreditation of their programmes by appropriate local, national and/or international accreditation bodies. While not all LIS education programmes worldwide are accredited (IFLA BSLISE Working Group, 2018), these Guidelines will contribute to their process of continuous improvement.

3. Objectives - všetci osvojiť si!
Preklad:
Kubettová, Vendula
Michálek, Daniel
Musiol, Jakub
Skalski, Lukáš

Libraries and information services are essential for culture, science, education, and other sectors, contributing to the sustainable development of individuals, organisations, communities and nations. These critical services are provided by appropriately educated and trained professionals. The Guidelines set out educational provisions for ensuring the quality of professional education programmes, their accreditation, or the certification of professional qualifications that may originate from and/or be regulated by professional associations or governmental agencies at local, national, or international levels. They are grounded in and promote the principles of equity, diversity, inclusion, and accessibility (EDIA) in programme development, inclusive of decolonisation and indigenisation.

The Guidelines are informed by the eight foundational knowledge areas (FKAs) (see G2) that were created and defined for this purpose. The concept of FKAs, rather than core knowledge/competencies found in existing guidelines, were considered appropriate for an international context and for a quickly evolving field. FKAs allow LIS professionals to build on them to enhance their professional knowledge and skills to develop specialisation and remain current, while meeting requirements of local/national/regional contexts anywhere in the world. These include state/government higher education standards; national professional association

education policy statements; national accreditation, certification, qualification and registration requirements.

In our dynamic global and diverse context, the Guidelines may be used as a broad framework, at both undergraduate and graduate education levels for the following purposes:

- to guide the review, development, and/or improvement of existing LIS programmes in consultation with stakeholders;

- to guide the design, planning and implementation of new LIS education programmes in consultation with stakeholders;
- to guide assessment of the quality of LIS education programmes;
- to inform the knowledge and skills requirements for an LIS professional to practice and continue to develop as an LIS professional;
- to promote the development of LIS education on EDIA, ensuring that these values shape LIS practices, research and services;
- to unify LIS education internationally and to simultaneously preserve local and cultural contexts in a globally, diverse world;
- to align and/or integrate education for and practice in LIS across cultural heritage institutions and other information environments;
- to advance cross-sector education and reduce organisational boundaries in the practice of LIS across information environments; and
- to serve as a basis for developing specialised LIS or related guidelines, regionally or globally.

Following from this multiplicity of purposes, the primary audience for the Guidelines will include LIS education academic units and their academic staff as well as professional associations setting quality assurance criteria for professional LIS programmes. Secondary audiences include higher education administration (institutional and governmental); LIS students (current and potential); LIS practitioners; and other relevant stakeholders, instrumental in promoting LIS professional education and continuing professional development across the diversity of cultural heritage institutions and other information environments.

4. IFLA's Role in Promoting the Quality of LIS Education - všetci osvojiť si!
Preklad:
Šustáková, Zuzana
Tolar, Adam
Valouchová, Tereza
Zavadil, Pavel

The International Federation of Library Associations and Institutions (IFLA) is a non-governmental organisation which has consultative status with UNESCO, affiliate status with the International Science Council (ISC), and observer status with the World Intellectual Property Organization (WIPO) and the International Organization for Standardization (ISO). IFLA is the global voice of the library and information profession, with a mission to provide leadership for the development and promotion of library and information services. Through its Education and Training Section as well as other units, IFLA disseminates information and guidance on the educational preparation of library and information professionals. The application of these Guidelines promotes a quality-based professional education founded on local contextualities. They constitute a broad framework to promote and inform development, ongoing improvement, and harmonisation of LIS education programmes on local, national and international levels, and are not meant to be prescriptive.

IFLA does not accredit education programmes nor certify individual professional qualifications, and thus it does not enforce these Guidelines. Local entities are encouraged to use these Guidelines as a framework and tailor them to their own needs, according to local LIS requirements and addressing existing local, regional, and international laws, policies, and standards mandating professional LIS education. The professional preconditions, that certify professionals or accredit education programmes, may originate from and/or be regulated by governmental, professional association, or other bodies at regional, national, or international levels. As appropriate, LIS education programmes that have engaged in a comprehensive review

process, consistent with these guidelines, may wish to stipulate/acknowledge that their programme adheres to the *IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes* (2022).

