IFLA LIS Guidelines 2022 and
Competencies and Skills for Subject Analysis and Access

Aida Slavic
TESA Team Leader

IFLA SAA working group
Training and Education in Subject Access
(TESA)

Webinar: Knowledge Organization Competencies and Skills
31 August 2022

TESA Working Group

Training and Education in Subject Access

We are members of the Standing Committee of the **IFLA Subject Analysis and Access Section** and invited experts from other working groups

- Librarians - subject indexing specialists involved in training and education
- Lecturers teaching subjects of knowledge organization

We also participate, collaborate and observe the work of professional organizations, groups, and initiatives interested in

- knowledge organization / subject access
- information science education

IFLA Sections
- SET - Section for Education and Training
- LTR - Library Theory and Research
- CAT – Cataloguing
- BSLISE working group

- **ISKO** - International Society for Knowledge Organization
- **ASIST** – Association for Information Science and technology

IFLA LIS GUIDELINES 2022

Endorsed by IFLA Professional Council, April 2022

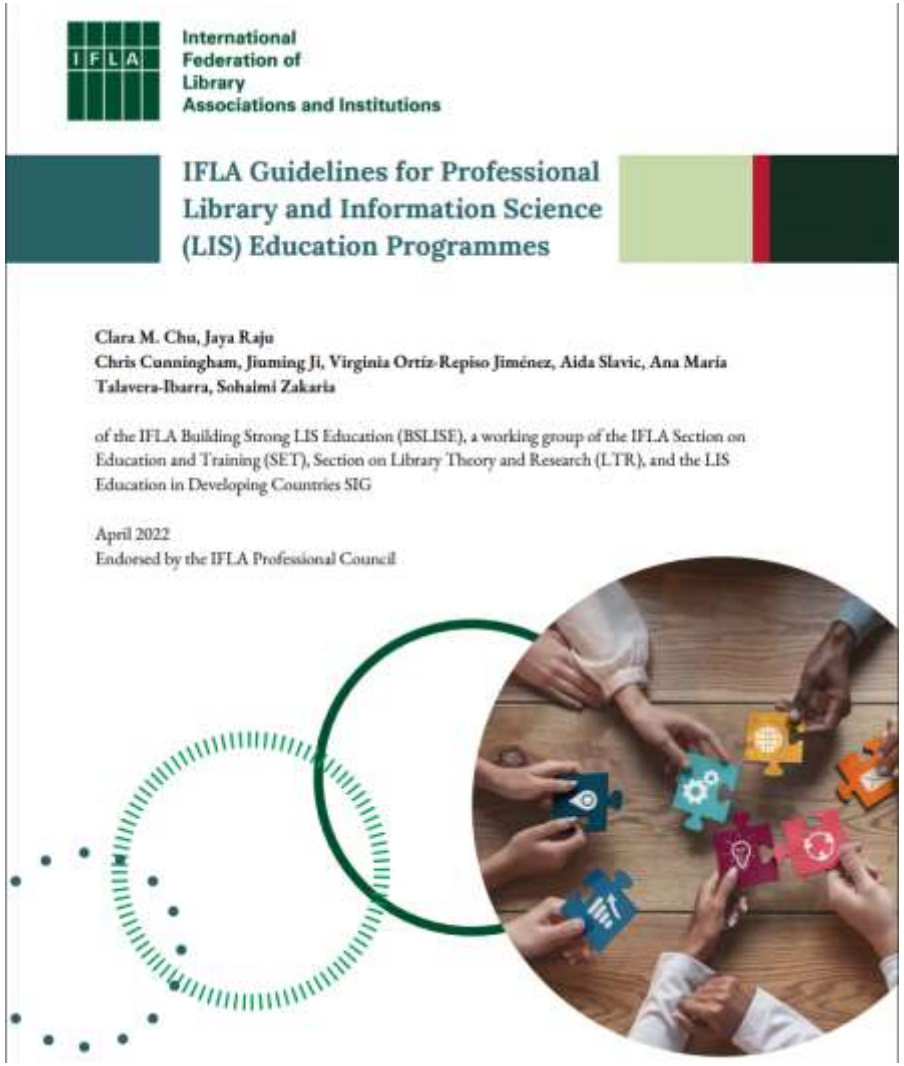
The new IFLA Guidelines for LIS Education Programmes supersedes the old *Guidelines for Professional Library/Information Educational Programs* from 2012

