HSLG CPD framework project 2022-2024 working document
Version 4, March 2024

Contents

Summary framework plan

Overall HSLG goal: To establish the HSLG as an active, strategic learning and knowledge-sharing community

CPD framework project 2022-2024

Aim: The HSLG has a CPD framework to guide decision-making and actions.

Objectives:
1. CPD member-support is established as a priority activity for the HSLG Committee
2. HSLG committee CPD decisions fit with the goals/framework of the LAI
3. HSLG committee CPD decisions are made in the context of competencies and other relevant indicators
4. The HSLG provides resources for the strategic management of CPD (planning, recording and assessment) of activities
5. The HSLG delivers sufficient, relevant and suitable CPD opportunities for members
6. The HSLG promotes and raises awareness of relevant CPD opportunities
7. The HSLG supports members to avail of relevant CPD opportunities
8. The HSLG CPD framework is approved by members

	Objectives	Actions	Outcome measures	Progress (December 2023)
1	CPD member-support is established as a priority activity for the HSLG Committee	a. Establish the Events/CPD officer as a priority officership on the HSLG committee. b. Define the role of the Events/CPD officer, including the preparation of an annual CPD plan. c. Include CPD as a permanent feature in HINT	The committee has an events/CPD committee officer. CPD is on the agenda of HSLG meetings. There is an annual HSLG CPD plan. The CPD section of HINT is always updated.	a. Done. b. In progress. c. In progress.
2	HSLG committee CPD decisions fit with the goals/ framework of the LAI.	a. Request dialogue with an LAI Education Committee: Continuing Professional Development Committee. Topics may include: LAI framework (current & future plans); accreditation of events. b. Consider LAI 2019 - Report on CPD needs of librarians and information professionals in Ireland (Appendix 6)	We have had a dialogue with LAI CPD committee to share strategy and gain insight on current and future CPD developments by the LAI.	a. A member of the HSLG committee is now a member of the LAI CPD committee and working on new competencies guidance and provision of eportfolios for members. b. To be incorporated in decisions.
3	HSLG committee CPD decisions are made in the context of competencies and other relevant indicators	a. Scope competencies and other resources that may be used to organise and prioritise CPD. b. Consult with stakeholders such as the HSE and RCSI. c. Prepare a member survey and/or focus groups to obtain feedback from members – include questions for members on competency requirements.	We have a list of core competencies for those working in health library, knowledge, data and information settings in Ireland. We have begun to map CPD areas/topics to competencies. We have feedback from members that contributes to the development of a CPD framework for the HSLG.	a. Some useful competency frameworks are provided on our website. b. One-to-one discussions took place with stakeholders from key organisations. c. Two feedback sessions have taken place with members.
4	The HSLG provides resources for the strategic management of CPD (planning, recording and assessment) of activities	a. Create a section of the HSLG website dedicated to CPD resources and communication b. Explore the provision of planning and recording tools such as competency-based personal development plans and e-portfolios c. Provide access to useful guidance documents and resources	We have a CPD website page with relevant sections, such as: • Competency domains to assist with skills-gap analysis and planning • Templates for forms and e-portfolios for assessments, planning, recording of activities and reflection. • Guidance documents for templates and provision of useful documents and other resources.	a. Done. b. Done. c. Done (though this is an ongoing process).

5	The HSLG delivers sufficient, relevant and suitable CPD opportunities for members	a. Based on the mapping exercise in objective 3, prioritise competencies and related CPD opportunities. b. Member survey to include feedback on priorities and CPD structure. Survey also to include outcome indicators to provide baseline data. c. Create a list of relevant CPD providers from an online search and feedback from stakeholders/members. d. Consider a structured approach to certification or other forms of credit or accreditation. e. Consider types of CPD and C-PD (community-based professional development) that will connect members, and how engagement/participation/reflection can be introduced to events.	We have a structured CPD plan that includes priority areas (linked to competencies), a list of potential course providers, a process for accreditation/recognition, and a process to incorporate engagement/participation in CPD events. An annual survey of all members includes questions on CPD supply, relevance, suitability. CPD post-event surveys are conducted with attendees. Levels of satisfaction should meet targets set in annual CPD plan.	a. In progress. b. Focus groups done, survey of members to be administered. c. In progress. d. In progress – potential pilot process to be discussed with LAI CPD committee. e. Peer support activities have started and will be added to.
6	The HSLG promotes and raises awareness of relevant CPD opportunities	a. Develop a process for promoting HSLG and other relevant events (website, HINT, member and e-lists etc, send to LAI events). b. Create an online calendar of events. c. Consider how we may raise awareness of the importance of CPD and its value CPD for members, the profession, and wider society.	An annual survey of all members includes questions on CPD awareness. Levels of awareness should meet set targets.	a. In progress. b. Done. c. In progress.
7	The HSLG supports members to avail of relevant CPD opportunities	a. Create a basic cost-analysis of events and other CPD (e.g. suggested annual CPD budget (including bursaries), ticket costs, course provider fees, venue fees) for planning purposes. b. Develop a process to promote CPD and related activities to senior library managers. c. Develop survey questions that can be used to regularly monitor the suitability of HSLG events for members in terms of time, location/format and cost.	The HSLG has a budget for CPD to include bursaries and subsidisation of events for members. The HSLG has a process for engaging with senior library managers – to promote CPD and to encourage staff attendance. An annual survey of all members includes questions on CPD support and issues of cost, location/ format and timing. Levels of support and satisfaction with practical issues should meet set targets.	a. In progress. b. In progress. c. To be done.
8	The HSLG CPD framework is approved by members	a. Develop a method to enable input from members in the draft framework. b. Send draft plan to HSLG members for comment. c. Seek approval for the framework at our AGM.	We have a CPD framework – including evidence, training needs & priorities, and facilitators to enable attendance that is approved by members at our AGM	a. Invitations to feedback through sessions were sent to all members. Survey to be done. b. Done. Draft plan is available on the website. c. To be done at the AGM.

	Assumptions	Activities	Activity dependencies	Short-term outcomes	Intermediate outcomes	Long-term outcome
1	The committee can lead the group by providing structures and facilitators for enabling effective CPD. This is best achieved through a CPD framework used to guide decisions.	a. Establish the Events/CPD officer as a priority officership on the HSLG committee. b. Define the role of the Events/CPD officer, including the preparation of an annual CPD plan. c. Include CPD as a permanent feature in HINT	Work can only proceed if there are deemed to be sufficient committee members to proceed. Spending on activities requires a budget with sufficient funds.	The committee has an events/CPD committee officer. CPD is on the agenda of HSLG meetings. There is an annual HSLG CPD plan. The CPD section of HINT is always updated.	CPD member-support is established as a priority activity for the HSLG Committee	
2	To be most effective, the HSLG, as a group of the LAI, should align with, and contribute to, wider library-sector CPD plans and supports.	a. Request dialogue with an LAI Education Committee: Continuing Professional Development Committee. Topics may include: LAI framework (current & future plans); accreditation of events. b. Consider LAI 2019 - Report on CPD needs of librarians and information professionals in Ireland (Appendix 6)	It is hoped that a central LAI framework will complement and feed into ours. There could be delays to aspects, depending on the content and timescale of their framework.	We have had a dialogue with LAI CPD committee to share strategy and gain insight on current and future CPD developments by the LAI.	HSLG committee CPD decisions fit with the goals/ framework of the LAI.	
3	Competency domains help to identify learning or skills gaps; to prioritise, plan and record activities; and to map learning to role profiles and job opportunities. Competencies must be relevant to members and other stakeholders such as employers.	a. Scope competencies and other resources that may be used to organise and prioritise CPD. b. Consult with stakeholders such as the HSE and RCSI. c. Prepare a member survey and/or focus groups to obtain feedback from members – include questions for members on competency requirements.	Success for members may depend on competency domain choices reflecting the diversity of members' work and roles. We need research tools that can accurately capture members' views and needs, with sufficient opportunities to engage. The ability to generalise results will depend on response rates.	We have a list of core competencies for those working in health library, knowledge, data and information settings in Ireland. We have begun to map CPD areas/topics to competencies. We have feedback from members that contributes to the development of a CPD framework for the HSLG.	HSLG committee CPD decisions are made in the context of competencies and other relevant indicators	The HSLG is established as an active, strategic learning and knowledge-sharing community
4	The HSLG has a role in providing the accessible structures and supportive resources that are required for strategic and effective learning.	a. Create a section of the HSLG website dedicated to CPD resources and communication b. Explore the provision of planning and recording tools such as competency-based personal development plans and e-portfolios c. Provide access to useful guidance documents and resources	We need the digital expertise to create and manage a suitable website resource. We also need permissions from copyright holders to use identified resources, where appropriate.	We have a CPD website page with relevant sections, such as: • Competency domains to assist with skills-gap analysis and planning • Templates for forms and e-portfolios for assessments, planning, recording of activities and reflection. • Guidance documents for templates and provision of useful documents and other resources.	The HSLG provides resources for the strategic management of CPD (planning, recording and assessment) of activities	
5	Strategic learning requires easy access to relevant CPD opportunities. It is useful for members to understand the value of activities in achieving their goals, and plan accordingly. Collaborative activities may enhance, and help share, learning.	a. Based on the mapping exercise in objective 3, prioritise competencies and related CPD opportunities. b. Member survey to include feedback on priorities and CPD structure. Survey also to include outcome indicators to provide baseline data. c. Create a list of relevant CPD providers from an online search and feedback from stakeholders/members. d. Consider a structured approach to certification or other forms of credit or accreditation. e. Consider types of CPD and C-PD (community-based professional development) that will connect members, and how engagement/participation/reflection can be introduced to events.	We need agreement on prioritise that suit the majority of members. Provision of CPD activities by the HSLG will depend on finding providers that are affordable and able to meet competency requirements.	We have a structured CPD plan that includes priority areas (linked to competencies), a list of potential course providers, a process for accreditation/recognition, and a process to incorporate engagement/participation in CPD events. An annual survey of all members includes questions on CPD supply, relevance, suitability. CPD post-event surveys are conducted with attendees. Levels of satisfaction should meet targets set in annual CPD plan.	The HSLG delivers sufficient, relevant and suitable CPD opportunities for members	
6	Members require ways to easily identify and share the most relevant CPD opportunities.	a. Develop a process for promoting HSLG and other relevant events (website, HINT, member and e-lists etc, send to LAI events). b. Create an online calendar of events. c. Consider how we may raise awareness of the importance of CPD and its value for members, the profession, and wider society.	Depends on having sufficient time.	An annual survey of all members includes questions on CPD awareness. Levels of awareness should meet set targets.	The HSLG promotes and raises awareness of relevant CPD opportunities	
7	Members require systemic supports to fully engage in CPD. This involves accessible activities and ways to promote the value of CPD activities to employers.	a. Create a basic cost-analysis of events and other CPD (e.g. suggested annual CPD budget (including bursaries), ticket costs, course provider fees, venue fees) for planning purposes. b. Develop a process to promote CPD and related activities to senior library managers. c. Develop survey questions that can be used to regularly monitor the suitability of HSLG events for members in terms of time, location/format and cost.	Depends on having sufficient resources to provide activities and assistance to support costs. A successful process for engagement with library managers or other employers requires their input.	The HSLG has a budget for CPD to include bursaries and subsidisation of events for members. The HSLG has a process for engaging with senior library managers – to promote CPD and to encourage staff attendance. An annual survey of all members includes questions on CPD support and issues of cost, location/ format and timing. Levels of support and satisfaction with practical issues should meet set targets.	The HSLG supports members to avail of relevant CPD opportunities	
8	A HSLG CPD framework will only be effective with the support and participation of members.	a. Develop a method to enable input from members in the draft framework. b. Send draft plan to HSLG members for comment. c. Seek approval for the framework at our AGM.	An overarching dependency for this objective and all others is the participation of members during framework development and application.	We have a CPD framework – including evidence, training needs & priorities, and facilitators to enable attendance that is approved by members at our AGM	The HSLG CPD framework is approved by members	

HSLG continuing professional development project 2022-2024

Introduction

The HSLG is a group of the Library Association of Ireland (LAI). Our mission is to empower professional excellence by providing effective support and opportunities for engagement. As a collective, the HSLG can help address the challenges created by the increased demands and expectations of fast-paced ever-changing work environments, and the isolation faced by many, particularly solo librarians. We strive for evidence-based, flexible strategies that enhance confidence without imposing or causing additional stressors. The aim of our CPD framework is to provide members with the tools and opportunities they require to engage in meaningful professional development.

Continuing professional development

Continuing professional development (CPD) describes the learning activities in which professionals engage to develop and enhance their abilities. It means planning and applying learning that increases knowledge, skills and experience. There are different types of CPD activity:

1. Structured training or teaching (often from a subject matter expert). This is usually paid for and can be delivered in person or online. This includes seminars, e-learning courses, accredited professional qualifications, tutorials, webinars, workshops, conferences and lectures.
2. Workplace embedded CPD from leaders and colleagues in or across organisations. This includes mentoring, seeking advice, team discussions, and lunchtime learning sessions.
3. Self-led learning initiated by individuals. This includes reading and writing articles, watching online videos, listening to podcasts, committee work, taking part in webinars and attending talks.

Reflection is a necessary element for effective CPD across all types of activity.[1]

The term community-based professional development (C-PD) has been used to describe professional development using social engagement through communities and groups. Based on a social theory of learning, C-PD emphasises that learning takes place through social interaction. This may happen in communities of practice, peer learning communities, and learning and teaching networks (Zou 2019[2]). In these contexts there may be knowledge sharing and help-seeking; problem-solving and skills / knowledge development; mentoring, modelling, and sharing of good principles and practices; and journeys that transform learning and teaching, such as stimulating new directions and practices.

There are many motivating and inhibiting factors involved in undertaking CPD.[3] Frameworks have been designed to identify relevant factors so they may be supported or addressed. Examining the literature on continuing professional development frameworks, certainly in Ireland, reveals that most research in this area has been done in the education sector. There are significant projects and reports that can inform our own work in this area (see also appendix 8 on the L2L project, and appendix 10, CPD evaluation).

Table 1: Spectrum of teacher-professional learning models

Model of TPL	Brief description of model	Purpose
Training model	Skills-based and generally delivered by an expert to staff	Transmissive
Deficit model	Can be used for performance review and is generally individualised where a skills or performance deficit is addressed	
Cascade model	Some staff complete a professional learning activity and disseminate learning to colleagues	
Award-bearing model	Usually associated with an award from a higher education institute	Malleable
Standards-based model	Usually linked to meeting standards or competencies	
Coaching/mentoring model	Collegial one-to-one relationship which is often hierarchical	
Community of practice model	Similar to mutually supportive peer mentoring/coaching but with more than two people	
Collaborative professional inquiry models *	Not a model in itself but any model or experience that support transformative practice	Transformative

Source: Adapted from Kennedy (2014) cited in Rawdon et al 2020, p.6[4]

* Kennedy defines collaborative professional inquiry models as "all models and experiences that include an element of collaborative problem identification and subsequent activity, where the subsequent activity involves inquiring into one's own practice and understanding more about other practice, perhaps through engagement with existing research" (p. 693).

[1] The Teaching Council (2016) *Cosán: Framework for teachers' learning*. Kildare: The Teaching Council

[2] Zou TXP (2019) Community-based professional development for academics: a phenomenographic study, *Studies in Higher Education*, 44:11, 1975-1989,

[3] McMillan DJ, McConnell B and O'Sullivan H (2014) Continuing professional development – why bother? Perceptions and motivations of teachers in Ireland, *Professional Development in Education*, 42(1):1-18,

[4] Kennedy A (2014) Understanding continuing professional development: the need for theory to impact on policy and practice. *Professional Development in Education*, 40(5), 688-697. And, Rawdon Caroline, Sampson Kara, Gilleece Lorraine & Cosgrove Jude (2020) *Developing an evaluation framework for teachers' professional learning in Ireland: phase 1 desk-based research*. Dublin: Educational Research Centre

The [National professional development framework for all staff who teach in higher education](#)[5] by the Dublin-based National Forum for the Enhancement of Teaching and Learning in Higher Education (2016) provides a useful typology of professional development activities (accredited/non accredited; informal, non-formal & formal etc.) Formal learning often takes place in educational systems, follows a syllabus and is intentional (learning is the goal) with learning outcomes measured through assessment. Non-formal learning takes place outside formal learning environments but within an organisational framework. It is intentional, as it arises from the learner's conscious decision to learn about an activity, skill or area of knowledge. There may be a learning objective but generally doesn't involve a formal syllabus, assessment or external accreditation. Informal learning (sometimes called experiential learning) arises from the learner's involvement in activities that are not undertaken with a learning purpose in mind.

The EU Commission[6] use the following definitions:

Formal learning means learning which takes place in an organised and structured environment, specifically dedicated to learning, and typically leads to the award of a qualification, usually in the form of a certificate or a diploma; it includes systems of general education, initial, continuing and tertiary vocational education and training and higher education.

Non-formal learning means learning which takes place outside formal education and training through planned activities in terms of learning objectives and learning time and where some form of learning support is present.

Informal learning means learning resulting from daily activities and experiences which is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective. It does not automatically lead to a micro-credential but can be considered in the context of validation arrangements which may identify, document, assess and/or certify an individual's learning outcomes.

A key aspect of the National Forum's framework was the inclusion of librarians. Please see [appendix 8](#) for more information on this important project. The issue of professionalism is relevant to both teachers and librarians. Kennedy (2014)[7] notes two contrasting perspectives on professionalism related to CPD. The *managerial* perspective privileges efficiency and compliance, with externally-imposed accountability and measurement against prescribed standards. *Democratic* professionalism would position librarians as change agents, and privileges collaboration, openness, librarian agency and an overt commitment to social justice. The latter perspective has a collective (rather than individual focus) and sees the purpose of CPD as developmental, seeking to enhance specific strengths and interests, rather than remedying deficits. Demographic professionalism also articulates the values and beliefs that inform or influence the acquisition and application of knowledge and skills. A policy in this area may require aspects of both perspectives.

The CPD process is often described as a cycle. For example, the professional body for HR and people development [CIPD](#), describe several stages [cipd.ie/learn/cpd/cycle](#):

- **Identify**: Understand where you've come from, where you are and where you want to be.
- **Plan**: Plan how you can get to where you want to be, with clear outcomes and milestone to track progress.
- **Act**: Act upon your plan and be open to learning experiences.
- **Reflect**: Make the most of your day-to-day learning by routinely reflecting upon experience.
- **Apply**: Create opportunities where you can translate theory into practice and put your learning to work.
- **Share**: Share your learning in communities of practice to generate greater insight and benefit from the support of your community.
- **Impact**: Measure the overall impact your learning has had on the work you do.