These Guidelines need to be constantly reviewed and updated, taking into account the global trends that may affect LIS education. A Guidelines Committee, composed of SET and LTR members, and other subject experts from the IFLA BSLISE working group, will steward the guidelines, address associated questions, and develop a process of periodic review for currency and relevance.

5. Guidelines

G1 Contextual Framing of the Guidelines - Barošová, Aneta

A Library and Information Science/Studies (LIS) education programme should be designed in line with the identified needs, anticipated changes in the profession and the larger society, and awareness of related professions and disciplines. These Guidelines inform the planning of an LIS education programme, which should be consistent with parent institutional missions, vision and philosophy, goals, objectives, and outcomes. Also, the programme should meet such educational/academic and professional accreditation requirements in the institution, within the norm of regulatory or accreditation bodies and cultural frameworks. The planning process should engage quantitative and qualitative evidence, and involve all stakeholders (e.g., professional bodies of the country, academic staff, students, and practitioners). Equity, diversity, inclusion, and accessibility (EDIA) should drive programme development, including decolonisation and indigenisation of content and practice.

An LIS education programme may vary in scope from a general programme to a range of specialisations, and these Guidelines set the foundation for the development of a programme of any scope. The scope of a programme may be determined by its size, specialisation of academic staff, locations, and government policy, and should account for the information needs, specificities, nature and exigencies of the physical environment and cultural contexts of the location or country where the programme is based. The programme adheres to the corresponding guidelines, standards or principles of the parent institution, and professional body or governing commission of higher education. The programme can be in any tertiary institution strategically located or virtual for accessibility, and should be taught by appropriately credentialed LIS educators.

G2 Foundational Knowledge Areas (FKAs) Fojtíková, Lucie

The Guidelines are informed by the eight Foundational Knowledge Areas (FKAs), which were created and defined by the LIS Education Framework Development Group of the IFLA BSLISE working group through an iterative process. The FKAs articulate the baseline for developing further competencies by library and information professionals and designing speciality areas in the curriculum. In addition, the FKAs allow LIS professionals to articulate how their advanced learning builds on this foundation according to the needs and requirements of local/regional/international contexts (see Figure 1). The FKAs promote an LIS professional's role as the key driver for organisational change and sustainable development. They affirm a

professional focus on the needs of the user community and not simply on the technological tools used to meet those needs.
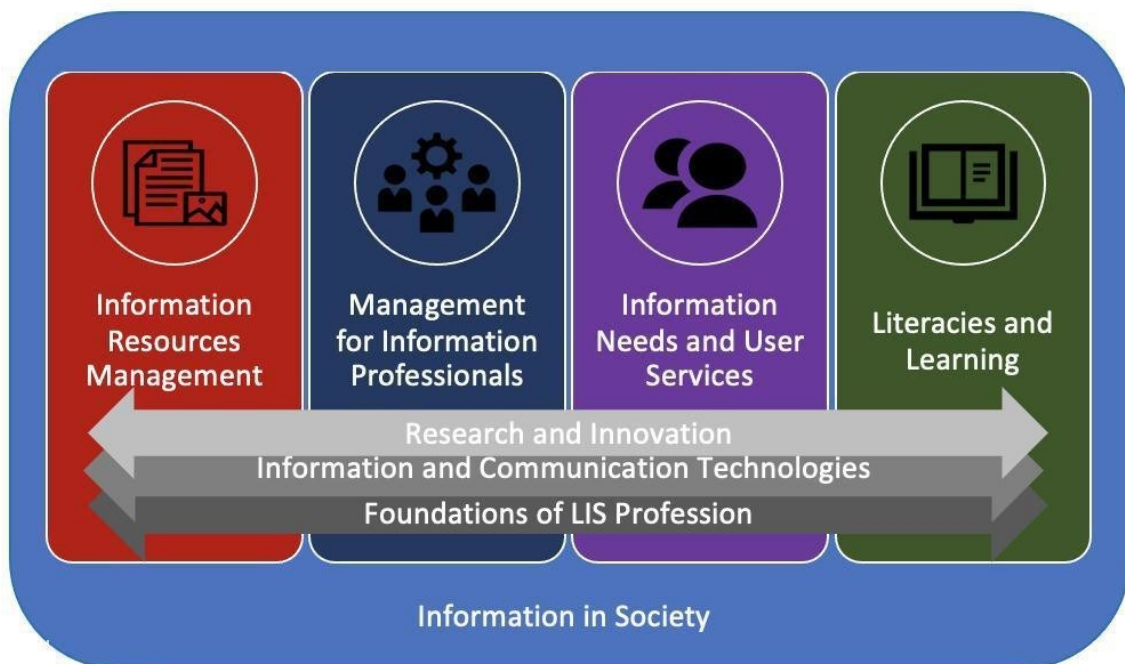