By Building Stronger LIS Education (BSLISE) working group

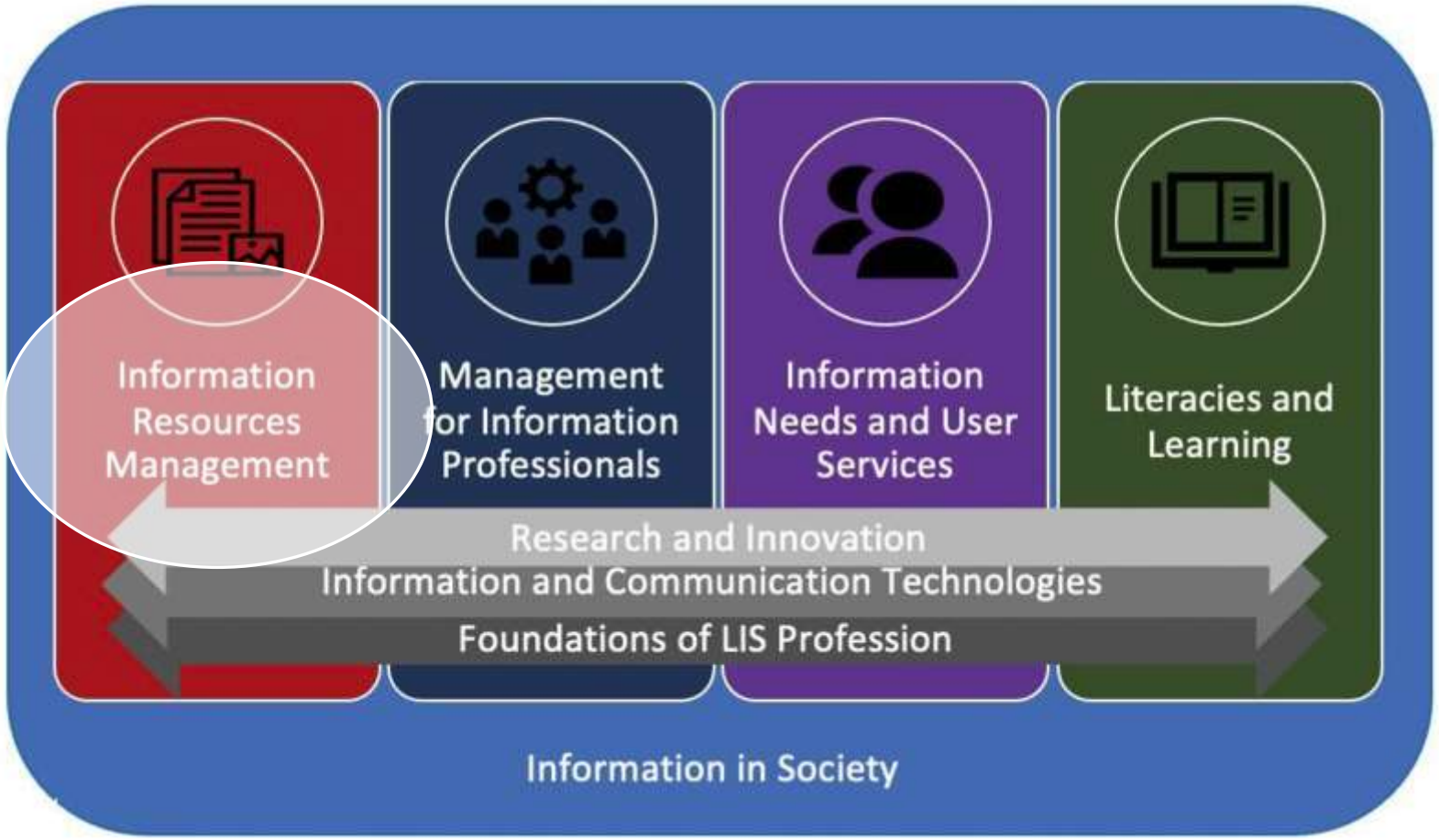
- 2018 A Call to Global and Local Action – An IFLA BSLISE Working Group White Paper. Cape Town: University of Cape Town Libraries. doi: http://dx.doi.org/10.15641/0-7992-2542-6;
- 2020-2022 Formulates a LIS knowledge framework – 8 Foundational Knowledge Areas (FKA) as a basis for the new Guidelines;
- International scope and reach of the Guidelines was achieved through background research by an international team of BSLISE members and through an international consultation process

NOW IN IFLA REPOSITORY

https://repository.ifla.org/bitstream/123456789/1987/2/LIS%20Guidelines%202022.pdf



8 FOUNDATIONAL KNOWLEDGE AREAS (FKA)



FKA5 INFORMATION RESOURCES MANAGEMENT [a snippet]

A brief summary, general in terms of detail

FKA5. Information Resources Management

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.