Similarly, [Tusla](#)[8] place their CPD cycle, with the ongoing process of reflection, planning, action and evaluation, at the centre of their CPD framework. This is set within a four-step model involving (1) personal development planning, (2) training needs analysis, (3) participation in learning activities, and (4) monitoring and evaluation. The final framework component to be considered is the wider organisational context, which includes policies, organisational goals and role requirements (proficiencies).

[5] (2016) *National professional development framework for all staff who teach in higher education*. Dublin: National Forum for the Enhancement of Teaching and Learning in Higher Education

[6] Council of the European Union (2022) [Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability](#)

[7] Kennedy A (2014) [Understanding continuing professional development: the need for theory to impact on policy and practice](#). *Professional Development in Education*, 40(5), 688-697

[8] Cullen C and O'Grady D (2016) *National strategy for continuing professional development*. Dublin: Tusla: Child and Family Agency

Seamful transitions

Throughout our working lives we can move between various contexts (e.g. academic and practice), states (e.g. student, practitioner, professional, supervisor, manager) and sectors (e.g. health, special, academic). Fawns et al (2021)[9] however, challenge the 'metaphor of transition' (from one place to another, or from one kind of person to another, or from one kind of knowledge to another), and suggest that we are often involved in multiple, simultaneous settings, identities, and knowledge. They take the concept of 'seams', used by Vertesi (2014)[10] who proposed that rather than seamlessness, where elements of a system are invisible, we should expose and examine the seams between these elements. These seams imply a less stable and clear-cut interface than boundaries. Fawns et al (2021) present four main seams, around which focus-group participants negotiated their learning and practice in academic and professional settings:

- Seam 1: between formal syllabus requirements and adaptive, everyday practices
- Seam 2: between containment and complexity
- Seam 3: between abstract and embodied knowledge
- Seam 4: between technology use and professionalism

Studies such as these, remind us that we must consider the nuances of identity and context when considering professional development. Our environment is complex and changing, with relevant elements often competing. CPD will mean different things at different stages of our careers. For LIS students, it may appear a distant prospect, but the concept of lifelong learning should be introduced at an early stage. New entrants to the LIS health sector come from a variety of backgrounds including those with and without experience in the health environment. Even for those who have worked in the sector for some time, the constant generation of new processes and software applications, and need to demonstrate value brings its own pressure. Such a variety of variables means that there is no 'one size fits all' approach.

To meet all the requirements of our roles, we require a variety of educational and learning opportunities. For highly specialist tasks, it is useful for members to understand and apply specific techniques and standards for consistency and reproducibility. Reproductive learning therefore has a useful place in some contexts. Those working in the LIS sector also have the potential, and responsibility, to lead within our areas of expertise. This involves a more transformative and innovative approach to professional development planning, learning, application and discourse. Leadership may involve developing new methods and processes, but equally may involve effective knowledge sharing, contributing to discussion and debates, committee and active group membership, and advocacy. These are all ways to engage in CPD.

Emphasising the outputs and outcomes of our learning can also help us move from focusing only on individual learning to networked or social learning, which has a greater potential to transform our work practices and demonstrate value (Vallo Hult & Byström 2022)[11]. Even where practice-based learning works well within an organisation, and is supported through good leadership, relationships and resources, attention should be given to reflection, and sharing of ideas to colleagues, external LIS personnel and other stakeholders. Systems for peer learning and review enables broader cross-sector improvements and development of knowledge sharing networks. They offer opportunities to make visible our skills and knowledge and determination for constant improvement.

For Vertesi (2014), bringing together constituent parts [or people] in a system isn't connection unless there is coherence. Perhaps the main asset of organisations such as the HSLG is the provision of a cohesive community. As a collective we can learn from each other during 'moments of alignment' for particular tasks (Vertesi 2014, p.5). This may range from knowledge sharing, referring to the simple transmission of information between people, to knowledge construction, referring to how students make ideas, concepts, or phenomena through active discussion. The latter is often associated with deep learning, changes in the complexity of thinking and reorganisation of previous knowledge (Radović et al 2022). To provide a space that enables open, and perhaps usefully argumentative, discussions our environmental context must be carefully considered. Spaces must feel safe both for those proposing ideas and those who may counter with alternative views. Good facilitation and mutually agreed codes of conduct are relevant to any form of collaborative CPD.

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[9] Fawns T, Mulherin T, Hounsell D & Aitken G (2021) Seamful learning and professional education, *Studies in Continuing Education*, 43:3, 360-376

[10] Vertesi J (2014) Seamful spaces: heterogeneous infrastructures in interaction, *Science Technology Human Values*, 39(2), 264-284

[11] Vallo Hult H & Byström K (2022) Challenges to learning and leading the digital workplace, *Studies in Continuing Education*, 44:3, 460-474

Practice-based learning

"The view of learning as a social process embedded in everyday life and work rather than merely the acquisition of knowledge and skills, is central for theories of situated learning and communities of practice." (Vallo Hult 2022, p.462). Björck (2020)[12] describes most research on 'work-integrated learning' as implying that students go to 'academia' (the university domain) to learn 'theory' and into the 'real world' (working-life sphere) to learn 'practice'. Although workplace learning may involve guided learning or training, it often occurs without explicit teaching, and is no less important than 'formal' learning. We learn by doing, and as practitioners we are often involved in constructing and implementing new transformative ideas. We need to be careful, however, as practice-based learning may result in inappropriate learning, where what is learned or experienced is unhelpful or incorrect (Billett 2016a)[13]. Reliance on this form of learning may introduce inconsistencies in standards, reduce emphasis on improvement and the provision of protected time to acquire skills and knowledge from external sources. It may also be particularly influenced by organisational culture, power relationships and support systems.

Professor Stephen Billett, School of Education and Professional Studies at Griffith University, Brisbane, has written extensively about work-place learning and related theories. His concept of *co-participation at work* describes the reciprocal process of how workplaces afford participation and how individuals engage and participate in work activities and interactions, and learn co-constructively through them (Billett 2004a, p.3)[14]. He suggests that learning occupational capacities through practice do not rely on individuals teaching or being taught but is principally through processes of mimesis (e.g. observing and imitation), listening, and actively engaging in work tasks and interactions (Billett 2014)[15].

Considering the role of work-place learning in CPD reminds us that its scope goes beyond declarative forms of knowledge (that which can be declared speech or writing), to include procedural (strategic and specific) capacities and embodied forms of knowing (gained through the senses) and other learning grounded in experience and required for effective work performance (Billett 2014). Questions arise about how these forms of knowledge and learning can be recognised and shared.

CPD for librarians and information specialists

In Ireland, there is no formal requirement to engage in CPD to practice. Requirements for CPD vary according to organisation context and status within library associations. For example, professionally registered members of CILIP are required to engage in at least 20 hours of documented CPD per year. This is not a requirement in the LAI. The 2019 study by the LAI on CPD needs of librarians and information professionals in Ireland, found that most survey participants from the health library sector believed that CPD should be mandatory (yes: 54%, maybe: 25, no: 21%). This was higher than the total average of librarians (yes: 44%) (Ma 2019). The same study found that motivations to engage in CPD include increasing professional knowledge, updating existing qualifications, meeting with industry peers, and building up a network of contacts (Appendix 6).

The IFLA guidelines for continuing professional development: principles and practices (Varlejs et al 2016[16], appendix 1) lay out principles and best practices for learners, employers, professional associations, library/information science degree-granting programmes and all providers. It states that best practice for professional associations, governmental and other bodies concerned with library development begins with recognition of the importance of professional development for staff effectiveness, which in turn enables superior information services. Best practice ensures that there are resources and strategies that enable high quality continuing professional development and that there are incentives for librarians and information specialists to pursue continuous learning. The article by Mary Dunne in JEAHIL (2022)[17] connects development of a CPD framework with raising the value of association membership.

As noted, CPD in librarianship has many purposes. One interesting element is its role for new librarians. Sue Reynolds et al 2016 article[18] lays out the role of educators, practitioners, professional organisations

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[12] Björck (2020) The idea of academia and the real world and its ironic role in the discourse on Work-integrated Learning, Studies in Continuing Education, 42:1, 1-16,
[13] Billett S (2016a) Learning through health care work: premises, contributions and practices, *Medical Education*, 50(1), 124-131.
[14] Billett S (2004a) Co-participation at work: Learning through work and throughout working lives. *Studies in the Education of Adults*. 36(2), 190-205.
[15] Billett S (2014) Learning in the circumstances of practice, *International Journal of Lifelong Education*, 33(5), 674-693.
[16] Varlejs J, Lewis V, Schnuer S, Jara de Sumar J (2016) *IFLA Continuing Professional Development and Workplace Learning Section. IFLA guidelines for continuing professional development: principles and best practice*. 2nd edition. The Hague: IFLA
[17] Dunne M (2022) Library associations: making connections to enable effective change. *JEAHIL* [Internet]. 6;18(3):11-5.
[18] Reynolds S, Carroll M and Welch B (2016) Engaging with our future: the role of educators, practitioners, professional associations and employing organisations in the co-creation of information professionals, *The Australian Library Journal*, 65:4, 317-327,

and employers in the co-creation of information professionals. They discuss concepts such as passion-based learning, productive enquiry and experiential learning, and propose the idea of enculturation as particularly effective as a tool in education and learning for professions where both skills ('learning to do') and engagement ('learning to be') are desirable for, if not central to, professional practice (p.320). Useful ideas, such as students joining communities of practice so they can understand the norms, culture, practices and issues of their new profession should be considered.

Reynolds et al hope that "new graduates will not only be capable practitioners but also passionate ones who can work independently, think critically, communicate and collaborate effectively and creatively, and contribute to their organisation and community as good professional and organisational citizens. However, once these new practitioners enter the workplace, consideration needs to be given to strategies and practices of the organisation and the profession which will engage, sustain and support the ongoing development and retention of these new information professionals. This in turn will contribute to the sustainability of the profession itself." (p.322)

In a sector as diverse and specialised as (health) librarianship, these issues are also relevant to established librarians. If we change roles or move positions within organisations or externally, we must learn and adapt. Reynolds (Table 2) indicates that successful socialisation is a complex mix of both 'learning to do', including understanding the language of a profession and organisation and mastery of its knowledge and skills, and 'learning to be' through understanding the history, traditions, customs and principles. The table headings may also contribute to personal reflections while planning CPD, as they help us to understand our position, and that of others, within our professional context.

Table 2. Organisational socialisation.

Socialisation content	
Performance proficiency	Learning and mastering the knowledge, skills and abilities to perform the required work task
People	Establishing successful and satisfying work relationships with organisational members
Politics	Gaining information regarding formal and informal work relationships and power structures
Language	Understanding the profession's technical language as well as acronyms, slang and jargon unique to the organisation
Organisational goals and values	Understanding the rules or principles that maintain the integrity of the organisation
History	Learning the organisation's traditions, customs, myths, personal background of other members

Source: Lockwood (2006) cited in Reynolds et al (2016)

The role of the HSLG

In 2021, the HSLG chose four goals. As a group we aim to:
- network, collaborate and share knowledge;
- develop and support an evidence-based approach to professional practice;
- promote and advocate for our profession;
- provide opportunities for members to engage in continuing professional development.

Although one goal explicitly focuses on CPD, professional development can be seen to underpin them all. It is hoped that a comprehensive framework or strategy not only provides direct opportunities for engagement, and it also involves facilitators to enhance networking, collaboration and knowledge sharing, to engage in evidence-based practice, and to promote our value as a profession. Essentially it has the potential to lead to many benefits for the group.

As professionals, members have the responsibility and duty to manage their own professional development. However, library associations and their groups have an important role in promoting and enabling CPD engagement (Varlejs et al 2016). In terms of CPD policy, we would propose a more 'democratic professionalism' approach (Kennedy 2014) that emphasises librarian agency, collaboration and openness; with members' contributing to this strategy at every stage.

The committee believe that engaging in strategic and meaningful, whole of career CPD:
- helps to identify and focus on gaps in skills and knowledge
- fosters and enables evidence-based practice
- enables us to fulfil our professional obligations to perform our roles effectively
- strengthens our ability to forecast and adapt to new trends
- connects our skills and knowledge with organisational priorities

- opens conversations with employers about the resources required for professional development
- encourages us to acknowledge, and address, personal and external mediating factors to learning
- delivers evidence of our professional knowledge and skills, raising our profile, value and reputation
- supplies the evidence required to show professional growth and for career progression
- ensures equitable access to required resources
- supports individuals to access, and contribute to, the inherent knowledge of our community
- empowers us and enhances our sense of community
- provides a strong value proposition for LAI and HSLG membership

The HSLG committee will endeavour to minimise the potential risks in developing a centralised framework. The aim is to improve decision-making in this area by providing guidance and useful resources for managing CPD. The committee recognises that members have busy, diverse roles, and that they remain responsible for their own professional development choices. We would like to stress that members are not obliged (and should feel no pressure) to participate or engage in the framework or any additional activity. The committee will also aim to ensure that other committee work is not negatively affected.

We hope that overall impact should lead to better practice, improved confidence and wellbeing of members, and a stronger, valued profession. The HSLG, as a community of specialist practitioners, is the perfect forum to encourage and enable individual and collective learning and the application of new skills and knowledge in practice. Work on this framework will build an evidence base that will be used to improve the efficiency, effectiveness and impact of CPD.

The role of the HSLG was enshrined in a Charter that was brought to the members at the 2023 HSLG AGM.

HSLG CPD Charter: the rights and responsibilities of the Health Sciences Libraries Group in relation to continuing professional development
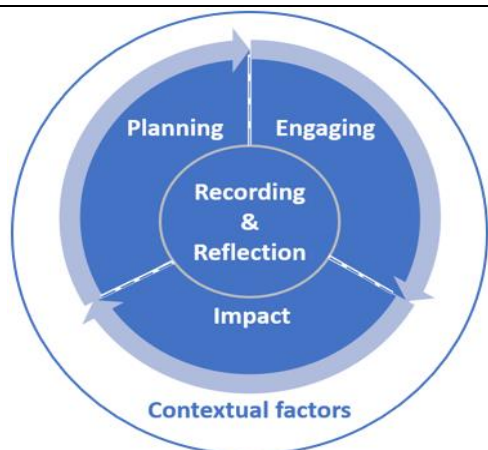
The HSLG accepts the propositions set out in the IFLA code of ethics for librarians and other information workers (2012). Specifically, that:
- Librarians and other information workers strive for excellence in the profession by maintaining and enhancing their knowledge and skills. They aim at the highest standards of service quality and thus promote the positive reputation of the profession, and
- Librarians and other information workers share their professional experience with colleagues, and they help and guide new professionals to enter the professional community and develop their skills. They contribute to the activities of their professional association and participate in research and publication on professional matters.

The HSLG also abides by the IFLA Guidelines for continuing professional development: principles and best practices (2016) including that:
- Best practice places responsibility for ongoing learning, based on regular assessment, on the individual practitioner. It demands actions to correct current performance gaps and to prepare for future responsibilities. There are several imperatives: one to support the employing organization's goals for excellent service, another to further one's own career development, and ultimately to contribute to profession-wide growth and improvement.
- In the interest of advancing the profession, associations and other organizations are active providers, advocates, and arbiters of continuing professional development quality. Best practice begins with recognition of the importance of professional development for staff effectiveness, which in turn enables superior information services. Best practice ensures that there are resources and strategies that enable high quality continuing professional development and that there are incentives for librarians and information specialists to pursue continuous learning.

The HSLG will promote a culture of mutual professional enhancement by providing multifaceted, appropriate resources and opportunities for members to connect and effectively engage in all aspects of the CPD process.

HSLG CPD process

Decisions by the HSLG committee in relation to professional development will be guided by the HSLG CPD framework, HSLG policies, input from members, and prudent financial governance on behalf of the group.

Date: November 2023

HSLG CPD framework project 2022-2024

The HSLG committee, led by the research officer, is responsible for managing the framework project. This will involve regular communication with members and providing mechanisms for participation. The timeframe is dependent on decisions made during the process, however, to maintain momentum, the framework will be a regular feature of committee meetings, and officers will be assigned actions to progress within set timeframes. Members, other than from the committee, will be required to participate for the framework to be relevant and effective.

CPD is a complex process with multiple key variables, including, antecedents (factors associated with participants that affect their ability to benefit from the opportunities offered to them, such as a participant's motivation) and moderating factors (variables in an organisation and wider environment that influence whether, and how, interventions lead, via the achievement of intermediate outcomes to produce final outcomes)[19]. These factors help to explain why apparently similar activities have different consequences for different individuals, teams and organisations.

We are considering aspects involved in different stages of the CPD process (figure 1):
Planning - Audit and goal setting: including, skills gap analysis, prioritising competencies, target setting, goal development, creating systems for recording and assessment.
Engaging - Taking part in activities: Choosing CPD activities or interventions that will meet identified goals and other criteria (quality, subject, time, format, location, opportunities to interact or collaborate etc.)
Impact - Implementation: What are the expected activity outcomes and how will it change attitudes, behaviour etc. What is different. This aspect relates to transformation and application of learning to evidence-based practice.
        - Discourse: How is learning shared and constructed, and how can we learn from what others have done. Knowledge sharing, communication and collaboration can enhance our learning and help others to learn. We can also lead discussions in areas of interest to progress collective learning.
Recording and reflection - This is at the heart of every stage and involves assessing progress, impact and direction. It includes self-reflection on our values, beliefs and identity.
Contextual factors - All professional development takes place in the context of members' experience, work role and status, access to resources (time, costs, material, colleagues or other supports etc), and organisational, national and library-sector strategies. There are also intrinsic (personal) factors such as participants' attributes, motivations, knowledge, attitudes and beliefs that influence willingness and ability to engage.

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[19] Coldwell, Mike and Simkins, Tim (2011) Level models of continuing professional development evaluation: a grounded review and critique. *Professional Development in Education*, 37(1), 143-157.

Figure 1: HSLG CPD process

Our **current HSLG CPD goal** is to: provide opportunities for members to engage in continuing professional development. Although the committee does arrange direct CPD activities for members, 'providing opportunities' was meant in the broadest sense of enabling access to relevant activities, both internal and external. A newly worded goal is a likely outcome of this framework. A potential HSLG goal may be: To establish the HSLG as an active, strategic learning and knowledge-sharing community.

Framework aim: The HSLG has a CPD framework to guide decision-making and actions.

Objectives:
1. CPD member-support is established as a priority activity for the HSLG Committee.
2. HSLG committee CPD decisions fit with the goals/framework of the LAI.
3. HSLG committee CPD decisions are made in the context of competencies and other relevant indicators.
4. The HSLG provides resources for the strategic management of CPD (planning, recording and assessment) of activities.
5. The HSLG delivers sufficient, relevant and suitable CPD opportunities for members.
6. The HSLG promotes and raises awareness of relevant CPD opportunities.
7. The HSLG supports members to avail of relevant CPD opportunities.
8. The HSLG CPD framework is approved by members.