Figure 1. LIS Foundational Knowledge Areas (FKAs) Model

Each of the eight Foundational Knowledge Areas (FKAs) is named with a short descriptive phrase and is followed by a paragraph that explains its scope and nuances: Information in Society; Foundations of the LIS Profession; Information and Communication Technologies; Research and Innovation; Information Resources Management; Management for Information Professionals; Information Needs and User Services; Literacies and Learning.

FKA1. Information in Society - Homoláková, Anna

Information exists within a social context; it is created and shaped by society in a symbiotic relationship whereby society is likewise shaped by information. Cultural, economic, legal, political, and other social forces determine the information being created, communicated, accessed, and preserved. LIS is concerned with these dimensions in its professional education, research and practice. LIS institutions, such as libraries, archives and museums, have to leverage their primary mission of curating, preserving and making information and knowledge available for future generations and that meet the needs of the present and foster social transformation. LIS professionals need foundational knowledge of how the economy, culture, law, globalisation, technology, and politics shape the nature of information and, reciprocally, with the ways information processes, tools, systems, services, and institutions are established, transform society and determine the information that society accesses. Ethics and values in LIS are considered at the professional and societal levels to understand the extent to which they inform professional practice and policies. In the legal realm, copyright law, for example, enforces protection of intellectual content and economic terms of access to information, to which the society and the LIS field are bound, and conversely, the LIS field can influence the creation of different -- both

better or worse -- conditions of content protection and access. The LIS field recognizes that information and communication technologies impact social and organisational change and sustainable development, and that the disruptions that ensue, create conditions which can strengthen, transform, challenge, or weaken library and information practices and institutions, including the access to and freedom of information.

FKA2. Foundations of the LIS Profession - Choleva, Martin

The foundations of library and information science/studies (LIS) include the following fundamental knowledge: an introduction to the profession as an interdisciplinary field, the role and history of the discipline, and the essential set of core values that define, inform and guide professional practice. Attention is given to the social role of LIS organisations, their mission, services, and positioning within the framework of any given cultural, economic, political, or technological environment. In the case of libraries, whether physical or digital, they are community anchors, rich cultural institutions, and catalysts that foster social interaction, creativity, entrepreneurship, literacy, digital inclusion, and information access.

LIS education builds, holistically, the capacity of professionals with ingrained ethics and humanistic values. Equity, diversity, inclusion, and accessibility (EDIA) are essential to LIS professionalism, service-orientation, social responsibility, sustainability, education, and lifelong learning. Access to information, including open access (OA), as a public good; intellectual freedom; responsible stewardship of data, information and knowledge; and the technologies and intelligence driving them, are central to the profession. LIS draws upon related fields to support the development of reasoning, critical thinking and other soft skills, which may be applied to more specialised sub-fields and contexts within the broader cultural heritage and knowledge ecosystem.

FKA3. Information and Communication Technologies - Jančaříková, Nela

Information and Communication Technologies (ICTs) support and facilitate the implementation of information systems, the information lifecycle, personal information access and use, and user services. In the implementation of an information system, ICTs are created and managed for the effective operation of libraries and information agencies. In the information lifecycle, they support the management of information resources. In addition, they can enable individuals to address their information needs and aspirations, supporting them to imagine, create, problem-solve, engage, and learn. These technologies facilitate communication and provision of library and information services and enhance the user experience. ICT knowledge includes technology standards, models, approaches, requirements and solutions for data capture, storage, management, processing, presentation, publishing, discovery, access, and use. These skills involve the practices of utilising, adapting, innovating, designing, applying, and maintaining existing hardware and software solutions.