FKA5: INFORMATION RESOURCES MANAGEMENT – A DETAIL

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) irrespective of form, format, carrier, or information environment

IRM requires knowledge of:

- Nature of information resources, user needs and information seeking behavior, and principles of information organisation and interoperability
- Functional requirements for information resource organisation, exchange and presentation standards, procedures, and tools
- Principles of collection management including acquisition, 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
- Increase visibility and promote collections and collection-based products and services

TESA'S CONTEXT

Concerns

- Decrease in teaching and training in knowledge organization
- Generational change (retirement): lack of KO expertise by new employees (academia & libraries)
- Decreasing number of staff (funding)

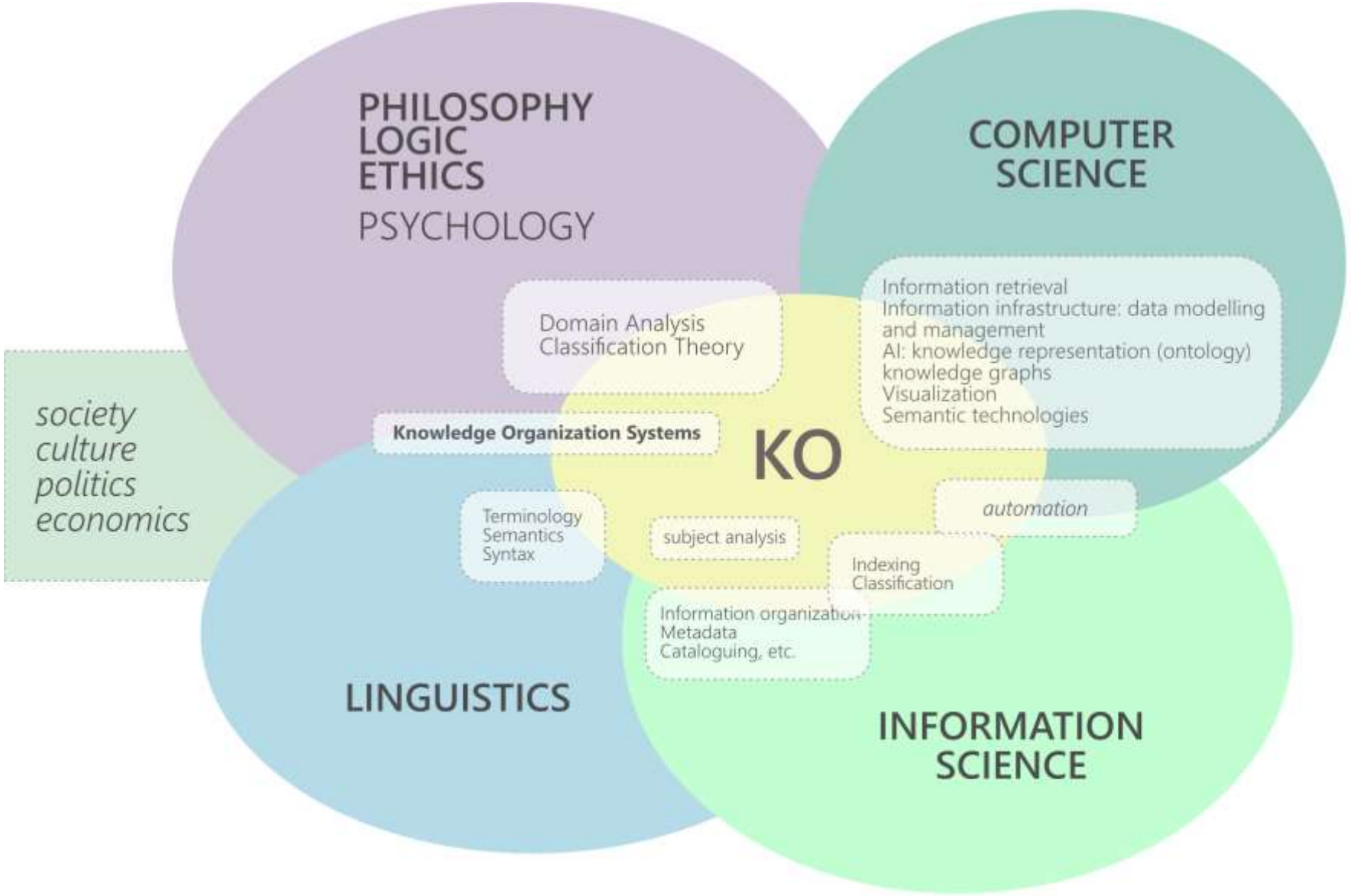
Current and emerging information infrastructure

- central role of metadata and access to knowledge
- aggregation of information space and disappearance of 'information silos' (e.g. LAM)

Job market trends

- importance of (re)training
- transferability of skills
- some previously more general competencies and skills become niche areas of expertise