Framework objectives

Objective 1: CPD member-support is established as a priority activity for the HSLG Committee

The role of the HSLG and CPD

The Health Sciences Libraries Group, of the Library Association of Ireland, is committed to empowering all members to excellence in the field of information management, and by doing so advancing health for all. We have four goals that involve providing opportunities to network, collaborate and share knowledge; developing and supporting an evidence-based approach to professional practice; promoting and advocating for our profession; and providing opportunities for members to engage in continuing professional development.

The HSLG committee has three core officer roles (Chair, Secretary and Treasurer). The fourth officer role will be for events/CPD. This officer will be responsible for maintaining an events calendar and developing an annual plan outlining CPD priorities, targets and bursary allocations. The CPD officer will also keep the issue on the committee agenda and will liaise with the LAI as appropriate. A CPD working group may be established by the committee to support this work if warranted.

Objective 1: Actions –
a. Establish the Events/CPD officer as a priority officership on the HSLG committee.
b. Define the role of the Events/CPD officer, including the preparation of an annual CPD plan and maintaining an events calendar.
c. Include CPD as a permanent feature in HINT.

Objective 2: HSLG committee CPD decisions fit with the goals/framework of the LAI.

CPD and the Library Association of Ireland

As a group of the LAI, the HSLG will work closely with LAI committee members responsible for CPD. The LAI has two education committees: The Continuing Professional Development Committee and the Professional Standards Committee. The CPD committee is responsible for addressing developments and challenges in the CPD area; manages certification of LAI CPD events; supports research into CPD needs; maintains a CPD calendar; and liaises with other bodies engaged in training and CPD.

Objective 2: Actions –
a. Request dialogue with the LAI Continuing Professional Development Committee. Topics may include: LAI framework (current & future plans) and accreditation of events.
b. Consider results found in LAI 2019 - Report on CPD needs of librarians and information professionals in Ireland (Appendix 6)

Objective 3: HSLG committee CPD decisions are made in the context of competencies and other relevant indicators

Competencies are the important skills required to carry out a job or fulfil a role successfully and efficiently. The roles of HSLG members, and others involved in health-related information and library positions, vary significantly depending on our setting. Although our tasks may differ, some core competencies and skills have been identified for health librarians. By linking CPD with these competencies, the HSLG committee can plan events and activities that lead to tangible and recognised outcomes.

Billett (2016b)[20] makes the point that measurable kinds of outcomes from observable performance (i.e., behavioural objectives) don't capture and promote the kinds of higher order procedural and propositional knowledge required for demanding work activities. This broader perspective on work-place learning is important (and deserves further consideration). However, we do need the useful focus for professional and organisational requirements provided by competency domains.

CPD and competencies of health library and information service (LIS) professionals[21]

CPD enables individuals to keep skills and knowledge up to date by identifying areas for personal improvement and undertaking appropriate development activities. Health LIS roles generally require

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[20] Billett S (2016b) Beyond competence: an essay on a process approach to organising and enacting vocational education, *International Journal of Training Research*, 14(3)

[21] Note: the term 'professional' here is from the CILIP's inclusive definition – 'What makes someone a professional is the knowledge, skills, attitude, behaviours and values that they bring to their work. From this definition, we are clear that an individual practitioner needs to evidence that they have engaged with a recognised body of professional knowledge, applied it in practice and are committed to learning.' https://www.cilip.org.uk/page/professionalismdefinition. This includes those who do not hold professionally accredited qualification in Librarianship by the Library Association of Ireland (LAI) but who are actively engaged in development.

practitioners to show evidence of specific competencies. Ensuring professional competency standards is also important for the survival of our profession. It is useful therefore to consider CPD provision in relation to required competencies.

LIS sector roles are characterised by diversity in expectations, tasks and settings. The fast, continuous changes in digital and health environments require flexibility, adaptability and competency in a wide range of areas. Role diversification means it is difficult, and probably unwise, to be prescriptive in relation to required levels of competence for members. However, as a profession it is important that we have a recognised core knowledge and skills set.

A set of competencies enables us to demonstrate our value and encourages employers to recruit LIS practitioners as significant contributors to organisational goals. With diversification comes specialisation. As well as a basic knowledge of our broad competencies, it is likely that most LIS personnel will develop considerable expertise in one or two areas. This, of course, depends on factors such as personal preference and ability, and on the priorities of employers. Maintaining expertise in any area requires regular subject updates.

Identifying areas for development is helped by following a competency framework. This reminds us of the scope required of us as LIS practitioners and enables us to prioritise specific areas for attention and development. Following such a structure also enables us to map our professional competencies to those of our organisations, thus facilitating performance reviews and potential transitions such as role changes and competency-based interviews. Ultimately, the use of competency frameworks should help improve and highlight our professional value.

Competency domains generally include the range of competencies that ensure we can deliver our specialist skills effectively. For example, good verbal, written and illustrative communication skills are essential to most aspects of librarianship. Although our abilities are partially based on personal attributes, these can be enhanced through careful and strategic learning. Competency domains are useful to structure CPD provision (see, for example the ALIA HLA 2022 Courses List, which lists events by competency). They are also useful for recording CPD as they can enable members to spot learning or skills gaps, to prioritise and plan their activities, and to map their learning to job opportunities (that are now often competency-based).

Some existing competency guides appear particularly useful and are summarised in Appendix 3: the Medical Library Association competencies for lifelong learning and professional success 2017 has six competency domains with related performance indicators (Appendix 4); the ALIA HLA competencies 2018 (8 domains); and CILIP's Healthcare sector guide, professional knowledge and skills base (PKSB) (Appendix 5). The PKSB asks librarians to view 13 sections in terms of our personal (CPD) context; our organisational and environmental context; and the library, data, information and knowledge sector context. With ethics & values at the core. A 2015 article by Aoife Lawton and Jane Burns suggested ten areas of competency for health librarians (Appendix 2).

Table 3 Competency profiles from MLA, ALIA, CILIP and Lawton & Burns 2015

MLA competencies	ALIA HLA competencies	PKSB - Professional expertise (1-9) & generic skills (10-13)	Area of competence common to library associations
1. Information services	2. Reference and research services	03 Information exploitation and use 06 Knowledge management	2. Systematic review 3. Critical appraisal
2. Information management	3. Resources 5. Digital, ehealth and technology	01 Collection management and development 02 Data management 04 Information governance and compliance 05 Information management 08 Records management and archiving 13 Technology (and communication)	5. Manage and organise health information 7. Legal 9. Technology
3. Instruction & instructional design	6. Health literacy and teaching	07 Literacies and learning	6.Training and education
4. Leadership & management 6. Health information professionalism	4. Leadership and management 8. Professionalism	10 Customer focus, service design and marketing 11 Leadership, advocacy, influencing and personal effectiveness 12 Strategy, planning and management 13 (Technology and) Communication	1. Communication 4. Management and organisational skills 8. Leadership
5. Evidence-based practice & research	7. Health research 1. The health environment	09 Research	10. Understand healthcare environment

For a full description of competencies, see Appendix 3

The use of online structures, such as e-portfolios, to record and manage CPD activity would enable members to capture their activities in one place. Providing a common system to record dates, type of activity, competency, title, description, learning outcomes, reflections, and that enables uploads is beyond our current scope but may be feasible at Association level. Members may be encouraged to develop and manage their own competency-based e-portfolio.

Objective 3: Actions –
    a.   Scope competencies and other resources that may be used to organise and prioritise CPD. Include: MLA, ALIA, CILIP Health PKSB, UCD/DBS, HSLG member survey feedback (Appendix 3). View course to competency mapping exercise done by ALIA.
    b.   Consult with stakeholders such as the HSE and RCSI.
    c.   Prepare a member survey and/or focus groups to obtain feedback from members – include competency requirements.

Objective 4: The HSLG provides resources for the strategic management of CPD (planning, recording and assessment) of activities.

Strategic professional development requires careful skills-gap analysis, setting of learning goals (explicitly connected to role and organisational prioritises), activity planning and reflection on achievements. Members therefore require a space to store personal development plans and evidence of activities. Although provision of a personalised digital platform is beyond the scope of the HSLG, useful resources and guidelines can be provided to aid effective, consistent management.

Objective 4: Actions –
    a.   Create a section of the HSLG website dedicated to CPD resources and communication
    b.   Explore the provision of planning and recording tools such as competency-based personal development plans and e-portfolios
    c.   Provide access to useful guidance documents and resources

Objective 5: The HSLG delivers sufficient, relevant and suitable CPD opportunities for members

CPD and the views of HSLG members

CPD must be relevant to the needs and expectations of those working in health library, knowledge, data and information settings in Ireland. The HSLG committee has periodically conducted surveys of members and other health LIS practitioners to ascertain their CPD needs. Following the 2020 seminar, attendees were asked to provide three topics for future CPD events (Appendix 7).

In November 2021, members were asked, through a survey, if there were new activities, benefits or resources they would like the HSLG to provide for members. The main theme was CPD:
- More non-Dublin based CPD activities, grants for formal academic courses. More online / virtual CPD.
- More practical talks (virtual) on topics such as management service, personnel, planning, current topics e.g. managing a service during Covid - could be short and recorded
- Given the increase in available online training at the moment, I think HSLG could continue to strongly promote funding to attend specific, popular courses (ie the Julie Glanville search courses, ESI courses, UKSG, CILP etc). It means that HSLG members are getting training from similar sources and we have a sense of a uniform skillset being developed)
- Training, especially in search skills. We all seem to learn our expertise in an ad hoc way. Formal training in this area would be great.

In the same survey, members were asked about factors that were important to them in relation to association membership (figure 2). Most items relating to CPD were seen as very important by members. The top-rated items, related to 'community', also have a significant role in enabling CPD. This demonstrates the need to consider and include informal supports that enable members to connect with one another.
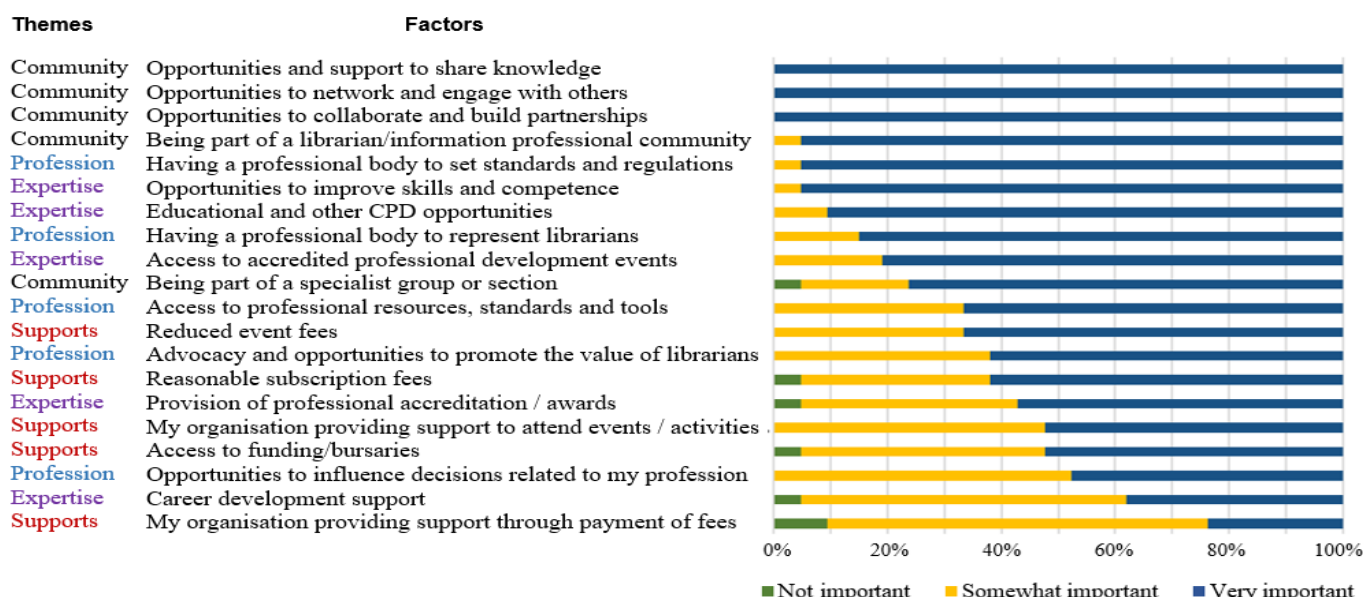
Themes	Factors
Community	Opportunities and support to share knowledge
Community	Opportunities to network and engage with others
Community	Opportunities to collaborate and build partnerships
Community	Being part of a librarian/information professional community
Profession	Having a professional body to set standards and regulations
Expertise	Opportunities to improve skills and competence
Expertise	Educational and other CPD opportunities
Profession	Having a professional body to represent librarians
Expertise	Access to accredited professional development events
Community	Being part of a specialist group or section
Profession	Access to professional resources, standards and tools
Supports	Reduced event fees
Profession	Advocacy and opportunities to promote the value of librarians
Supports	Reasonable subscription fees
Expertise	Provision of professional accreditation / awards
Supports	My organisation providing support to attend events / activities
Supports	Access to funding/bursaries
Profession	Opportunities to influence decisions related to my profession
Expertise	Career development support
Supports	My organisation providing support through payment of fees

0%   20%   40%   60%   80%   100%

■ Not important   ■ Somewhat important   ■ Very important

Figure 2. The importance of factors related to library association membership for HSLG members, N=21

Accreditation and recognition - Members and other health librarians engage in CPD for personal and professional reasons. A structured approach to provision including, where possible, certification or other forms of accreditation may motivate attendance and encourage managers to support attendance.

Committee work provides a varied and active form of CPD. Committee members take on responsibilities and devote time to governance and the development of our profession. This work, in turn, promotes skill development. There are many other ways that members contribute to the group. For example, contributing to our e-discussion list, our journal club and HINT. Having a system to recognise the various contributions of members to their group as CPD would provide a fair way of acknowledging those who give their time and effort, and it may encourage further participation by members.

Incorporating participant engagement and connection within CPD and C-PD opportunities.
Personal reflection is a key element in professional development. Our research has also shown that members value engagement and opportunities to connect with each other. Community-based professional development (C-PD) is relevant to planning. Activities vary, from formal courses to informal networking events. Participant engagement during activities should be considered. For example, ensuring time for questions and discussion to formal events, organising functions for solo librarians and others seeking colleague engagement.

Objective 5: Actions –
a. **Prioritise and identify relevant CPD** - Based on the mapping exercise in objective 3 and member feedback, prioritise competencies and related CPD opportunities. Member feedback (survey/focus groups) to include questions that provide baseline data.
b. **Identify relevant CPD providers** - A list of relevant CPD providers will be drawn from an online search and feedback from stakeholders/members
c. **Accreditation and recognition** – Consider a structured approach to certification or other forms of accreditation.
   o Consider the use and value of certificates of attendance for attendees of HSLG events.
   o Work with the LAI to consider forms of credits or accreditation that could be recognised by library associations and employers
   o Consider how contributions to the HSLG can be formally recognised.
d. **Connecting and engagement** – Consider types of CPD and C-PD that will connect members, and how engagement/participation/reflection can be introduced to events.

Objective 6 The HSLG promotes and raises awareness of relevant CPD opportunities
Promotion of CPD
The HSLG has a role in encouraging members to engage in CPD and a role promoting and raising awareness of events and other opportunities. The IFLA guidelines for continuing professional development (see appendix 1) outline the responsibilities for librarians and library associations in terms of pursuing professional development.

We can promote our own events through our website, member list, e-discussion list and the A&SL e-list, Twitter, the LAI newsletter and events page. We can also promote relevant opportunities from external providers through appropriate avenues. An online calendar would provide a permanent reference source and enable planning.

Objective 6: Actions –
a. Develop a process for promoting HSLG and other relevant events (website, HINT, member and e-lists etc, send to LAI events).
b. Create an online calendar of events.
c. Consider how we may raise awareness of the importance of CPD and its value for members, the profession, and wider society.

Objective 7 The HSLG supports members to avail of relevant CPD opportunities

There are many reasons why members may be unable or unwilling to engage in CPD, including high costs, limited time, inability to travel, and inadequate managerial support. The HSLG should continue to subsidise CPD events for members to keep costs low, and continue to provide, and promote the use of, bursaries to members to cover all or part of the costs involved in attending events, as described in the HSLG bursary policy. The HSLG committee may provide bursaries (grants) for other CPD activities (such as publishing) when appropriate.

Objective 7: Actions –
a. Create a basic cost-analysis of events and other CPD (e.g. suggested annual CPD budget (including bursaries), ticket costs, course provider fees, venue fees) for planning purposes.
b. Develop a process to promote CPD and related activities to senior library managers
c. Develop survey questions that can be used to regularly monitor the suitability of HSLG events for members in terms of time, location/format and cost.

Objective 8 The HSLG CPD framework is approved by members

An effective plan requires the input by members and their overall acceptance. We can request the views and preferences of members through survey or other means.

Objective 8: Actions –
a. Develop a method to enable input from members in the draft framework.
b. Send draft plan to HSLG members for comment.
c. Seek approval for the framework at our AGM.

New HSLG CPD initiatives

HSLG CPD member sessions

In April 2023, the HSLG committee held two sessions to gain feedback from members. The first was an in-person round-table discussion involving three members of the committee and three others. The second session was an online focus group with four members. It was really useful to receive information about current CPD structures and resources in health-related organisations and have an open discussion about the potential role for the HSLG. Here are some potential schemes and themes that were raised.

Peer support

The first was **informal peer learning through knowledge exchanges**, especially in relation to searching and related skills. This may involve (probably) a half day in-person event hosted by a library that would invite health librarians to show skills/methods/tips/tricks to others. It may include short presentations followed by one-to-a few demonstrations. Suppliers of databases and related products may be invited to give training as part of the session. The preference in this session (with Dublin members) was for in-person sessions though there is need to accommodate those who work outside Dublin. There was a feeling that an online version of the knowledge exchange might work (perhaps in a similar style to our virtual journal club), and that it is hard for solo librarians, in particular, to leave their libraries. A hybrid model was also suggested. The issue of keeping momentum for volunteers was raised by the facilitator but it was felt that this scheme would be worth trying. As travel is an issue, the idea of connecting a half-day exchange as day two of the conference may be feasible.

The second peer learning activity was a **structured mentorship programme**, with a database of volunteers to be hosted by the committee on the HSLG website. Mentorship of is already taking place in some libraries. A database of volunteers to host mentees would include at least the following information: name and short biography of mentor, organisation, type of library and learning environment, time offered per week/month, mode of mentorship (in-person/phone) and whether they are currently available. Mentors may not be HSLG members so everyone who wants to volunteer should attend a course for mentors (paid for by the HSLG). All members in both sessions liked the idea of a mentorship programme. We must ensure that all (including library assistants) are and feel included.