FKA4. Research and Innovation - Jurečková, Nikola

Innovation is premised on research, which enables benchmarking, determining impact, and obtaining data for diagnostics or feedback to interrogate, improve or refine services and products. A foundation in research and innovation requires knowledge of research paradigms, theoretical frameworks, design, methods, research ethics, data analysis and presentation, and dissemination of research findings. Such research foundational knowledge also includes knowledge on indigenous research methodologies which assert indigenous voices, worldviews,

and ways of conducting research. Research proficiency includes problem-oriented research which analyses the basis of issues encountered in LIS and attempts to provide possible solutions and understanding for professional practice in diverse information settings. It also includes the ability to identify, collate, catalogue, retrieve, evaluate, and disseminate research produced by others for scholarship advancement across disciplines as well as for general societal impact and innovative policy development for the betterment of communities. Such scholarly communication includes open access which ensures unrestricted access to research for further knowledge generation.

Innovation in this context refers to the application of knowledge or ideas for the development and critical interrogation of information products, services, or processes. In addition, LIS professionals should look beyond the LIS field to develop interdisciplinary research and innovations for active professional engagement with fields cognate to LIS as well as with broader society for enhanced impact both within the LIS field and beyond.

FKA5. Information Resources Management - Kerlín, Martin

Information resources management (IRM) comprises every stage in the life of an information resource from its creation to its end, including acquisition, identification, description, organisation, discoverability, and preservation of information resources, irrespective of form, format, carrier, or information environment. IRM requires knowledge and understanding of the nature of information resources, information discovery and retrieval, user needs and information seeking behavior. IRM includes the principles of information organisation and interoperability, functional requirements for information resource organisation, exchange and presentation standards, procedures, and tools. It extends to the principles of collection management including acquisition (and related copyright and intellectual property rights aspects), curation, digitisation, preservation, disposal, and usage analysis.

An LIS professional should be able to create quality resource discovery metadata; adopt, adapt, plan, design, develop, and/or implement an information system, tools, standards, and information resource discovery services; plan and manage collection storage; evaluate collection and information quality according to information contexts and user needs; and increase visibility and promote collections and collection-based products and services.

FKA6. Management for Information Professionals - Křemečková, Nicola

Library and information professionals effectively manage information organisations in a variety of contexts. Understanding management and organisational theories, concepts, principles, policies, and practices contribute to the effective management of and in an information organisation. Subjects covered, and the respective skills needed, may include leadership and management; decision-making, planning, implementation and evaluation; accountability, trust and delegation; systems thinking; knowledge management; economics; legislation and policies; advocacy, marketing and public relations; communication; customer service; negotiations and mediation; financial management; human resource management, team building; facilities management; information technology management; project management; strategic planning; risk management; quality control; future trends, change management and innovation; organisational culture; and ethics and confidentiality.

FKA7. Information Needs and User Services - Kubettová, Vendula

The development of effective and relevant information services requires an understanding of the conscious and unconscious needs of users and the full range of their information behaviour, with particular consideration of EDIA issues. Solutions designed to meet information needs should be user-centred, evidence-based, result in a positive user experience, and consider factors such as innovation, equity, and cost-effectiveness. Services may be one-time, short-term, or long-term solutions that are staff-guided (e.g., reference, reader's advisory, research consulting, instruction, programming, and makerspaces) or user-guided (e.g., exhibits, digital applications, and resources guides). Information needs and user services include consideration of user communities; their contexts and gaps in services; knowledge of information seeking behaviour and needs of users and communities; engagement with user communities, design and provision of services to all, including targeted and/or underserved user communities; and assessment of the outcomes and impacts of user services.

FKA8. Literacies and Learning - Michálek, Daniel

An LIS professional fosters all forms of literacy and supports the lifelong pursuit of learning in a variety of contexts and sociocultural settings, including orality and traditional knowledge. As a literacy educator, the LIS professional promotes multiliteracies in a cultural context, with language literacy and numeracy as foundations in meaning-making. As an information literacy educator, the LIS professional promotes critical thinking and a full range of literacy modalities and capabilities including information, media, data, visual, and digital literacies. The LIS professional develops a full range of pedagogical knowledge and skills to support independent, informal, and formal learning, whether face-to-face or using other media. These abilities include designing learning materials, assessment, educational technology, instructional design, lesson planning, online instruction, pedagogical and learning theory, and teaching methods. An incumbent should be able to design, organise and deliver learning activities for various communities of users.