KNOWLEDGE ORGANIZATION



TESA'S PROJECT

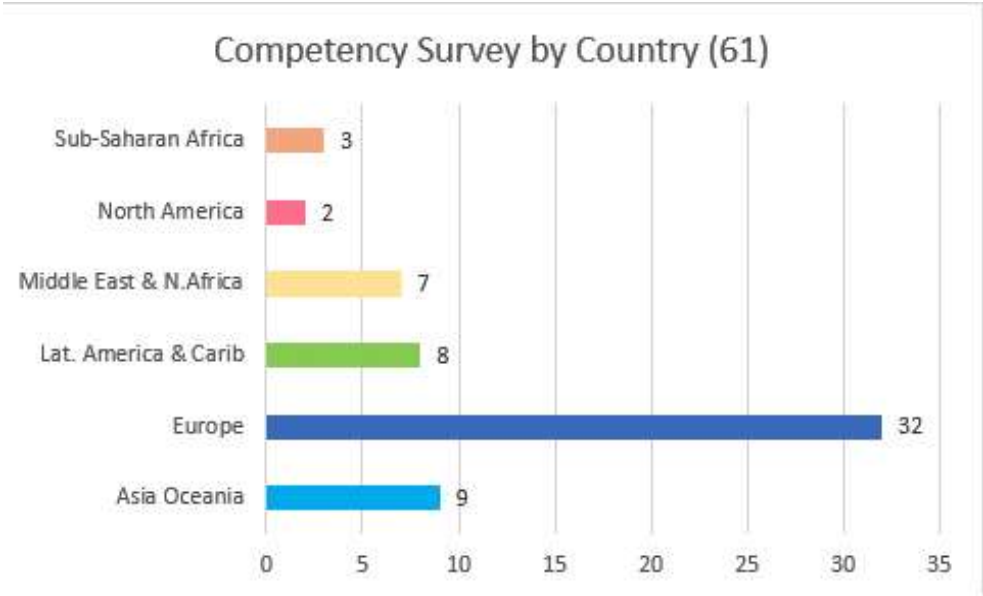
- Survey and analysis of professional standards and guidelines world-wide: comparison, identifying commonalities, differences and gaps

- Objective: compiling a list of knowledge units, competencies and skills and recommending guidelines for training and teaching in the area of subject access and analysis

- Observing and collaborating with developments in the area of LIS competencies and ensuring that our field fits comfortably into and is compatible with the context of training and education in other areas

COLLECTING DOCUMENTS

- Professional standards, guidelines
- State regulations for LIS professionals
- State regulation for LIS education
- Professional exam programmes
- Training programmes (library associations)



363662 NORMAS LEGALES

PODER LEGISLATIVO

CONGRESO DE LA REPUBLICA

LEY Nº 29181

EL PRESIDENTE DE LA REPÚBLICA

POR CUANTO:

El Congreso de la República
ha dado la Ley siguiente:

ბიბლიოთეკარი

პროფესიული სტანდარტი

საქართველოს ბიბლიოთეკარის
პროფესიული ეთიკის კოდექსი

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문헌정보조직

교육부

НАРЕДБА № 8 ОТ 8 АПРИЛ 2021 Г. ЗА ПРИДОБИВАНЕ НА КВАЛИФИКАЦИЯ ПО ПРОФЕСИЯТА "БИБЛИОТЕКАР"

Раздел I.
Общи положения

„Proiect cofinanțat din Fondul Social European, prin Programul Operațional Capacitate Administrativă 2014-2020"

Standard ocupațional
BIBLIOTECAR (STUDII SUPERIOARE)
COD COR 262202

dezvoltat în cadrul proiectului
"Creșterea capacității administrative a ANC și MMJS
prin sistematizare și simplificare legislativă în domeniul calificărilor"
SIPOCA 129872

TESA'S PROJECT TIMELINE

- 2020 research background, identify issues and focus on professional competencies and standards;
- 2021 email survey, covering 61 countries to identify and collect national standards discussing LIS competencies
  - Document collection, KO segment extraction and translation
- 2022 document selection analysis and comparison
  - Collaboration and consultation wit similar projects;
- 2023 Compilation of knowledge units with related competencies and skills, recommendation and guidelines

THANK YOU FROM THE TESA TEAM

Drahomira Cupar, University of Zadar (Croatia)

Daniel Martinez Avila, University of León (Spain)

Susan R. Morris, liaison IFLA Cataloguing Section

Rehab Ouf, Bibliotheca Alexandrina (Egypt)

Amanda Ros, Texas A&M University (USA)

Diane M. Rasmussen Pennington, liaison CILIP's Metadata & Discovery Group (MDG)

Olivia Pestana, University of Porto (Portugal)

Caroline Saccucci, Library of Congress (USA)

Athena Salaba, Kent State University (USA)

Aida Slavic, UDC Consortium (Netherlands)

Darija Rozman, National and University Library in Ljubljana (Slovenia)