A presentation was made at the HSLG AGM about the HSLG mentorship programme. Training sessions for mentors have started. This online training explains what mentorship is and enables those who take part to understand expectations and to set boundaries. In the 2024 conference we held a 'fire-side chat' with our professional trainer. Details of mentors will be added to our website.

A member discussed a system she had come across called 'Lit search peer review with a buddy'. A librarian from NHS Yorkshire & Humber region set up "a **structured buddying scheme** complete with prompt sheet to support a discussion about real literature searches and search strategies" The buddying scheme operates for a time defined period so the commitment isn't long term. This idea was well received by other members. Two iterations of the HSLG literature search buddy scheme took place in 2023. Evaluation shows that these were very well received by participants.

Support for students and new LIS staff

Students and new graduates were discussed important stakeholders and may be key to contributing to the profession. The committee (and others) may consider visiting student courses to speak about health librarianship and about joining the HSLG. They may be interested in writing for our web blog or HINT, helping with planning and hosting events etc. We might build partnerships with courses, whose students may also be interested in research projects in the health-library area.

Recording CPD

How people currently record their CPD was raised. This varies, many just take notes. Formal reflection is not generally done, though it was felt that even the act of note taking was a start to reflection. A draft excel spreadsheet for recording CPD was shown to the focus group. They agreed it had potential as a recording mechanism and could be adapted by members. The idea of linking goals and competencies to activities was agreed to be a good idea. CPD planner resources could go on our website. A member said we shouldn't be too hard on ourselves about the impact of everything we do as CPD, we don't have to change the world every time. Having an e-portfolio account/space was felt to be of real value.

CPD section on the HSLG website

A member did say that it would be useful to have a section of our website dedicated to CPD. The new EAHIL calendar was shown to the group who said something similar for an Irish context would be good. It could include our own events like virtual journal club and other useful activities. HLI have a good CPD calendar already.

The Australian HLA was offered as an example of a good CPD website. An online tool that may be useful could be a 'skills audit' similar to the ones on the HLA site.

CPD recognition
There was interest in accreditation / validation of CPD. Activities are undertaken but it would be nice to have it validated in some way. A member suggested the HSLG could pilot a scheme of submitting a form summarising their CPD for the year, and that even wording such as '[Name] has successfully completed the CPD validation process of the Health Sciences Libraries Group of the Library Association of Ireland for 2023' could be useful for CVs or performance appraisals etc.

Potential activities from sessions summary:
- A mentorship programme
- Knowledge-exchange events (with or without suppliers/vendors)
- Adding/connecting exchange event with the conference
- Peer learning (exchanges, mentoring, buddying) – in search and systematic reviews in particular but other topics too. Must include online sessions to enable solo librarians and non-Dublin based librarians to avail of it (be inclusive).
- Student/new graduate need engagement
- Link to large organisations and other partners
- A CPD website section including sources such as a calendar, skills audit, providers list, planning tools.
- A space to record CPD (e-portfolios) and tools to track and record their CPD.
- A way to recognise their CPD, perhaps by the HSLG or LAI, acknowledging that it couldn't be too resource intense – a pilot scheme was suggested.

HSLG literature search buddy scheme
One of the immediate outcomes of the members sessions was the creation of a literature search peer review buddy scheme across Ireland as a means of informal peer learning on literature searching. In June 2023, a HSLG committee member launched this scheme to help librarians conducting literature searches to form connections, encourage networking, and also to enable expertise sharing between individuals to improve the quality of their searches.

She put out a call to interested people (through our member lists and Twitter) to register and be paired with another librarian. Those who register are paired with a buddy of similar experience will share a recent literature search they have undertaken and review the search before meeting up virtually for an hour-long meeting to discuss their searches. Guidance on how to peer review search strategies is provided. The search is not a current search and there is no time or other pressure, rather it's an opportunity to have a peer look at a search and comment or recommend, and to do the same for someone else.

Peer reviewing of search strategies is a great way to keep skills fresh. It's also a good opportunity to network with other librarians and form more personal professional connections. There was an excellent response to the call for participants. From those who registered, seven pairs and two triads were made. As this is a new scheme participants will be asked to give feedback.

HSLG website – CPD
Another outcome from the framework and sessions was the development of a CPD support section on the HSLG website. This was created in June 2023[22]. As well as a landing page outlining the CPD support options for members, there is a webpage outlining the new buddy scheme and three webpages, each focusing on an aspect of the CPD process.

We provide sources that may be useful in relation to:

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[22] The HSLG committee would like to acknowledge the tremendous work of Julianne O'Callaghan, Senior Library Assistant SIVUH, in relation to researching and locating resources for the website.

Planning – skills gap analysis, prioritising competencies, target setting, goal development, and creating systems for recording and assessment, including eportfolios.

Activity – informed choice of formal, informal and non-formal learning.

Impact – reflection, implementation and sharing of learning.

Under events we have added a new online calendar of events. We hope that this calendar will provide our members with information on all upcoming events that may be useful for their CPD.

Appendix 1: IFLA guidelines for continuing professional development: principles and best practice

The IFLA code of ethics includes the statement: "Librarians and other information workers strive for excellence in the profession by maintaining and enhancing their knowledge and skills" (IFLA, 2012)[23]. One way that quality could be defined is by outcomes that not only help professionals become more proficient, but that show improvement of service to users and fulfilment of stakeholder missions (Varlejs 2016, p.17)[24].

Every practitioner is part of a learning ecosystem that encompasses fellow library/information workers, employers, professional associations, higher education continuing education units, vendors and publishers, commercial and independent providers, government agencies, and non-governmental organizations. Each can enable or discourage learning through providing different levels of resources, expertise, and policies. All the members of the ecosystem have a role to play in improving access to quality professional development (ibid).

Principles and best practices
1.0 The learner
1.1 Principle: The individual library and information professional is primarily responsible for pursuing ongoing learning that constantly improves knowledge and skills.
1.2 Best practice: The individual:
  1.2.1 conducts regular self-assessment congruent with job responsibilities and aspirations;
  1.2.2 participates in performance appraisals;
  1.2.3 monitors developments that impact the profession and seeks out and uses opportunities to close competency gaps and to advance knowledge and skills;
  1.2.4 develops a personal learning plan that will lead to both improvement in current performance and future career advancement; makes judicious choices of formal and informal learning resources based on the best available information;
  1.2.5 seeks learning needed for present responsibilities before preparing for a new position.
1.3 Summary: Best practice places responsibility for ongoing learning, based on regular assessment, on the individual practitioner. It demands actions to correct current performance gaps and to prepare for future responsibilities. There are several imperatives: one to support the employing organization's goals for excellent service, another to further one's own career development, and ultimately to contribute to profession-wide growth and improvement.

2.0 The employer
2.1 Principle: Employers of library/information personnel are responsible for providing staff development programmes and support for continuing education.
2.2 Best practice: The employer's human resources policies show commitment to engaging all staff in ongoing learning. Evidence of such a commitment ideally includes:
  2.2.1 designation of one individual with appropriate expertise to oversee staff development;
  2.2.2 a system of regular needs assessment based on reviews of employees' performance in relation to the institution's mission and goals, resulting in learning plans for both individuals and staff as a whole;
  2.2.3 access to a broad range of learning opportunities, both formal and informal, which follow best practices for continuing education design and delivery, in a choice of formats that meet identified needs and attend to different learning styles; opportunities begin with basic orientation for new staff, and proceed sequentially through advanced training;
  2.2.4 consistent documentation of an individuals' participation in learning; recognition of learning through new assignments, and in compensation and promotion decisions;
  2.2.5 a minimum of 0.5% to 1.0% of institutional budget earmarked for staff development;
  2.2.6 approximately 10% of work hours provided to professionals for attendance at workshops, conferences, in-service training, and other educational activities, as well as for informal learning projects, including professional association and publishing work;
  2.2.7 periodic evaluation of the staff development program.
2.3 Summary: Best practice for employers requires organizational commitment and leadership from administration and designated staff development managers with expertise in adult continuing education; effective personnel policies and procedures; allocation of adequate budget and time for staff learning; and a multifaceted high-quality programme that delivers training and learning opportunities (see also 5.0, providers).

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[23] Garcia-Febo L, Hustad A, Rösch H, Sturges P and Vallotton A (2012) *IFLA Code of Ethics for Librarians and other Information Workers (full version)*. The Hague: IFLA.
[24] Varlejs J, Lewis V, Schnuer S, Jara de Sumar J. IFLA Continuing Professional Development and Workplace Learning Section. *IFLA guidelines for continuing professional development: principles and best practice.* 2016. 2nd edition. The Hague: IFLA.

3.0 Professional associations, consortia, government agencies, and other bodies with library development responsibilities

3.1 Principle: In the interest of advancing the profession, associations and other organizations are active providers, advocates, and arbiters of continuing professional development quality.

    3.1.1 Rationale: Professional associations can build consensus for quality by enabling the adoption of guidelines and systems such as provider approval programmes and recognition of member's professional development achievements; government bodies may be responsible for administering certification/licensure programmes.

3.2 Best practice: Associations/organizations promote quality continuing education for the LIS profession. In addition to following best practices in their role as providers of learning activities and events (see 5.0), associations/organizations also:

    3.2.1 develop guidelines, recognition systems, certification/licensure processes;

    3.2.2 identify topics and learning needs that should be addressed by the organization;

    3.2.3 coordinate efforts in their area of expertise and/or geographical region and promote collaboration in continuing education provision, including train-the-trainer projects;

    3.2.4 disseminate timely and accurate information about continuing education opportunities to their constituencies;

    3.2.5 sponsor resources such as publications, electronic communication, and learning objects that inform education.

3.3 Summary: Best practice for professional associations, governmental and other bodies concerned with library development begins with recognition of the importance of professional development for staff effectiveness, which in turn enables superior information services. Best practice ensures that there are resources and strategies that enable high quality continuing professional development and that there are incentives for librarians and information specialists to pursue continuous learning.

4.0 Library/Information Science (LIS) degree-granting programmes

4.1 Principle: LIS educators motivate their students to continue learning after graduating, and are themselves lifelong learners. They conduct and disseminate research on continuing education and staff development, act as instructors/presenters in their areas of expertise, and advise on policy. LIS degree-granting programmes may also offer specialised continuing education opportunities to the profession.

4.3 Summary: Best practice involves LIS educators in continuing professional development as researchers, advocates, consultants, and participants in continuing education provision.

5.0 All providers

5.1 Principle: Providers of continuing learning activities, programmes, or products follow best practices for design, implementation, and evaluation.

5.2 Best practice: Whether it is for a one-time event or for an institution's staff development programme, and regardless of whether delivery is face-to-face or electronic, the provider adheres to principles of instructional design and adult learning theory, and makes sure that there is evidence of:

    5.2.1 expert and committed leadership;

    5.2.2 instructional design based on needs assessment and SMART [specific, measurable, action-oriented, reasonable, time-bound] learning objectives;

    5.2.3 appropriate activities that build on previous learning and include hands-on practice, learner interaction, and progress checks;

    5.2.4 instructors who possess teaching ability, subject expertise, and sensitivity to learners;

    5.2.5 effective management that assures that information about learning opportunities is disseminated; that adequate facilities, technology, and materials are available; and that learning participation is documented;

    5.2.6 "transfer of training" from the learning event to application in practice;

    5.2.7 evaluation of effectiveness.

5.3 Summary: Best practice requires providers to have expertise in instructional design, presentation, administration, and evaluation of continuing professional development programmes.

In August 2022, a IFLA Continuing Professional Development and Workplace Learning Section (CPDWL) blog article[25] outlined how the CPDWL intended to review and adapt the Guidelines for CPD for **digital learning contexts**. A working group was given the challenge of undertaking the requisite research to identify and collate relevant resources that discussed the principles and best practices of virtual learning in the context of CPD, focusing on quality assurance standards and the cultural and linguistic differences in different regions of the world. To date, over 100 resources have been reviewed.

The principles for high quality online learning indicate that:

[25] 'gillian' (27 August 2022) *IFLA Guidelines for CPD: the imperative for high-quality online learning*! IFLA CPDWL blog

Learners should:
- Ensure that they have good, reliable Internet connectivity
- Plan their time and stay organised to ensure that they are committed to their online learning journey
- Participate actively by engaging and collaborating with other learners.

Employers should:
- Understand the value of high-quality learning activities for organisational outcomes
- Encourage staff to value online professional learning as an intrinsic part of their career
- Ensure that staff are given the time to schedule, attend and reflect on online CPD activities.

Library and information associations should:
- Demonstrate leadership in establishing best practices for online CPD events
- Provide a digital platform for members to record and present evidence of their online learning outcomes
- Develop policies to recognise or accredit providers of high-quality online CPD activities.

Library and information educators should:
- Develop digitally literate graduates who recognise the potential affordances of online professional learning
- Model best practice in the design, delivery and management of their online courses
- Invest themselves as online learners to keep up with developments in theory and practice.

Training providers should:
- Make innovative, flexible and independent learning a priority
- Ensure online learning strategies are accessible and inclusive for all learners
- Create a social online environment to foster a vibrant learning community.

IFLA CPDWL say that: The imperative for library associations and institutions to be 'learning organisations' is emphasized by the many demands placed on those in the library and information professions:
- New developments and trends in information and communication technology
- Higher expectations of users
- Requirements of employers and managers of libraries and information service organisations
- Competition from information professionals in the broader information industry

These demands require organisations to provide opportunities for ongoing staff development or workplace training, and individuals to be responsible for their own career planning and development. Our membership engages institutions, organisations and individuals in a community of practice which supports practical and research-related activities within our area of subject expertise.

In July 2022 IFLA published its guidelines for LIA education programmes[26]. They state that the design of CE/PD needs to consider (p.17):
- 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).

P.10

Figure 3. IFLA LIS Foundational Knowledge Areas (FKAs) Model

[26] LIS Education Framework Development Group of the IFLA Building Strong LIS Education Working Group (2022) *IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes*, The Hague: IFLA

Appendix 2: A review of competencies needed for health librarians

One of the specific recommendations of the SHeLLI report was for the Health Science Librarians Group (HSLG) to collaborate with higher education authorities to encourage the inclusion of specialist health information content in both postgraduate and undergraduate LIS courses in universities in the UK and Ireland. To do this, a baseline of competencies for health librarians is needed. As Richie[27] points out, without a structured CPD system, health librarians risk losing credibility and status. In Ireland, the HSLG is the primary driver and deliverer of CPD for health librarians.

Policies on competencies were compared and contrasted from the following associations: the Medical Library Association (MLA) in the USA, the Health Libraries Group (HLG) of CILIP in the UK, the Irish Health Science Libraries Group (HSLG), the Canadian Health Libraries Association (CHLA) and the Australian Library and Information Association (ALIA) Health Libraries Section. The associations were confined to English-speaking regions. In total, 38 areas of competency were gathered. Of these, 10 were common to all five associations. Different types of documents were consulted for each association. For example, the MLA has a list of health science competencies (2007) which is part of its educational policy statement, whereas for the HSLG, the Standards for Irish Health Care Libraries and Information Services (2005) was used in the absence of a policy statement on education specific to health science librarianship.

Table 4 Areas of competence common to selected library associations policies and/or standards for health science librarians (Lawton & Burns 2015)[28]

Area of Competence	MLA (USA) 2007	CILIP (UK) 2010 & 2013	ALAI (AUSTRALIA) 2008 & 2012	HSLG (IRELAND) 2005	CHLA (CANADA) 2006
Communication	X	X	X	X	X
Systematic review	X		X	X	
Critical appraisal	X	X		X	
Management and organisational skills	X	X	X	X	X
Manage and organise health information	X	X	X	X	X
Training and education	X	X	X	X	X
Legal	X		X	X	X
Leadership	X	X		X	
Technology	X	X	X	X	X
Understand healthcare environment	X	X	X	X	X

Table 5 Description of 10 areas of competence common to five library associations (Lawton & Burns 2015)

Competence areas	Description
Communication	Effective communication skills (ALIA). The Library and Information Service must be positioned to communicate with decision makers at the highest levels throughout the organisation (CHLA). IT and communication as generic skills (CILIP). The Library and Information Service encourages open communication and inclusiveness (HSLG)
Systematic review	Systematically gather and analyse data and disseminate the findings to advance library and information science theory and its application to the provision of information services (ALIA). The accumulation, appraisal and evaluation of literature to a specific research question (HSLG). Understanding scientific research methods, and the ability to critically examine and filter research literature from many related disciplines (MLA).
Critical appraisal	Critical appraisal skills (CILIP). Critical appraisal skills. The skills necessary to evaluate the validity, reliability and clinical applicability of current literature to support evidence-based practice (HSLG). The ability to critically examine and filter research literature from related disciplines including: • using quantitative and qualitative methodologies and techniques and their interpretation • locating, organising, and critically evaluating the research literature • using principles of evidence-based practice to support decision making • conducting research and reporting and disseminating research findings either individually or in interdisciplinary research teams (MLA)
Management and organisational skills	The Head of the Library and Information Service writes, implements and monitors a plan for the development of the Library and Information Service (HSLG). Management of people and the ability to manage strategically. Understanding the application of leadership, finance, communication, management theory and techniques (MLA).
Manage and organise health information	In-depth knowledge of print and electronic information resources (CHLA). Ability to organize information in a logical and straightforward way so that users can access the information they need as quickly as possible (CILIP). Have the ability to manage health information resources in a broad range of formats (MLA).
Training and education	Delivering training on information literacy in-person and online to a variety of healthcare professionals, students and managers at varying levels. Creating guides, training materials, etc. in a range of media. Training in evidence-based searching and use of information resources (CHLA).

[27] Richie A (2008) Future visions for continuing professional development in health librarianship: an Australian perspective. *Health Information & Libraries Journal*, 25(Supp. 1), 103– 105.