G3 Curriculum and Pedagogy - Skalski, Lukáš

The LIS professional programme curriculum (what is taught) and pedagogy (how it is taught) constitute what and how LIS students learn about the LIS profession. LIS includes a wide range of knowledge and skills which have been identified by the FKAs introduced in these Guidelines, and should be included in an LIS professional programme curriculum. This curriculum for the preparation of library and information professionals, whether at the undergraduate or graduate level, is made up of required and elective courses. The LIS programme, depending on degree level, is designed, and implemented according to local needs, vision and mission, with varying number of total courses, individual course credit hours, duration, and a balance between theory and practice.

The foundational knowledge areas (FKAs) should be incorporated into the curriculum and the way they are translated into a programme will vary in depth and coverage. Each FKA can correspond to one or more courses, several FKAs can be combined into one course, or a given FKA can be covered within or by one course or distributed over several courses. As appropriate, and resources and circumstances allow, a programme may offer students the opportunity to specialise by providing courses to deepen knowledge and skills in specific areas and building on the FKAs. Programmes may offer electives for students to have such options.

For illustrative purposes of the curriculum, while not attempting to cover all the potential variations of coverage and implementation of the FKAs, two programme scenarios are presented. One example is that a programme has a set number of compulsory courses and the FKAs will be integrated in these courses. Another example is a programme that has 3 core-course requirements plus electives:

    Core 1: LIS Foundations (covers FKAs 1, 7, 8)
    Core 2: Technical and Management (covers FKAs 2, 4, 5)
    Core 3: User Services (covers FKAs 3, 6)
    Elective courses - student selects based on own specialisation or guided by an advisor.
    Elective courses may build on the FKAs or cover other subject matter.

In designing the curriculum, internationalisation and real-world experience should be considered. Efforts to internationalise programmes include student and educator exchanges and collaboration in education and research initiatives. Knowledge and skills are complementary as are theory and application. Thus, the inclusion of practising professionals and hands-on learning in teaching contributes to learning through practice.

Pedagogy is important to ensure that students maximise their learning. In delivering curricula, LIS academic staff should acquire and build on their pedagogical competencies such as learning theory and styles, teaching methods, designing learning materials, online or other teaching modalities, learning assessment; and reflective teaching practice. Such pedagogical preparation by LIS academic staff should be grounded in multiple epistemologies, including matters of equity, diversity, inclusion, and accessibility.

G4 Governance - Musiol, Jakub

Typically, a professional LIS programme is situated in an administrative entity within an institution of higher learning, such as a university. LIS education programmes are situated in stand-alone library and information science schools or they may be departments, sections or programmes within an academic unit of a cognate field or one referred to as an iSchool. As members of the iSchools organisation, "these schools, colleges, and departments have been newly created or are evolving from programs formerly focused on specific tracks such as information technology, library science, informatics, and information science." (iSchools). There is also an emerging trend of developing an interdisciplinary collaboration of academic units with the aim of enhancing cooperation among them. The administrative structure, however, is left to the parent institution itself to decide as appropriate to its overall administration and professional direction within the local organisational structure.

As a point of reference, the following illustrates a typical governance structure of an LIS entity in an institution. The dean of a college, faculty or division preferably holds the academic rank of professor and is selected or elected from among the sections, departments, or schools. A section, department, or school, on the other hand, is a sub-unit of a college, faculty, or division, dedicated to specific fields of specialisation, such as LIS. It is generally headed by a senior academic who is traditionally referred to as head of department or head of school, and reports to the dean of the college, faculty, or division. The head of department or school provides administrative and intellectual direction at the section, department, or school level, particularly strategic planning, that is aligned with the higher level of strategic directions of the institution, and relevant professional and academic standards.

G5 Academic, Research, Professional, and Support Staff - Šustáková, Zuzana

The human resources in an LIS educational programme (may also be termed section, department or school) usually comprise academic, research, professional, technical, and administrative staff. The academic staff (also referred to as faculty) are mainly responsible for teaching and research in both coursework and research programmes. Since the academic staff constitute the field expertise in the educational programme, their qualification, and number should be adequate to accomplish programme goals, and as appropriate, according to a metric that is predetermined by relevant accreditation or other authorities. Academic staff possess teaching and learning skills, an emerging or sustained record of research, and active participation in appropriate professional associations or communities. Additionally, specific academic and professional qualifications may be specified to fulfil the needs of the department in relation to the multidisciplinary nature of courses offered by the department. Academic staff may be permanent full-time or hold limited contracts, with permanent full-time staff providing the stability and continuity in the programme.