[28] Lawton Aoife, Burns Jane (2015) A review of competencies needed for health librarians – a comparison of Irish and international practice, Health Information and Libraries Journal, 32(2), 84-94

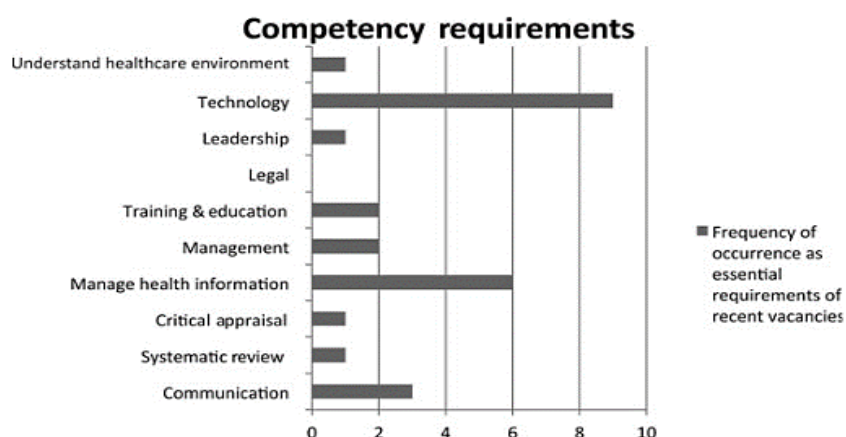|	
	Providing training to assist staff in identifying information in support of both their professional and personal development (CILIP). Understanding curricular design and instruction and the ability to teach ways to access, organise, and use information including: • adult learning theory and cognitive psychology • educational needs assessment, analysis and evaluation • instructional methodologies, technologies and systems design • management of education services (MLA)
Legal	The Library and Information Service complies with relevant legislation, the CHLA/ABSC/MLA Code of Ethics and organisational policies, procedures and standards (CHLA). Compliance with relevant legislation, for example copyright law, health and safety law, etc. (HSLG). Understand the clinical care, research, medical education, cultural, ethical, economic, and legal issues and environments (MLA)
Leadership	Leadership and Advocacy (CILIP). The Head of the Library and Information Service provides effective leadership in the planning and development of library and information services (HSLG). Knowledge and understanding of the application of leadership theory and techniques (MLA).
Technology	Relevant information and communications technology and technology application skills. Hospital libraries have the ability to customise and brand resources for the benefit of their users, for example activate Ask-A-Librarian type features, add local holdings statements, add linkouts to locally subscribed electronic full text journals, etc. (ALIA). Use of appropriate technologies to access and manage information resources (HSLG). Understand and use technology and systems to manage all forms of information (e.g. automated systems, database and website management systems, electronic health care systems and records; acquisition, use, and evaluation of information technologies) (MLA)
Understand Healthcare environment	Understand the policies, issues and trends that impact the healthcare environment including: • current management and business practices • the parent organisation's (academic medical centre, hospital, government, corporate, etc.) major policy and programme sources • the health sciences professions • the clinical care, research, medical education, cultural, ethical, economic, and legal issues and environments • various health and health-related organisations (MLA)

Figure 4 Frequency of occurrence of competencies described as essential in four job adverts for health librarians

The authors conclude (p.10): "As Lucrecia McClure declared at the Medical Library Association meeting in 2013 as part of her introduction to first-timers at the conference 'money talks but people count'. Making health librarians count in the health system is a job for employers, LIS educators, the HSLG and librarians themselves. This article has highlighted how a baseline of competencies can show the way. If the competencies are adopted and promoted, librarians can then work on personal development plans in conjunction with employers to ensure their skills are up to date and relevant to health professionals. Equally, schools of library and information studies in Ireland and the UK are encouraged to revise their curricula in line with competencies for health librarians."

See also, Townsend WA, Anderson PF, Ginier EC, MacEachern MP, Saylor KM, Shipman BL, Smith JE. (2017) **A competency framework for librarians involved in systematic reviews**. J Med Libr Assoc.105(3):268-275. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5490706/
The team identified a total of six competencies for librarian involvement in systematic reviews: Systematic review foundations, Process management and communication, Research methodology, Comprehensive searching, Data management, and Reporting.
Within each competency are the associated skills and knowledge pieces (indicators). Competence can be measured using an adaptation of Miller's Pyramid for Clinical Assessment, either through self-assessment or identification of formal assessment instruments.

Appendix 3: Summary of MLA, ALIA and PKSB headings

From: *Medical Library Association competencies for lifelong learning and professional success 2017 ([Appendix 4](#))*; Australian Library and Information Association *[ALIA HLA competencies 2018](#)*; *and CILIP The Professional Knowledge and Skills Base (PKSB): Healthcare sector guide ([Appendix 5](#)).*

The PKSB asks librarians to view 13 sections in terms of our personal context; our organisational and environmental context; and the library, data, information and knowledge sector context. With ethics & values at the core. The MLA has six competencies with performance indicators. Here is a very rough mapping:

MLA	ALIA	PKSB - Professional expertise (1-9) & generic skills (10-13)
1. Information Services A health information professional locates, evaluates, synthesizes, and delivers authoritative information in response to biomedical and health inquiries. • Assesses information needs • Selects information • Searches databases and other online resources • Finds published and unpublished studies for complex reviews • Customizes the organization and delivery of information. • Stays current with developments in bioscience, clinical, and health information.	**2. Reference and research services** A health library and information professional is an expert in the delivery of reference and information services that connect users with the information that they need at the right time and place, and in the right format, through: • information needs analysis; • reference and research consultation services; • designing expert literature search strategies; • sourcing and delivering information resources in customised formats; • liaison, embedded, informationist or clinical librarianship activities; • design and delivery of alerting services; • participating in systematic and other types of literature reviews; • supporting and participating in conducting well-designed knowledge and evidence syntheses; • participating in policy review and compliance auditing.	**03 Information exploitation and use** 03.1 Understanding information services 03.2 Understanding information seeking behaviour 03.3 Information retrieval 03.4 Informetrics 03.5 Information analysis 03.6 Information appraisal 03.7 Abstracting and summarising 03.8 Information synthesis and integration 03.9 Organisational information assets and benefits **06 Knowledge management** 06.1 Knowledge management 06.2 Knowledge development 06.3 Knowledge synthesis and combination 06.4 Knowledge transfer and organisational learning 06.5 Knowledge sharing and collaboration 06.6 Organisational knowledge assets 06.7 Knowledge management principles and thinking 06.8 Knowledge management culture
2. Information Management A health information professional curates and makes accessible bioscience, clinical, and health information data, information, and knowledge. • Selects, acquires, manages, evaluates, and disseminates bioscience, clinical, and health information. • Organizes resources. • Adheres to copyright and intellectual property law. • Conserves, preserves, and archives print and digital materials to maintain historical and scholarly records • Provides access to resources using appropriate technologies. • Promotes scholarly communication. • Implements data management plans.	**3. Resources** A health library and information professional knows and has the ability to manage and contribute to their organisation's evidence base comprising all types of health data, information, and knowledge, through: • collection analysis, development and management; • procurement, negotiating with publishers and providers of resources, and licensing; • rights management; • protecting and preserving knowledge and resources, and ensuring they are discoverable; • monitoring publishing trends; • copyright compliance; • cataloguing, classification, MESH and other schema; • thesauri, subject indexing and metadata; • digitisation and digital repository management; • database design; • organisational policy/procedure creation and use; • organisational data and systems integration; • research data management. **5. Digital, ehealth and technolog**y A health library and information professional is aware of, understands, is involved with, and uses information and communications technologies, including: • library management systems; • web and network management services; • mobile technologies and applications, including systems interoperability; • identity management and authentication systems; • industry standards relating to eResource management (e.g. link resolvers, Knowledge Base and Related Tools (KBART), Shared Electronic Resource Understanding (SEUR), COUNTER and SUSHI, APIs etc); • content, learning, research data, repository, and database management systems;	**01 Collection management and development** 01.1 Collection management 01.2 Collection strategy 01.3 Selection of materials and resources 01.4 Legal deposit 01.5 Collection evaluation and information quality 01.6 Collection promotion **02 Data management** 02.1 Data management 02.2 Data governance 02.3 Decision support 02.4 Data engineering 02.5 Data architecture 02.6 Data for business intelligence 02.7 Data storytelling 02.8 Data literacy 02.9 AI and algorithmic literacy 02.10 Data stewardship **04 Information governance and compliance** 04.1 Information governance 04.2 Information rights 04.3 Copyright, intellectual property and licensing 04.4 Information ownership and accountability 04.5 Information risk management 04.6 Information assurance and security 04.7 Assured information sharing 04.8 Information audit **05 Information management** 05.1 Information management 05.2 Information resources 05.3 Information architecture 05.4 Metadata 05.5 Classification schemes and taxonomies 05.6 Ontologies 05.7 Thesauri and controlled vocabularies 05.8 Subject indexing 05.9 File planning 05.10 Cataloguing and resource description 05.11 Data repository design and management **08 Records management and archiving** 08.1 Records management 08.2 Retention and disposal 08.3 Storage of collections 08.4 Access to collections

	• business intelligence systems; • electronic medical records, patient portals, computerised physician order sets, and integration of point-of-care knowledge resources; • understanding data analytics and 'data as evidence' in clinical decision-making, policy and research contexts; • understanding the principles of cybersecurity and information privacy.	08.5 Digitisation and continuity of access 08.6 Curation 08.7 Preservation 08.8 Archiving 08.9 Recordkeeping literacy **13 Technology** and communication 13.1 Computational sense 13.2 Exploiting technology 13.3 Library, information and knowledge technologies 13.4 System design and development of systems
3. Instruction & Instructional Design A health information professional educates others in the skills of bioscience, clinical, and health information literacy. • Develops curricula using contemporary instructional design principles. • Uses learner-centered instructional approaches. • Uses innovative instructional and communication methods and technologies	**6. Health literacy and teaching** A health library and information professional understands adult education methods and the skills related to educating and training others, and has the ability to: • conduct training needs assessments; • identify and integrate existing educational and vocational frameworks and benchmarks; • develop, deliver and evaluate training programmes; • engage in and or/develop consumer health literacy programmes; • use instructional methodologies, including innovative technologies and technology–enhanced learning; • model evidence-based information practice, that is, identify the need for information; search the literature; find, critically appraise and synthesise evidence; and manage references for literature reviews.	**07 Literacies and learning** 07.1 Information literacy 07.2 Digital literacy 07.3 Media literacy 07.4 Health literacy 07.5 Reader development and literacy 07.6 Frameworks and curricula for education and training 07.7 Educational skills 07.8 Learning environments 07.9 Community learning and development 07.10 Supporting information discovery
4. Leadership & Management A health information professional manages personnel, time, budget, facilities, and technology and leads others to define and meet institutional goals. • Strategically organizes people and resources to serve institutional needs. • Creates and implements strategic plans. • Inspires and leads others to perform at their highest level. • Integrates multicultural awareness and appreciation of diversity and equality into professional practice. • Practices fiscal accountability and stewardship, and follows institutional resource policies • Secures and manages external funding • Develops and implements enhancements to the library user experience • Identifies emerging technologies and advocates for their use. • Allocates space and facilities. • Develops and implements effective advocacy, marketing, and communication strategies **6. Health Information Professionalism** A health information professional promotes the development of the health information professions and collaborates with other professionals to improve health care and access to health care information • Collaborates with other health sciences professionals and	**4. Leadership and management theory and practice.** A health library and information professional knows and applies leadership and management theory, selecting actions that are appropriate to the situation, driving and/or contributing at a personal level and a service level through: • strategic and business planning; • service improvement; • human resources management; • budgets, financial management and fiscal accountability; • risk management; • project management; • space, facilities and technology management; • policy and procedure development and application; • review and evaluation of library and information services and programmes; • marketing, public relations, advocacy and communications; • leading and inspiring teams; • influencing key stakeholders; • understanding equity, multicultural, diversity and cultural issues; • horizon scanning for innovative service and practice improvements **8. Professionalism** A health library and information professional maintains currency of professional knowledge and practice and upholds professional standards and values through: • membership and participation in their professional associations; • undertaking formal and informal continuing professional development activities; • maintaining professional certification through the ALIA Health Specialist PD Scheme1 to achieve the competency; • conducting research and publishing in the professional literature; • teaching and mentoring others; • advocating for the health information professions; • collaborating with other professionals to improve health care, health literacy and access to healthcare information;	**10 Customer focus, service design and marketing** 10.1 Customer service skills 10.2 Consulting and consultancy services 10.3 Community engagement in planning 10.4 Engaging with stakeholders 10.5 Service innovation, development and design 10.6 Quality management 10.7 User experience (UX) 10.8 Marketing 10.9 Events programming and management **11 Leadership, advocacy, influencing and personal effectiveness** 11.1 Leadership skills 11.2 Advocacy 11.3 Demonstrating value and impact 11.4 Influencing key stakeholders 11.5 Working with decision makers 11.6 Partnership development 11.7 Critical thinking and evaluation 11.8 Reflective practice 11.9 Team work **12 Strategy, planning and management** 12.1 Strategic planning 12.2 Business planning and asset management 12.3 Operational planning 12.4 Policy 12.5 Legal compliance 12.6 Governance 12.7 People management 12.8 Financial management 12.9 Contract management 12.10 Programme management 12.11 Project management 12.12 Change management **13** Technology and **communication** 13.5 Social media and collaborative tools 13.6 Communication skills 13.7 Presentation skills 13.8 Networking skills 13.9 Media and PR skills 13.10 Language skills

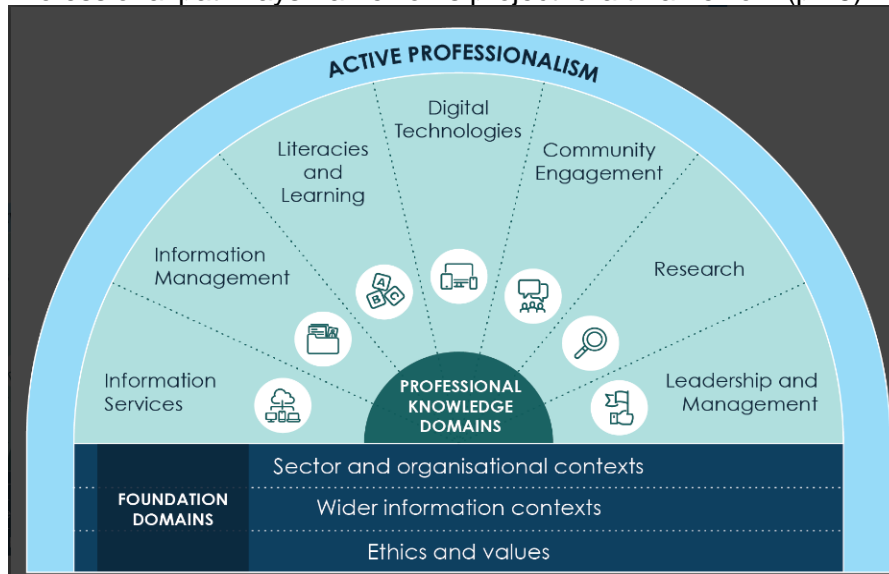|		
promotes the contributions of health information professionals • Provides information and expert advice on current issues in health care information services • Applies knowledge of the health care environment to respond to health care trends • Advocates for health information access • Contributes to the profession and shares expertise through publications, teaching, research, and service • Participates in and fosters a culture of lifelong learning	• contributing to society through sharing specialist knowledge and expertise.	
5. Evidence-Based Practice & Research A health information professional evaluates research studies, uses research to improve practice, conducts research, and communicates research results. • Finds and evaluates evidence to support decision making • Evaluates activities, programs, collections, and services using evidence-based methodologies • Conducts research • Interprets data and presents statistical and data analyses • Communicates research results	**7. Health research** A health library and information professional understands and practices scientific research methods, including: • quantitative and qualitative research methods; • interpreting and presenting data and statistical analyses; • data science, research data management, 'big' data, and data analysis; • conducting research, quality improvement and innovation projects; • critically examining and filtering research literature from many related disciplines; • promoting scholarly communication; • facilitating knowledge translation and evidence-based practice that incorporates sources of patient data as well as published evidence; • promoting open science and open access to government-funded research outputs. **1. The health environment** A health library and information professional maintains current knowledge of health and social care systems in Australia, including developments in: • the health and social care, research and education sectors; • health systems research, policy development, and models of care; • research into illness and disease, and into prevention and wellness; • health sciences professions, their education frameworks and academic pathways, registration and professional development requirements, and library and information services needs; • the legal and regulatory frameworks for health systems and professions; • policies and standards of relevant government, corporate and professional bodies; • ethical issues in health and health information practice; • the parent organisation's structure and aligning with the organisation's strategic direction.	**09 Research** 09.1 Research process 09.2 Understanding research value 09.3 Empirical research 09.4 Desk research 09.5 Statistics and statistical analysis 09.6 Understanding research contexts 09.7 Communication of research findings 09.8 Research ethics 09.9 Research support

Note: There is currently a significant research project being undertaken in Australia called the **ALIA Professional Pathways project**.[29] They are aiming to develop a comprehensive framework of knowledge, skills and ethical behaviour that represents a sector-wide, whole-of-career resource, supporting the learning and development needs of all library and information professionals while recognising specific needs within areas of specialisation.

This research includes work with educators and the industry to strengthen the ALIA-accredited qualifications with specific attention to industry engagement, practical experience, and quality improvement. It includes considering new pathways into the profession, professional registration, and revalidation of

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[29] Hallam, Gillian (2022) Professional Pathways Frameworks project technical report. Canberra ACT: Australian Library and Information Association, February 2022

professional status and work with educators and other partners to identify existing and potential CPD offerings which will integrate with the new framework. They also aim to develop an employer engagement strategy to build a deeper appreciation of the importance and value of professionalism, continuing professional development, and the whole-of-career framework as implemented.

Professional pathways frameworks project: draft framework (p.45):[30]

The **Foundation domains** have been identified as being the universal and essential domains for everyone working in the library and information profession. The four domains underpin the application of LIS skills within the different Professional Knowledge domains.

The **Professional Knowledge domains** represent the key areas of LIS knowledge, while acknowledging that the specific range and scope of application will depend on the different LIS sectors and workplace roles, along with the need to accommodate innovation and change in practice over time.
• People in traditional library technician or librarian roles would be expected to have some knowledge drawn from each of these Professional Knowledge areas.
• As LIS professionals in more specialised roles are likely to have developed deeper expertise in one or more particular domains, they would not be expected to apply knowledge from all of the segments in their practice.
• The Professional Knowledge domains represent the focus of career specialisations and provide structure and support for continued professional development (CPD).

Active Professionalism represents the overarching concepts which bind all the framework elements.
• It encompasses the professional mindset and the behavioural skills that are critical for the LIS professional's successful application of the Foundation and Professional Knowledge domains, and ensure positive and productive interactions with colleagues and clients.
• Active Professionalism stresses the LIS professional's ongoing commitment to lifelong learning, setting the expectation they will strive to deepen their knowledge, master new skills and achieve professional excellence.
• As an arched shape in the framework design, it provides the tension for constant improvement across the Foundation and Professional Knowledge domains and reinforces the professional commitment to the wider profession and community.

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[30] Hallam G, Hepworth T, Weston-Evan P (2022) Frameworks project: initial draft framework. Canberra ACT: Australian Library and Information Association

Medical Library Association Task Force to Review MLA's Competencies for Lifelong Learning and Professional Success (2017)

The task force identified six competencies necessary for professional success that serve as the foundation for professional development, preprofessional academic preparation, and continuing education programs.

- **Competency 1, Information Services**: A health information professional locates, evaluates, synthesizes, and delivers authoritative information in response to biomedical and health inquiries.
- **Competency 2, Information Management**: A health information professional curates and makes accessible bioscience, clinical, and health information data, information, and knowledge.
- **Competency 3, Instruction & Instructional Design**: A health information professional educates others in the skills of bioscience, clinical, and health information literacy.
- **Competency 4, Leadership & Management**: A health information professional manages personnel, time, budget, facilities, and technology and leads others to define and meet institutional goals.
- **Competency 5, Evidence-Based Practice & Research**: A health information professional evaluates research studies, uses research to improve practice, conducts research, and communicates research results.
- **Competency 6, Health Information Professionalism**: A health information professional promotes the development of the health information professions and collaborates with other professionals to improve health care and access to health care information.

Competency 1, Information Services

A health information professional locates, evaluates, synthesizes, and delivers authoritative information in response to biomedical and health inquiries.
At the core of what we do is find information to answer biomedical and health-related questions at the point of need. We are experts in assessing information needs and delivering information in a format and means of delivery best suited to the individuals and groups making requests.

Performance Indicators

Assesses information needs	**Basic**: Uses reference interview skills.
	Expert: Uses the language of biomedical science.
Selects information	**Basic**: Locates published information and assesses its authority, accuracy, objectivity, currency, and relevance.
	Expert: Uses unpublished resources and consults with subject experts
Searches databases and other online resources	**Basic**: Describes steps in conducting a search; identifies relevant resources; formulates search strategies using appropriate search construction techniques, subject descriptors, and natural language and Boolean connectors.
	Expert: Formulates and executes complex search strategies in a variety of information resources; customizes search outputs.
Finds published and unpublished studies for complex reviews	**Basic**: Describes systematic review standards and guidelines; searches relevant subject-specific databases and other sources
	Expert: Filters results using predefined eligibility criteria; organizes and distributes results; documents search strategies and procedures for publication.
Customizes the organization and delivery of information.	**Basic**: Prioritizes information for ease of use; selects appropriate delivery method and technology.
	Expert: Synthesizes results; explains strengths and limitations of sources.
Stays current with developments in bioscience, clinical, and health information.	**Basic**: Describes basic terms and trends.
	Expert: Specializes in one or more areas of bioscience, clinical, or health information.

Competency 2, Information Management

A health information professional curates and makes accessible bioscience, clinical, and health information data, information, and knowledge.
Our strength is our ability to develop and organize collections tailored to specific audiences. In cataloging and classifying, including assigning metadata, we impose order to improve access. Traditionally, we have organized information resources into libraries, and personal records and artifacts into archives. Now, our expertise is being applied to organizing research data into collections that can be used electronically across institutions and countries. We know the value of and how to apply standards so that records of collections are universally comprehensible and enduring.

Performance Indicators

Selects, acquires, manages, evaluates, and disseminates bioscience, clinical, and health information.	**Basic**: Describes collection management tools.
	Expert: Uses current evaluation methodologies, including bibliometrics, to develop and implement collection management policies and strategies.
Organizes resources.	**Basic**: Organizes resources according to national and international standards.

	Expert: Develops classification and metadata schemes for unique collections.
Adheres to copyright and intellectual property law.	Basic: Describes copyright and intellectual property law relevant to libraries. Expert: Applies knowledge to open access publishing and virtual learning environments; contributes to copyright and intellectual property law discussions on behalf of institutions or associations.
Conserves, preserves, and archives print and digital materials to maintain historical and scholarly records	Basic: Adheres to standards in archiving, digital preservation, and records management. Expert: Formulates institutional strategies for archiving, digital preservation, and records management; promotes the significance of institutional asset management.
Provides access to resources using appropriate technologies.	Basic: Describes access, including open access, management systems, and services. Expert: Negotiates terms and conditions of licensing contracts; monitors trends in open access publishing; promotes institutional repositories.
Promotes scholarly communication.	Basic: Describes open access and publishing models, institutional repositories, authors' rights, and public access policies. Expert: Analyzes scholarly communication trends; collaborates on initiatives to promote and advance scholarly communication
Implements data management plans.	Basic: Describes the data life cycle; identifies and describes data resources, tools, and repositories; explains data plan requirements of funding agencies Expert: Conducts data curation interviews; develops and implements data management plans and policies; consults on managing data across the data life cycle.

Competency 3, Instruction & Instructional Design

A health information professional educates others in the skills of bioscience, clinical, and health information literacy. Librarians are educators. We help others, but we also enable people to be self-sufficient. What we teach continues to evolve, from how to use resources, to how to critically appraise research articles, to how to organize data collections. As the world becomes more and more an information space, there will be additional opportunities to teach information management skills. We also share our expertise with one another. Our teaching role requires that we be skilled in pedagogy and the use of technology-enhanced learning.

Performance Indicators

Develops curricula using contemporary instructional design principles.	Basic: Describes principles of instructional design. Expert: Develops face-to-face and online learning activities based on instructional design principles
Uses learner-centered instructional approaches.	Basic: Describes learner-centered instructional approaches Expert: Uses learner-centered face-to-face and online learning approaches
Uses innovative instructional and communication methods and technologies	Basic: Describes trends in communication and instructional methods and technologies; uses social media and web-based technologies Expert: Evaluates, develops, and implements innovative instructional and communication strategies and technologies.

Competency 4, Leadership & Management

A health information professional manages personnel, time, budget, facilities, and technology and leads others to define and meet institutional goals.

Every health information professional has personal management responsibilities. Institutional management and leadership roles require skills beyond those learned through formal education. Management skills and a leader's abilities affect the culture and performance of coworkers and the effectiveness of an institution.

Performance Indicators

Strategically organizes people and resources to serve institutional needs.	Basic: Identifies goals; initiates, plans, and delegates tasks to meet goals; analyzes and communicates outcomes to relevant stakeholders; fosters a positive team environment; serves as team member role model. Expert: Establishes, justifies, and leads large-scale collaborative projects that demonstrate return on investment to stakeholders; provides and models value-based leadership through staff and resource administration
Creates and implements strategic plans.	Basic: Describes the strategic planning process Expert: Creates and implements strategic plans
Inspires and leads others to perform at their highest level.	Basic: Uses communication and collaboration skills. Expert: Articulates a vision, motivates and leads others to contribute to realization of the vision, and guides institutional change.
Integrates multicultural awareness and appreciation of diversity and equality into professional practice.	Basic: Describes own cultural background and recognizes biases; values cultural norms, experiences of others, and expressions of diverse viewpoints; recognizes power dynamics in relationships. Expert: Develops and implements practices that foster diversity and equality; contributes to correcting inequities; participates in external collaborations.
Practices fiscal accountability and stewardship, and follows institutional resource policies	Basic: Describes established policies that safeguard assets consistent with institutional objectives and sound business principles. Expert: Controls and supervises library resources consistent with institutional objectives and sound business principles; advocates for and secures institutional support to ensure maintenance and growth of the library.

Secures and manages external funding	**Basic**: Describes grant and other external funding processes; identifies funding opportunities. **Expert**: Applies grant-writing principles and strategies; identifies partners and collaborates to develop proposals; executes fundraising strategies; disseminates information about successful strategies and outcomes
Develops and implements enhancements to the library user experience	**Basic**: Describes the literature on library user experience and user experience assessment. **Expert**: Uses results of formal and informal user experience assessments to propose and implement library user experience enhancements
Identifies emerging technologies and advocates for their use.	**Basic**: Explores and evaluates emerging technologies. **Expert**: Leads initiatives to incorporate new technologies.
Allocates space and facilities.	**Basic**: Describes common library functions and associated space; identifies standards for space and facilities allocation. **Expert**: Proposes or leads design of library facilities
Develops and implements effective advocacy, marketing, and communication strategies	**Basic**: Promotes institutional mission and goals; forms internal partnerships **Expert**: Designs marketing and public relations strategies and programs; forms external partnerships

Competency 5, Evidence-Based Practice & Research

A health information professional evaluates research studies, uses research to improve practice, conducts research, and communicates research results.

For many years, we have promoted and taught the skills of evidence-based medicine. Now, we need to apply these skills to our own practice. Not all of us are researchers in the academic sense, but we all have access to a wealth of data from local and published sources. Newer research methodologies—such as community-based action research, outcomes research, and data mining—may be useful in analyzing our activities and impact. As we develop research skills, we can use, create, and share evidence to improve practice.

Performance Indicators

Finds and evaluates evidence to support decision making	**Basic**: Describes evidence-based practice; formulates questions; develops search strategies; locates relevant, credible, and transferable published evidence. **Expert**: Uses evidence to make and justify decisions
Evaluates activities, programs, collections, and services using evidence-based methodologies	**Basic**: Gathers data and user input on activities and services **Expert**: Identifies and develops evaluation methods and metrics for assessing and improving services
Conducts research	**Basic**: Describes the research process, structure of research papers, and common research methods, including bibliometrics; explains standards of ethical research **Expert**: Selects and implements appropriate research design; collects, manages, and analyzes data; interprets results; explains threats to validity of conclusions
Interprets data and presents statistical and data analyses	**Basic**: Describes basic statistical and data analysis concepts and terminology; interprets visual displays of data and bibliometric analyses **Expert**: Explains rationale for choice of statistical and data analyses; critiques and explains statistical and data analyses in published research; uses advanced data visualization tools
Communicates research results	**Basic**: Describes how research is disseminated; describes issues related to research dissemination. **Expert**: Communicates research results; writes, edits, and revises manuscripts for publication.

Competency 6, Health Information Professionalism

A health information professional promotes the development of the health information professions and collaborates with other professionals to improve health care and access to health care information. As members of a profession, we are motivated to contribute to society in ways that highlight our special knowledge and expertise.

Performance Indicators

Collaborates with other health sciences professionals and promotes the contributions of health information professionals	**Basic**: Describes the role of health information professionals in the biosciences, clinical practice, and health care. **Expert**: Collaborates with fellow health information professionals to achieve common goals; advocates the value of health information professionals in improving health care and institutional return on investment
Provides information and expert advice on current issues in health care information services	**Basic**: Identifies current trends and their impact on information services and practices **Expert**: Employs expertise to influence programs, services, and policies; collaborates at the national or international level
Applies knowledge of the health care environment to respond to health care trends	**Basic**: Describes the health care environment and current trends in health care **Expert**: Assists institutions in meeting accreditation and legal requirements; responds to trends by redirecting resources
Advocates for health information access	**Basic**: Promotes access to health information; participates in community outreach activities **Expert**: Employs expertise to influence health information programs, services, policies, and legislation.

Contributes to the profession and shares expertise through publications, teaching, research, and service	**Basic**: Participates in professional organizations by serving on committees, publishing, or presenting; obtains Academy of Health Information (AHIP) membership. **Expert**: Serves in a leadership role in a professional organization or publication; serves as representative to a national or international organization
Participates in and fosters a culture of lifelong learning	**Basic**: Identifies gaps in knowledge and skills; seeks professional development opportunities and mentors to address gaps **Expert**: Builds professional skills in advance of emerging trends; mentors others

Proficiency levels in competency frameworks

The *basic* and *expert* levels in the MLA framework reflect the various roles and tasks that health librarians perform. The scope is so wide that no one could be expertly proficient in all potential areas of work, yet some knowledge in all domains helps us to be adaptable and increases our inherent value. Another competency framework that incorporates levels of expertise if that of **HIQA** (Health Information and Quality Authority). Although a generic framework for all staff it has an interesting focus.

Proficiency Levels
The HIQA Competency Framework is based on four levels of proficiency that build on each other:
Emerging/Developing: The level of competency required to carry out some of the core requirements of the role, with support/leadership required to develop competency in other requirements
Proficient: The level of competency required to carry out the core requirements of a role
Skilled: The level of competency required to carry out the core requirements of a role, and develop capability in others or demonstrate the competency in a more senior or complex role
Master: The level of competency required to carry out the core requirements of a role, develop capability in others, demonstrate the competency in a more senior or complex role and be seen as a role model in the organisation or field in that area of competence.
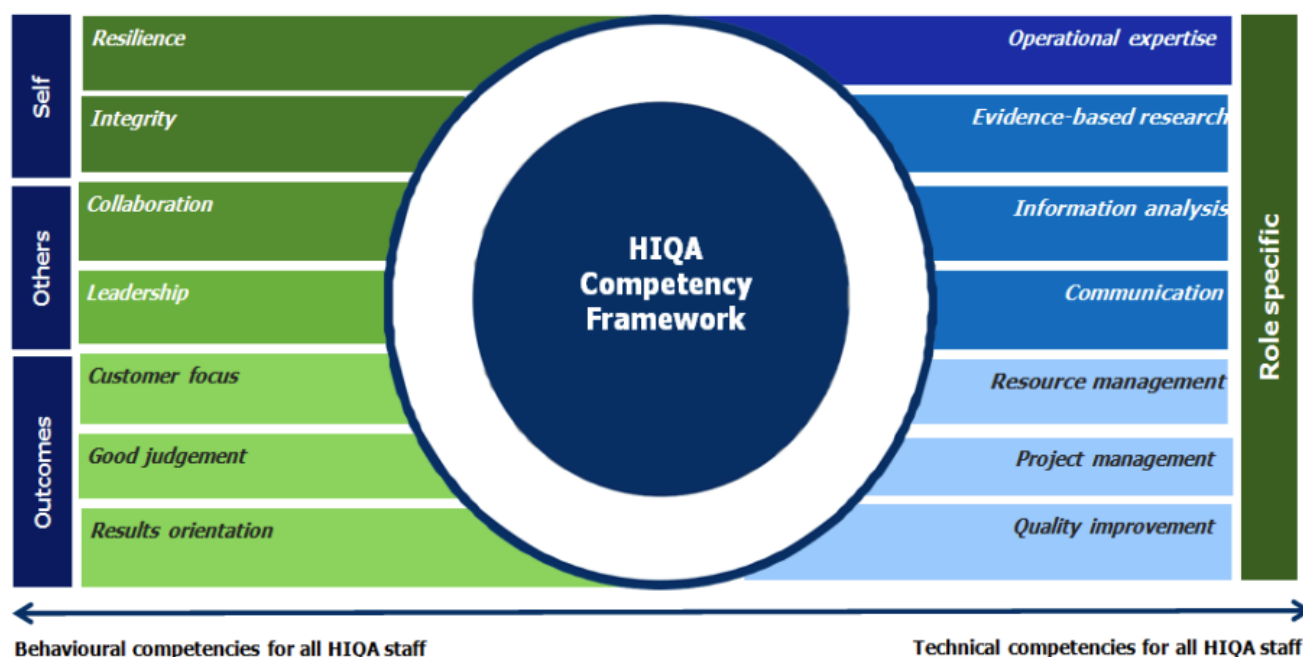

Figure 5. HIQA Competency Framework

Source: HIQA (2020) HIQA competency framework: guidance document. HIQA: Cork

Appendix 5: The Professional Knowledge and Skills Base: Healthcare sector guide - Developing skills for success.

CILIP & NHS Health Education England (2021) PKSB Health v2, London: CILIP

Element one - Core principles

P.9 **Professional development**: Committing to keep skills and knowledge up to date. Identifying areas for personal improvement. Undertaking appropriate development activities and applying learning in practice. Applying a reflective approach to both practice and development.

- Continuing to develop skills and knowledge through formal and informal activities.
- Actively participating in professional networks and communities of practice in the healthcare sector.
- Reflecting on practice and being self-aware about performance.
- Ensuring that the skills and knowledge of the knowledge services team meets the needs of the organisation and of health and care staff, in the context of evolving healthcare systems and new technologies.
    - o Consider organisational performance management processes (e.g. appraisal and personal development reviews) and any supporting resources (e.g., organisational development opportunities).
    - o Reflect on the organisation's values and/or mission statement and how skills and knowledge are aligned.

P.11 Organisational and environmental context
- Developing an awareness of new initiatives, programmes and services that are emerging in the organisation.
- Being familiar with national healthcare policy; following the publication of new national plans and policies.
- Keeping up to date with national strategy and policy for health knowledge and library services.
- Understanding organisational priorities and challenges identified by the executive team.
- Identifying how initiatives could be better supported by library and knowledge services, for example, aligning roles with the multidisciplinary team or extending the knowledge management function.
- Considering where improvements could be made in the library and knowledge service.
- Understanding the requirements of the national quality assurance process for health knowledge services.
- Keeping up to date with external quality assessments of the organisation's performance.
    - o Consider how the work of the library and knowledge service aligns to the objectives and values of the organisation.
    - o Think about how the library and knowledge service could work more closely with other teams and departments in the organisation and /or beyond.

P.13 Wider library, data, information and knowledge sector context
- Working in partnership with colleagues in external organisations, for example public libraries, reflecting on areas of common interest and opportunities for joint working.
- Networking across the healthcare economy, including information providers, data analysts and health informaticists, to support shared learning and joint working.
- Sharing sector-specific learning with colleagues from other sectors, for example, at a conference.
- Shadowing or observing practice in another sector and applying your learning to practice. Keeping up to date with the evidence base in the wider profession.
    - o Consider local, regional, national, online events to increase awareness of the sector and wider profession.
    - o Consider what can be learnt from other sectors to improve services.
    - o Identify areas of good practice in the service and consider how to share with the wider community.
    - o Identify alerts or bulletins to keep up to date with technological advances and professional practice.

Element two - Professional expertise
- 01 Collection management and development
- 02 Data management
- 03 Information exploitation and use
- 04 Information governance and compliance
- 05 Information management
- 06 Knowledge management
- 07 Literacies and learning
- 08 Records management and archiving
- 09 Research

01 Collection management and development
The process of planning, delivering, maintaining and evaluating a programme of stock acquisition and management which meets current objectives and builds a coherent and reliable collection to allow for future development of the service. Includes collection management, resource selection and acquisition, licensing and planning for continued future use.

02 Data management
Organising and handling data to meet the needs of organisations and the requirements of their information and knowledge management systems. Includes ensuring data quality; legal and regulatory compliance; and developing

procedures, processes and plans to identify data needs; and sourcing, acquiring, collecting, organising and presenting data.

03 Information exploitation and use
Combining information skills, information content and knowledge to meet the needs of the user community, for example researchers, academics, communities, individuals, businesses or government. Includes providing enquiry and search services, bibliometrics, abstracting and promoting collections.

04 Information governance and compliance
Developing and adhering to policies and regulations regarding processes and procedures for information use, while retaining an appropriate balance between information availability and information security. Includes knowledge of information law, privacy, copyright, intellectual property and licensing as well as issues relating to information risk management, information ownership and accountability.

05 Information management
Organising all types of information and other resources including the development and use of tools, strategies and protocols, and enabling these resources to be organised, searched and retrieved effectively. Includes cataloguing and classification, metadata and thesauri, subject indexing and database design. Awareness of how information theory underpins practical application.