Research staff may be hired to perform roles and responsibilities that are related to a unit's research plans and output. It is common for LIS programmes to recruit staff with appropriate credentials for research positions such as post-doctoral scholars, research fellows, and research assistants. They usually contribute to the unit's research goals, to align with the overall University research strategy and the requirements of funding agencies, and to advance the LIS field.

The appointment of professional practitioners as teaching staff is becoming a more common practice in LIS programmes. This includes the appointment of practitioners as part-time or adjunct staff, fellows, visiting scholars, and teaching assistants. They should complement the teaching and research responsibilities of the academic staff and should be appropriately qualified.

While some institutions may choose to recruit different groups of staff for research, and assign teaching responsibilities solely to academic staff, other institutions may combine both tasks as part of the job scope for the academic staff as a whole. The different categories of human resources described above, however, provide a context for LIS education programmes to work.

Administrative and technical staff are the backbone of the operations of the academic unit. They provide crucial clerical, secretarial and technical expertise to the department. The department should have an adequate number of administrative and technical staff to support its functions and services.

Each LIS programme should have transparent, equitable and clearly stated human resource policies and plans which guide the recruitment, retainment, professional, and personal development, succession planning, and appraisal of a diverse staff, which are inclusive and conducive to their well-being, empowering their creativity and productivity, and unleashing their potential.

G6 Students - Tolar, Adam

Within a given context of the social, economic, institutional and academic realities, LIS education programmes are concerned with students' academic and professional lives at three stages: before, during and after their professional studies. Corresponding student policies in the areas of admission, financial assistance, placement, and other academic and administrative matters,

should be consistent with the mission, goals, and objectives of the educational programme and educational institution as a whole, and should be explicitly non-discriminatory.

Prior to their studies, use of recruitment strategies contributes to enhancing the pool of students, in terms of quality and diversity. Paraprofessional staff should be encouraged to consider career advancement into professional LIS, and have special pathways and provisions to access professional education and gain a professional qualification. Admission of students should be based on clearly stated publicly available criteria. Relevant interest, aptitude, intellectual and educational backgrounds, and diversity should be addressed in the criteria. Standards for admission should be equitable and applied consistently. In the cases where exam scores determine admissions to an LIS programme, the admission scores should be commensurate with other programmes of professional study. National and international transfer and exchange of students should be articulated, and criteria developed.

During their studies, retention of students needs to be monitored and addressed. Student support may be offered in the form of funding (e.g., scholarships, loans, assistantships, etc.), academic (e.g., orientation, advising, student affairs services, etc.), and career (e.g., mentoring, counseling, student associations, etc.). These services enhance students' sense of belonging and identity. Students' concerns and ideas should be welcomed in the form of student governance and representation. The educational development of students includes their exposure to core values of the profession and understanding of programme and/or course learning outcomes.

A clear statement of the assessment and completion requirements of the programme should appear in formal documents that are available to admitted and prospective students. Students should have advisory assistance in constructing a coherent programme of study to meet career aspirations consistent with the educational programme's mission, goals and objectives. Evaluation of student achievement should be provided on a consistent and equitable basis. On completion of requirements, students should be awarded a degree, diploma, or certificate suitable to their level of study and be afforded the benefits of alumni status and recognised as a qualified practitioner. As appropriate, graduates may additionally need to meet local or specialized certification requirements in the region where they propose to practice.

After completion of their studies, LIS education programmes offer graduates opportunities to stay connected through alumni association membership, networking events, continuing education and invitation to share their professional expertise. Alumni activities contribute to complementary education and professional development, provide continuous career and research support, foster relationships with the community of practitioners (e.g., alumni mentorship), and strengthen a sense of identity and belonging with their alma mater.

G7 Complementary Education and Professional Development - Valouchová, Tereza

According to IFLA's *Guidelines for Continuing Professional Development: Principles and Best Practices,* (Varlejs, 2016) the responsibility for the continuing education and professional development (CE/PD) of LIS professionals should be taken up by everyone. This includes not only the individual, but also their employing institutions, education programmes, and professional associations, both nationally and internationally. CE/PD should be designed to strengthen organisational goals of service excellence and increase professional growth, as well as to advance the LIS professionals' career development.