06 Knowledge management
Collecting, organising, storing, sharing and exploiting organisational knowledge assets; ensuring that these assets remain available for future use. Includes capturing and recording knowledge, reflecting on results and sharing knowledge, skills and outcomes for the benefit of others.

07 Literacies and learning
Understanding the attitudes, values and skills needed to become literate. This will include reading and information literacy. In addition, other literacies, closely related, which are specific to communities, formats or purpose. Includes digital literacy, health literacy, academic literacy, media literacy, civic literacy, political literacy and numerical literacy.

08 Records management and archiving
Recording, organising and preserving information records held in a range of formats and media in an organisation, and continuing to evaluate them for retention or disposal based on their format, relevance, usage and legal requirements. Includes storage and retrieval of records and collections, digitisation, curation and preservation

09 Research
Using research processes, research techniques and knowledge of information resources to conduct and support organisational, client or individual research projects. Conducting research to further the body of knowledge about the information profession, and research to better understand how stakeholders interact with our services and profession.

Element three - Generic skills
10 Customer focus, service design and marketing
11 Leadership, advocacy, influencing and personal effectiveness
12 Strategy, planning and management
13 Technology and communication

10 Customer focus, service design and marketing
Understanding user needs, shaping library, data, information and knowledge services to meet those needs and using appropriate methods to inform customers of accessibility, value and the benefit of the resources and services. Includes knowing the customer, planning metrics, evaluating feedback, applying user centric design principles and promoting services. Identifying and communicating with stakeholders.

11 Leadership, advocacy, influencing and personal effectiveness
Understanding user needs, shaping library, data, information and knowledge services to meet those needs and using appropriate methods to inform customers of accessibility, value and the benefit of the resources and services. Includes knowing the customer, planning metrics, evaluating feedback, applying user centric design principles and promoting services. Identifying and communicating with stakeholders.

12 Strategy, planning and management
Setting long-term goals and objectives; managing their planning and delivery with appropriate governance within financial and legal constraints. Ensuring that strategies and priorities are in line with and support business objectives. Includes knowledge of business, operational and financial planning and management

13 Technology and communication
Using a range of digital technologies and resources to manage information, data and knowledge and deliver successful services. Using effective communication skills including oral, writing and presentation skills, networking and relationship building with individuals and groups.

Appendix 6: The LAI

[Report on CPD (Continuing Professional Development) needs of librarians and information professionals in Ireland](). Ma L (2019) Dublin: Library Association of Ireland.

Semi-structured interviews were conducted with librarians in senior positions in the academic and public sectors in the Spring of 2017. A questionnaire was then sent to all members of the Library Association Ireland, as well as professional staff in academic, public, special, and school libraries in Ireland in September-November 2017.

Recommendations:

(1) A CPD framework designed to target specific needs in different types of library and information organisation, taking into account the locations of organisations and availability of resources and support for staff. Strategies should include developing online courses and resources, with event planning more sensitive to those who have restrictions on leave requirements and with little or no funding from employers.

(2) A register of accredited of CPD courses developed to engage practitioners, particularly those who are not able to attend conferences and meetings due to limitations of budget and leave. The online platform should provide links to resources made available publicly (e.g., via SlideShare, figshare)

(3) Promotion of CPD events, workshops, and seminars via email, LAI website, Twitter, and other social media platforms.

(4) CPD requirements to be aligned with professional development such as promotion guidelines in member institutions, ALAI and FLAI.

(5) PKSB (Professional Knowledge and Skills Base) should be promoted broadly in the profession. The audience should include para-professionals who seek qualifications and upskilling in their positions. Training and demonstration of PKSB are needed, as well as support and recognition by management in organisations and institutions.

(6) CPD should be highlighted as a core activity in the profession that requires sufficient funding and staffing to provide up-to-date and professional services in all kinds of library and information organisation.

Many participants mentioned the use of online resources for CPD such as Tumblr blogs and discussion forums despite a relatively low preference for online resources in the previous question. The most preferred activity for CPD was a combination of presentation by experts and exchange of experience via group work or discussion. Online CPD in isolation wouldn't appear to fulfil the preferred methods of CPD. However, it does appear that online activities are used and are engaging library staff.

2.1 Topics

Table 6 LAI survey: CPD Topics in Teaching and Learning

Topic	votes	%
Content design using VLEs	58	48
Presentation skills	55	45
Information Literacy: pedagogies & learning styles	53	43
Information Literacy: Techniques for assessing the effectiveness of your teachings	53	43

Table 7 LAI survey: CPD Topics in Research Support

Topic	votes	%
Open Access & digital repositories	72	65
Bibliometrics	62	56
Writing for publication	42	38

Table 8 LAI survey: CPD Topics in Public Libraries

Topic	votes	%
Customer satisfactory/service	45	49
Information needs of the elderly	38	42
Conducting the reference interview	33	36
Reader's advisory services	30	33

Other suggestions: • Methods for gathering user experience and feedback • Working with those with disabilities

Table 9 CPD LAI survey: Topics in Management and Administration

Topic	votes	%
Assessing the effectiveness of library services	83	56
Grant/Proposal writing and implementation	76	51
Project management	76	51
Strategic planning	76	51
Financial planning	74	50
Advocacy	62	42

	votes	%
Building/spatial design & use	53	36
Marketing	48	32

Other suggestions: • Print resources • Self-management • Ethics • Management of staff • Supervision of staff • Leadership • Research data management • Web content management • Working as a solo librarian as part of a larger organization

Table 10 CPD Topics in Information Technology

Topic	votes	%
Assessing the success of your website (usability testing, analysis, etc.)	78	64
Website publishing & design for libraries	71	58
Photoshop (and other design-related programs)	71	58
Writing for the web	52	43
Web 2.0 (wikis, blogs, RSS, Delicious etc.)	39	32

Other suggestions under this heading were: • Database searching • Digital repositories • Literature searching

Library Association of Ireland – Education committees

Terms of Reference: Continuing Professional Development committee

The Committee will be responsible for addressing developments and challenges in the CPD area.

The Committee will manage certification of LAI CPD events and liaise with groups and sections over their provision.

The Committee will support the annual joint conference and other seminars and conferences of groups and sections.

The Committee will support research into CPD needs.

The Committee will encourage the maintenance of a calendar of LAI CPD events via the website and will add to that the details of certificated non-LAI courses.

The Committee will liaise with other bodies engaged in training and CPD.

The Committee will work closely with the Professional Standards Committee

The Committee will meet at least 4 times per year.

Professional Development Activities

Here are some continuing professional development activities you could engage in:

- Training courses (both internal to the organisation and outside of it)
- Workshops
- Seminars
- Conferences
- Summer schools
- Structured collaborative projects
- Academic degrees
- Internet-based learning: email lists, newsgroups and discussion forums, blogs, following and/or participating in social media, online video tutorials, free resources
- Training received from industry, such as database providers
- Conversations with colleagues
- On the job learning
- Self-study
- Shadowing people/peer observations, case studies
- Hands-on, practical assignments
- Reading: subject-based and professional literature
- Informal peer networking opportunities
- Being part of a committee
- Webinars, MOOCs, TED teaching for libraries
- Keeping a reflective teaching journal/portfolio
- Preparing an article for publication

Appendix 7: HSLG member feedback

2020 HSLG seminar – evaluation feedback. Suggestions for future events including courses

Feedback from members and other attendees at our 2020 seminar. MLA competencies added for reference

Topic	#	Competency
Andrew Booth!	1	**Competency 1, Information Services**: A health information professional locates, evaluates, synthesizes, and delivers authoritative information in response to biomedical and health inquiries.
Search topics (maybe new Pubmed once it's settled down) etc	1	
Searching techniques to support Systematic Reviews	1	
Supporting researchers	1	
Supporting systematic reviews - practical	1	
Systematic reviews	1	
Systematic reviews	1	
Systematic searching	1	
The role of the Librarian / Information Professional in the systematic review process	1	
Intro to data management	2	**Competency 2, Information Management**: A health information professional curates and makes accessible bioscience, clinical, and health information data, information, and knowledge.
Open Science - publishing, data etc.	2	
Patient Information	2	
Print collection management in an era of dominating digital collections	2	
Library UX User Experience for health libraries	4	**Competency 4, Leadership & Management**: A health information professional manages personnel, time, budget, facilities, and technology and leads others to define and meet institutional goals.
Project management	4	
Burnout	4	
Burnout	4	
Resilience and self-care in librarianship	4	
Toxic workplaces	4	
Clinical research ethics - structures, new legislation in Ireland, librarian's role	5	**Competency 5, Evidence-Based Practice & Research**: A health information professional evaluates research studies, uses research to improve practice, conducts research, and communicates research results.
Library impact, perhaps how to measure it, if anyone has good feedback etc	5	
LIS Research	5	
More on EBP	5	
Research support roles for health services librarians	5	
Responsible research data management for librarians (Workshop)	5	
Role of librarian in promoting evidence-based practice	5	
Supporting writing for publication	5	
Collaboration among librarians	6	**Competency 6, Health Information Professionalism**: A health information professional promotes the development of the health information professions and collaborates with other professionals to improve health care and access to health care information.
Journal clubs	6	
New library services	6	
Promoting visibility in librarianship	6	
		Competency 3, Instruction & Instructional Design: A health information professional educates others in the skills of bioscience, clinical, and health information literacy.

HSLG survey 2021 – suggestions by members

- More non-Dublin based CPD activities, grants for formal academic courses. More online/virtual CPD.
- More practical talks (virtual) on topics such as management service, personnel, planning, current topics e.g. managing a service during Covid - could be short and recorded
- Given the increase in available online training at the moment, I think HSLG could continue to strongly promote funding to attend specific, popular courses (ie the Julie Glanville search courses, ESI courses, UKSG, CILP etc). It means that HSLG members are getting training from similar sources and we have a sense of a uniform skillset being developed)
- Training, especially in search skills. we all seem to learn our expertise in an ad hoc way. Formal training in this area would be great.

Appendix 8: The L2L project

The National Forum for the Enhancement of Teaching and Learning in Ireland (2016) developed an inclusive professional development framework (PDF) for all staff who teach in higher education. It aims to be career-long, self-managed, value-based and to include all types of learning activities. Library Staff Learning to Support Learners Learning, L2L[31], was a two-year project funded by the National Forum's Teaching and Learning Enhancement Fund. It looked at the PDF through the lens of library staff to see how it supported our professional development needs. The project team involved three libraries from the Technological Higher Education sector in Ireland.

The framework promotes reflection and learning, it also prompts inquiry into interrelated aspects of practitioner's activities. The domains or main themes of the PDF are:

(1) The self in teaching and learning

(2) Professional identity, values and development in teaching and learning

(3) Professional communication and dialogue in teaching and learning

(4) Professional knowledge and skills in teaching and learning

(5) Personal and professional digital capacity in teaching and learning.

The PDF values, inclusivity, authenticity, scholarship, learner-centredness and collaboration, underpin the five domains of the framework. The project team felt that its inclusivity and approach to values and philosophy, while also acknowledging the importance of specific skills and skills-based approaches, were unique and distinctive [32]. Rather than focusing on single, individual activities the PDF was designed as a 'big picture', life-long career tool. The inclusivity reflected in the final framework was also evident in its development. Seminars and workshops during the project period disseminated guidelines and captured the views of academic librarians.

The National Forum concluded in its summary report[33] that 'Individual staff need to be supported by their institution to engage with the PD Framework in an authentic manner to ensure engagement in continuous professional development throughout their careers. Considerable effort at institutional level is required to support the successful implementation of the PD Framework across the sector. Key insights from the pilot groups about acknowledging the value of the PD Framework and embedding it institutionally are as follows:

- Elicit support from senior managers for personal and professional development
- Provide time and space for individuals to engage in CPD activities
- Ensure parity with other institutional priorities
- Embed into HR processes
- Align professional development activities with existing credentials:
- Showcase professional development as part of institutional achievements
- Encourage evidence-based approaches to teaching and learning' (p.21)

Their insights from section 2 include consideration around the following: institutional support strategies; peer, support learning communities; allowing for learning across disciplines; senior management engagement is key; win hearts and minds; think about sustainability; and time.

The L2L website continues to provide access to useful resources, including guidelines on developing an eportfolio.

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[31] The LDL website has sections about the project, resources (including videos, presentations and guidelines on eportfolios) and publications https://l2l.ie/

[32] Cohen P and Cleary M (2019) The L2L story, In, Cleary A, Cohen P and Delaney M (eds) *Enhancing teaching and learning in Irish academic libraries: stories of professional artistry*. Dublin: L2L: Library Staff Learning to Support Learners Learning

[33] National Forum for the Enhancement of Teaching and Learning in Higher Education (2018). Ireland's National Professional Development Framework: summary findings from the Initial Implementation. Dublin: National Forum for the Enhancement of Teaching and Learning in Higher Education.

Appendix 9: Recording infrastructure: Eportfolios

To effectively plan our CPD, we need infrastructure to manage and record all aspects of our process.

An e-portfolio can be summarised as a digital tool with the capacity to accommodate diverse file formats (text, image, video and audio), purposes and audiences, which act as tools that can guide and support skills gap analysis and planning, evidence gathering, active learning, reflection, knowledge sharing, and career development. Three distinct purposes of e-portfolios have been identified, Ward and Ellis (2007) [34]:

- E-portfolios may act as assessment tools for documenting progress and the attainment of standards or competencies.
- They may act as tools of reflection and digital stories that encourage critical thinking and deeper learning.
- They may act as accessible résumés to showcase abilities and achievements.

The general characteristics of an ePortfolio are described (Ward and Ellis 2007) as being:
- a 'repository' for 'artefacts'
- a means of accessing personal information, perhaps held in distributed databases
- a means of presenting oneself and one's skills, qualities and achievements to others
- a means of collecting and selecting assessment evidence
- a guidance tool to support review and choice
- a means of sharing and collaborating
- a means of encouraging a sense of personal identity.

Hampe and Lewis (2013)[35] conducted a study on how e-portfolios can support CPD for librarians. They view those who don't provide evidence of CPD as being at risk of 'falling behind their professional colleagues and being relegated to the administrative or clerical streams within the health workforce' (p.4). They conclude that:

- An e-portfolio is a useful tool to facilitate librarians' participation in meaningful CPD, including recording, storing evidence of, and reflecting on CPD activities.
- Implementing an e-portfolio for library staff requires training in the use of the tool and also training in reflective practice in order to use the tool to maximum advantage.
- Library staff may find the transition from merely recording CPD to active reflection and career planning a challenge.
- An e-portfolio may assist library staff to prepare for their annual performance development and review.
- An e-portfolio may prove to be a useful tool for library staff and managers to align individual staff members' professional and career development with the library's objectives and the strategic direction of the parent organisation.

Successful implementation of an e-portfolio depends on 'engagement with oneself and the resulting reflection and self-reflection are associated with effort and are not always a simple matter'[36] (p.305). Slepcevic-Zach and Stock (2018) also suggest that a self-reflective attitude should be promoted early on by encouraging those with portfolios to understand (reflection), to evaluate (evaluation), and, if necessary, to adapt (regulation) their own learning behaviour.

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[34] Ward and Grant (2007) What is an e-portfolio? cited in Hallam G et al (2008) *Australian ePortfolio Project: ePortfolio use by university students in Australia: Informing excellence in policy and practice*. Final project report.
[35] Hampe N and Lewis S (2013) E-portfolios support continuing professional development for librarians, *The Australian Library Journal*, 62:1, 3-14,
[36] Slepcevic-Zach P and Stock M (2018) ePortfolio as a tool for reflection and self-reflection, *Reflective Practice*, 19:3, 291-307,

Appendix 10: CPD evaluation and targets

CPD evaluation

The HSLG committee needs to assess progress and success of the framework, and to understand the evidence-base around what works.

There are several guidelines to aid general evaluation, such as those from the CDC[37]. For example, A framework for program evaluation.[38]

Steps in evaluation practice

- **Engage stakeholders**, including those involved in program operations; those served or affected by the program; and, primary users of the evaluation.
- **Describe the programme**, including the need, expected effects, activities, resources, stage, context and logic model.
- **Focus the evaluation design** to assess the issues of greatest concern to stakeholders while using time and resources as efficiently as possible. Consider the purpose, users, uses, questions, methods and agreements.
- **Gather credible evidence** to strengthen evaluation judgments and the recommendations that follow. These aspects of evidence gathering typically affect perceptions of credibility: indicators, sources, quality, quantity and logistics.
- **Justify conclusions** by linking them to the evidence gathered and judging them against agreed-upon values or standards set by the stakeholders. Justify conclusions on the basis of evidence using these five elements: standards, analysis/synthesis, interpretation, judgment and recommendations.
- **Ensure use and share lessons learned** with these steps: design, preparation, feedback, follow-up and dissemination.

Standards for effective evaluation (30 in four groups)

- **Utility standards** ensure that an evaluation will serve the information needs of intended users.
- **Feasibility standards** ensure that an evaluation will be realistic, prudent, diplomatic and frugal.
- **Propriety standards** ensure that an evaluation will be conducted legally, ethically and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results.
- **Accuracy standards** ensure that an evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated.

In the CDC framework, a **programme** is any set of related activities undertaken to achieve an intended outcome including policies; interventions; environmental, systems, and media initiatives; and other efforts. It also encompasses preparedness efforts as well as research, capacity, and infrastructure efforts. And an **evaluation** is a systematic method for collecting, analyzing, and using data to examine the effectiveness and efficiency of programmes and, as importantly, to contribute to continuous program improvement. The purpose of evaluation is to determine effectiveness of a specific programme or model and understand why a programme may or may not be working. The goal is to improve programmes.

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[37] Centers for Disease Control and Prevention (2017) *Evaluation reporting resources*. Atlanta, GA: Centers for Disease Control and Prevention, US Dept. of Health and Human Services.
[38] Centers for Disease Control and Prevention Program Performance and Evaluation Office (1999), *Framework for program evaluation in public health*, *MMWR*, 48 (No. RR-11)

HSLG framework evaluation

To maintain and improve standards in CPD provision the HSLG committee will set targets for key indicators. These may be assessed through annual surveys of all members and through post-event surveys of attendees.

Relevant objectives and outcome measures for survey

4	The HSLG provides sufficient, relevant and suitable CPD opportunities for members	An annual survey of all members includes questions on CPD supply, relevance, suitability. CPD post-event surveys are conducted with attendees. Levels of satisfaction should meet targets set in annual CPD plan.
5	The HSLG promotes and raises awareness of relevant CPD opportunities	An annual survey of all members includes questions on CPD awareness. Levels of awareness should meet set targets.
6	The HSLG supports members to avail of relevant CPD opportunities	An annual survey of all members includes questions on CPD support and issues of cost, location/format and timing. Levels of support and satisfaction with practical issues should meet set targets.