LIS professionals engage in ongoing self-evaluation with regard to personal strengths and weaknesses and use these programmes as a way to offset any gaps, while continuing to hone

their strengths and to leverage them for supporting library community members. LIS professionals should be given opportunities to expand their professional networks as well as participate in programmes involving community outreach and advocacy. In addition, organisations that employ information professionals should make appropriate arrangements to facilitate, encourage, and regularly review their employees' continuing education and professional development.

The design of CE/PD needs to consider:

- International trends and initiatives, and global mindset and sustainability, modified and delivered in a way that is reflective of and sensitive to local and regional communities and serves the professional interests and needs of local/regional LIS professionals;
- Multiple systems of knowledge, education, and services, that identify, decolonise and indigenise dominant and systemic biases;
- Equity, diversity, inclusion, and accessibility (EDIA) that impacts access to CE/PD. For example: pedagogy, modes of delivery, length, costs and language; and
- Collaboration and cooperation among LIS schools and organisations to reduce duplication and leverage diverse strengths, resources and perspectives.

Examples of CE/PD include, but are not limited to, internships built to benefit emergent LIS professionals and facilitate their professional entry into the field; webinars hosted locally, regionally, or internationally; conferences hosted locally, regionally, nationally, or internationally; symposia made readily available and archived for future use; and cascade training (e.g., training of trainers (ToT) model).

G8 Education and Research Resources and Facilities - Zavadil, Pavel

Educational and research resources and facilities enable and support teaching and learning processes, facilitate communication between educators and learners, and support management of the course of study for the successful completion of the programme. They support educators and learners and provide a clear and guided path through the curriculum as well as encourage access to extra-curricular knowledge, communication, and research skills. Services associated with the educational programmes should support innovative and critical pedagogy, self-learning, interactive learning experiences, and engagement with professional and research communities. Whenever feasible, LIS education should provide flexible learning options that accommodate learners' needs and deploy novel solutions in educational and adaptive technologies.

LIS education is resource intensive and requires access to a range of bibliographic and technological services not only to support teaching and research but also to demonstrate advancement in library and information practice. Resources and facilities include:
- teaching and learning support services such as libraries, IT support, e-learning platforms and learning management systems.
- teaching and learning material consisting of reference resources, illustrative/demonstrative materials, databases, supplementary pedagogical sources, and subject content materials, in accessible formats;

facilities such as classrooms and laboratories, including furniture and fittings; and technical resources such as equipment (mechanical, electrical, digital) and software (applications, datasets and data management systems).

G9. Programme Review and Innovation – dobrovolník!

Periodic programme review provides an opportunity for an academic programme to reflect on the relevance and currency of the programme within the framework of foundational knowledge areas which informed the development of these Guidelines for professional LIS programmes. Using the Guidelines, a programme (undergraduate or graduate) should have a clearly defined, periodic review process, for example, every three to seven years, taking into account, amongst others, evolving technologies impacting LIS professional practice, new trends/innovations, and anticipated changes in LIS and cognate fields as well as in broader society. The review process should harmonise with local practices of accreditation, if any, and importantly with institution-level programme review protocols. The programme review should also be cognisant of the significance of the LIS field in addressing societal challenges facing local, regional, and global contexts. LIS educators, students, practitioners and stakeholders should be involved in the review as a process of innovation and revisioning of a programme. Such a review provides a good basis for programme planning and improvement, including the development of new courses or specialisations where gaps are identified, reflecting a dynamic LIS field.

Outside of such formal periodic programme reviews guided by national and/or institutional policies and practices, LIS programmes, their curricula content, and delivery modes should be, on an ongoing basis, reflected on by members of the teaching team and revised where necessary, taking into account input (formal or informal) from faculty members, students, employers and national professional bodies. Such a continuous approach to review and innovation is necessary to ensure that LIS programmes reflect changes in LIS professional practice and related LIS education, locally as well as internationally.

6. References

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Note on Terminology and Spelling

The Guidelines use British spelling, according to IFLA practices. While in library and information science (LIS), much of terminology is internationally understood, local terminology may exist. Such terminology adheres to established professional norms and standards, considering geographical and cultural variances.

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