Draft indicators

Annual survey of members

At least at least 70% of survey respondents would agree with the following statements:
- the HSLG provides CPD topics that are relevant to me
- the HSLG provides CPD activities that meet my needs
- the HSLG provides sufficient opportunities to network and engage with others
- the HSLG provides sufficient opportunities to collaborate and build partnerships
- I am supported by my manager to attend HSLG CPD events.
- I can apply for bursaries to attend CPD events.
- I know where to find information on upcoming CPD events.
- the cost of HSLG events is not a barrier to attendance.
- the location of events is not a barrier to attendance
- the timing of HSLG events is not a barrier to attendance.

Post CPD event surveys

At least at least 70% of survey respondents would agree with the following statements:
HSLG CPD activity:
- was useful
- has informed my practice.

A good deal of work needs to happen to identify appropriate indicators. The article by Christine Urquhart and Alison Brettle (2022)[39] on validating a generic impact survey for use by health library services is a useful guide to the types of questions and considerations involved.

CPD evaluation literature

The literature on CPD evaluation largely focuses on methods to evaluate CPD interventions. Although it's not directly about evaluating a framework, it is very useful to identify issues of importance to CPD and its effective implementation. A great deal of this literature relates to professional development of teachers.

In 2021, Campbell-Meier and Goulding[40] published an article discussing the development of a CPD evaluation instrument based on Guskey's 2000 five-level framework, its application to CPD workshops for librarians, and the adaptation of the conceptual model of Vygotsky Space, used to explain the different outcomes of librarian professional development.

Guskey (2000)[41] suggested that the learning from professional development could be categorised into five critical evaluation levels. The levels are:

1. **Participants' reactions**. At this level the evaluation focuses on whether participants liked the CPD experience, including aspects like:
- Whether they felt their time was well spent
- Whether the content and materials made sense for them

[39] Urquhart C and Brettle A (2022) Validation of a generic impact survey for use by health library services indicates the reliability of the questionnaire, *Health Information and Libraries Journal*, 39(4) 323-335.

[40] Campbell-Meier J and Goulding A (2021) Evaluating librarian continuing professional development: Merging Guskey's framework and Vygotsky Space to explore transfer of learning. *Library and Information Science Research*, 43(4), 101119-101119.

[41] Guskey TR (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press cited in Campbell-Meier & Goulding 2021. See also, related article
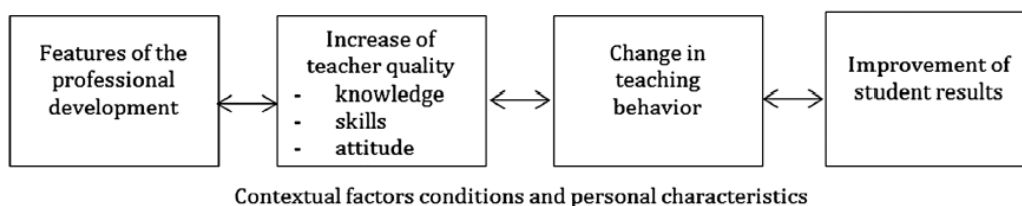
- How well-planned the CPD activity was
- What they thought of the facilitator
- Whether they thought the CPD was useful
- Whether contextual factors such as the facilities and refreshments were acceptable

2. **Participants' learning**. At this next level, the evaluation gathers data relating to participant gains in terms of new knowledge, skills, dispositions, and understanding. Questions here focus on:

- Increased understanding
- Higher confidence
- New ideas
- Potential or likelihood of applying the learning to the classroom

3. **Organizational support and change**. Here the evaluation is concerned with the extent to which school processes support participants in applying their learning to the classroom and workplace, including:

- Changes made as a result of the CPD
- Participants' ability to make changes in their classroom practice or school workplace resulting from their learning
- Managerial and school support for the implementation of changes
- School-wide sharing of learning from the CPD

4. **Participants' use of new knowledge and skills**. At this stage, the evaluation is interested in evidence of the application of learning from the CPD, focusing on:

- How much learning from the CPD was applied in the classroom
- What new ideas from the CPD have been used
- How the knowledge gained has been used in classroom practice

5. **Student learning outcomes**. Guskey (2000) states that this is the bottom line - the extent to which the teachers' participation in the CPD has improved students' learning, including aspects such as:

- The impact of changed classroom practices on the students' achievement
- The influence on their well-being, confidence, and attendance

Levels 1-2 require an immediate or early response from participants following the workshop, while levels 3-5 are longer term and need to be assessed after the participants have returned to their work and have had a reasonable amount of time to practice skills or implement any changes in their practice. The framework is a holistic model that encompasses a range of different stakeholders (the individual, the manager, the organization, and the ultimate beneficiary of CPD).

Merchie et al 2016[42] summarises (and adjusts) Guskey's five levels in Table 11.

Table 11. Guskey's five stages in evaluating professional learning initiatives (adjusted from Guskey 2000).

Evaluation stage	Selection of questions addressed
1. Participants' reactions	Did they like it? Was their time well spent? Did the material make sense? Was the leader knowledgeable and helpful? Was the room the right temperature? Were the chairs comfortable?
2. Participants' learning	Did participants acquire the intended knowledge and skills?
3. Organisational support and change	Were sufficient resources made available? Were problems addressed quickly and efficiently? Was implementation advocated, facilitated and supported? Was the support public and overt? What was the impact on the organisation?
4. Participants' use of new knowledge and skills	Did participants effectively apply the new knowledge and skills?
5. Student learning outcomes	What was the impact on students? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving?

Merchie et al (2016), also looking at developing an evaluative framework for teachers' professional development, aimed to identify the contextual factors and characteristics involved.

Contextual factors conditions and personal characteristics

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[42] Merchie E, Tuytens M, Devos G & Vanderlinde R (2016): Evaluating teachers' professional development initiatives: towards an extended evaluative framework, *Research Papers in Education*, DOI: 10.1080/02671522.2016.1271003

Figure 6. Teacher's professional development framework by Merchie et al.

There are many proposed models for evaluating CPD provision. The literature review by Rawdon et al (2020)[43] on developing an evaluation framework for teachers' professional learning in Ireland, provides an extensive description of these models.

FEATURES OF THE INTERVENTION	TEACHER QUALITY	TEACHER BEHAVIOR	STUDENT RESULTS
Intervention Core features: • Content focus • Pedagogical knowledge • Coherent and evidence-based • Ownership	**Cognitive goals (knowledge)** • Pedagogical knowledge • Pedagogical content knowledge: students/teaching **Skills** **Affective goals (attitudes / beliefs)** • Teachers' beliefs about learning and teaching • Teachers' beliefs about themselves	**Instructional strategies / practices** **Interaction patterns** • Teachers-students • Among teachers • Among students	**Domain-specific** Knowledge and skills • Mathematics • Science • Literacy / language • History **Domain general** • Knowledge and skills • Socio-emotional • Self-regulated learning
Contextual factors • Macro-societal conditions: policy environment curriculum / standards • Micro-context: administration, organization (management practices_ leadership and support, resources, socio-economic status, teacher appraisal and feedback, organisation autonomy, professional community.		**Teachers' Personal characteristics** • Gender • Age • Qualification level **Student's personal characterisation** • Self-concept	

Figure 7. Extended evaluative framework for mapping the effects of professional development initiatives by Merchie et al. 2016

Fiona King (2013)[44] proposes a detailed, revised professional development impact evaluation framework, which has been tested in Irish school settings.
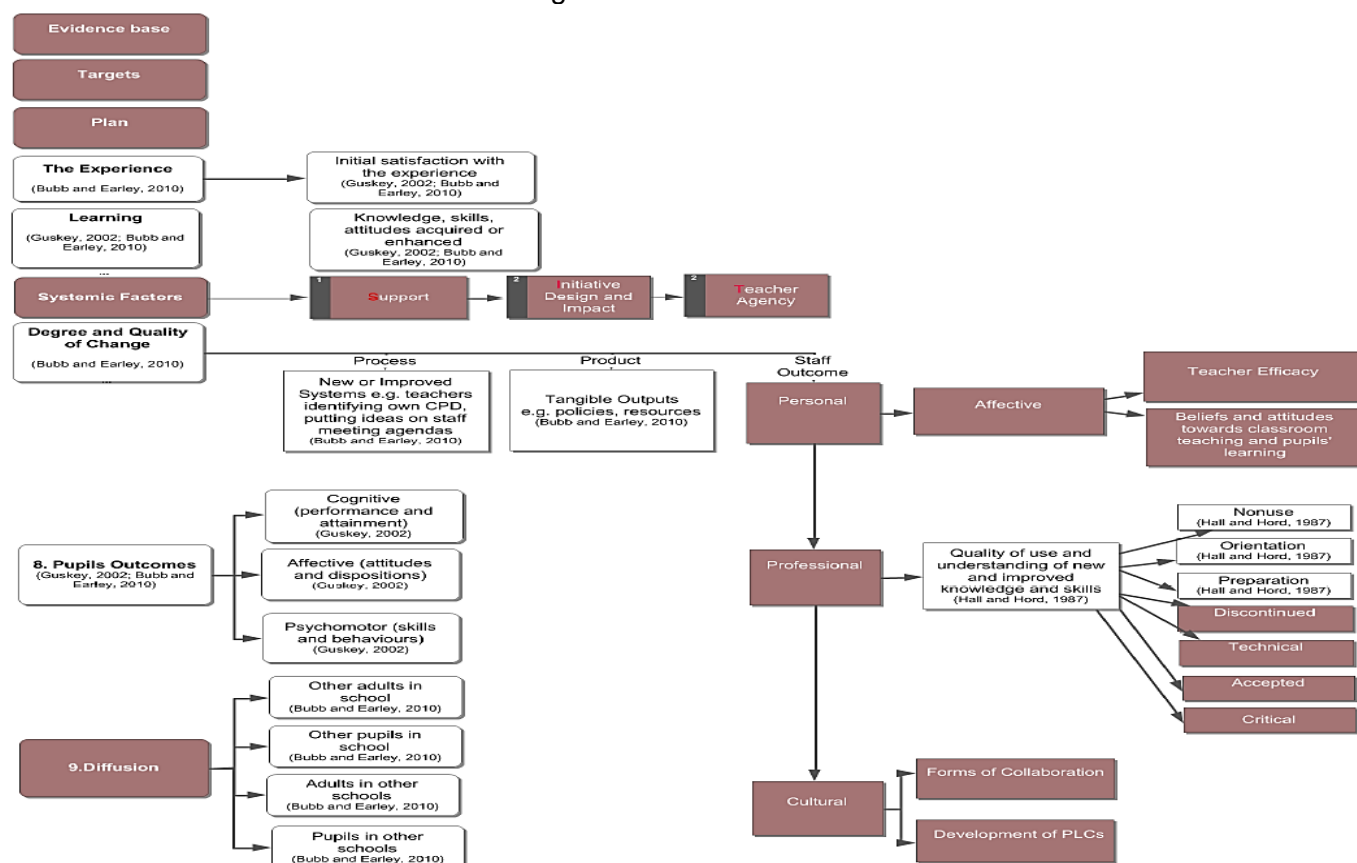

Figure 8. Professional development impact evaluation framework by King (2013)

[43] Rawdon C, Sampson K, Gilleece L & Cosgrove J (2020) *Developing an evaluation framework for teachers' professional learning in Ireland: phase 1 desk-based research*. Dublin: Educational Research Centre
[44] King (2013) Evaluating the impact of teacher professional development: an evidence-based framework, *Professional Development in Education* 40:1, 89-111,

Appendix 11: Grade VII HSE librarian post - Skills, competencies and/or knowledge

Professional Knowledge & Experience – demonstrate**:**
- Experience of library or related procurement.
- Experience of managing and negotiating contracts with vendors and external agencies.
- Knowledge of EU Procurement and Irish Procurement law, rules, and regulations.
- Advanced negotiation skills.
- Ability to write successful business plans.
- Ability to administer library software e.g., Consortia Manager.
- Experience of managing or supervising staff.
- Experience of working with library databases and online information resources.
- Experience of devising and delivering services tailored to the needs of library clientele.
- Knowledge of relevant library policies and procedures including copyright and data protection law.
- Knowledge and experience in the implementation of change including supporting ICT requirements in service developments and reorganization of services.
- A working knowledge of a performance management system.
- Knowledge of the health service including a good knowledge of HSE reform and the Health Service People Strategy, HSE Action Plan for Health Research and the NHLKS Strategy.
- Excellent 1CT skills to include Libguides software, open URL link resolver, authentication systems including OpenAthens, and electronic resources management.
- Experience with technology troubleshooting and problem resolution.
- Experience of providing overlap analysis and cost per use data for decision analysis regarding allocations for collections.
- Excellent MS Office skills to include Word, Excel, PowerPoint, and e-mails system e.g., Outlook, Lotus Notes.

Communications & Interpersonal Skills
- Effective verbal communication skills including the ability to present information in a clear and concise manner.
- Strong interpersonal skills with an ability to interact in a professional manner with a wide range of stakeholders including library clientele.
- Strong written communication skills.

Planning & Organizing and Delivery of Results
- Excellent planning and organizational skills including the efficient use of digital technology.
- The ability to manage within allocated resources and a capacity to respond to rapid change.
- The ability to successfully manage a range of different projects and work activities concurrently, utilizing computer technology effectively and assigning work to others as appropriate to meet strict deadlines.
- The ability to proactively identify areas for improvement and to develop practical solutions for their implementation.
- The ability to embrace change and adapt local work practices accordingly by finding practical ways to make policies work, ensuring the team knows how to action changes.
- The ability to use resources effectively, challenging processes to improve efficiencies where appropriate.

Evaluating Information, Problem Solving & Decision Making
- Excellent analytical, problem solving and decision-making skills.
- The ability to quickly grasp and understand complex issues and the impact on service delivery.
- Experience in analyzing digital library metrics and data and utilizing same for decision making.
- The ability to confidently explain the rationale behind decisions when faced with opposition.
- The ability to make sound decisions with an evidence-based rationale and to stand by these.
- Initiative in the resolution of complex issues.

Building and Maintaining Relationships including Teamwork & Leadership Skills
- The ability to work both independently and collaboratively and to lead a dynamic team in a multi stakeholder environment.
- Motivation and an innovative approach to the job within a changing working environment.
- The ability to build and maintain positive relationships with colleagues and other stakeholders and to achieve results through collaborative working.
- The ability to lead the team by example, coaching and supporting individuals as required.
- Flexibility, adaptability, and openness to working effectively in a changing environment.

Commitment to a Quality Service
- Experience of implementing quality improvement library related strategies.
- Evidence of incorporating the needs of the service user into service delivery.
- Evidence of practicing and promoting a strong focus on delivering high quality customer service for internal and external customers.
- Commitment to developing own knowledge and expertise.
- Evidence of setting high standards of performance for self and others, ensuring accurate attention to detail and consistent adherence to procedures and current standards within area of responsibility.

NHS - Quality Improvement Outcomes Framework – 3. Library and knowledge specialists identify the knowledge and evidence needs of the workforce in order to deliver effective and proactive services 5. Library and knowledge specialists improve the quality of library and knowledge services using evidence from research, innovation and good practice.

Appendix 12: LIS third-level courses in Ireland

UCD library and information studies

https://hub.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=PROG&MAJR=W006

CORE modules

- Org of information, cataloging & metadata   [MLA 2]
- Information & reference services   [MLA 1]
- Applied research methods   [MLA 5]
- Research and practice in LIS   [MLA 5&6]

OPTIONAL modules

- Archives and their users - advocacy and the archives gateway
- Archives preservation
- Artificial intelligence
- Children & youth info services
- Data & society
- Digital curation: core concepts
- Digital libraries
- Digital policy
- Informatics   [MLA 2]
- Information ethics   [MLA 2]
- Management for information professionals   [MLA 4]
- Managing records & information in public & private organisations   [MLA 1&2]
- People, information & communication: our information behaviour
- Personal info management
- Quantitative data analysis   [MLA 5]
- Research data management   [MLA 5]
- Research practice   [MLA 5]
- Scholarly communication   [MLA 5]
- The information professional as teacher and collaborator   [MLA 3]
- Uxd: user-centered design   [MLA 1&6]
- Web publishing

DBS Master of Science (MSc) Information & Library Management

Core modules

- The teaching librarian   [MLA 3]
- Records management and information law   [MLA 2]
- Information technologies   [MLA 2]
- Information organisation   [MLA 1/2]
- Research methods   [MLA 5]
- Management for information and library professionals   [MLA 4]
- Information architecture   [MLA 1/2]
- Open librarianship   [MLA 1]
- Professional development and organisational awareness   [MLA 6]
- Dissertation/ applied research project

Appendix 13: The European Commission: micro-credentials and lifelong learning

The Council of the European Union published Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability[45]. It provides useful definitions for key terms.

Micro-credential means the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes will have been assessed against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

The Council Recommendation states that 'An effective culture of lifelong learning is key to ensuring that everyone has the knowledge, skills and competences they need to thrive in society, the labour market and their personal lives. It is essential that people can access quality and relevant education and training, upskilling and reskilling throughout their lives. Lifelong learning opportunities should be part of the long-term strategy of education and training institutions to improve their responsiveness to the fast-changing needs of employers and learners. This would enable a more diverse body of learners (including graduates of these institutions and other adult learners) to upskill and reskill. It is recommended that higher education institutions, vocational education and training (VET) institutions, adult learning providers and other providers of micro-credentials, including employers, cooperate and integrate the latest research findings in the design and update of learning opportunities.' (para 4)

Micro-credentials could help certify the outcomes of small, tailored learning experiences. They make possible the targeted, flexible acquisition of knowledge, skills and competences to meet new and emerging needs in society and the labour market and make it possible for individuals to fill the skill gaps they need to succeed in a fast-changing environment, while not replacing traditional qualifications. They can, where appropriate, complement existing qualifications, providing added value while not undermining the core principle of full degree programmes in initial education and training. Micro-credentials could be designed and issued by a variety of providers in different learning settings (formal, non-formal and informal learning settings). (para 5)

In its first principle, the European Pillar of Social Rights states that everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable people to participate fully in society and successfully manage transitions in the labour market, everywhere in the European Union. The fourth principle states that everyone has the right to timely and tailor-made assistance to improve their employment or self-employment prospects. This right to assistance includes the right to receive support for training and re-qualification. The European Pillar of Social Rights Action Plan refers to micro-credentials as an innovative instrument that 'can facilitate flexible learning pathways and support workers on their job or during professional transitions'. (para 7)

In 2018, the Council of the European Union made a recommendation on key competences for lifelong learning[46] . They state in paragraph 11: 'Supporting the validation of competences acquired in different contexts will enable individuals to have their competences recognised and obtain full or, where applicable, partial qualifications. It can build on the existing arrangements for the validation of non-formal and informal learning as well as the European Qualification Framework, which provides a common reference framework to compare levels of qualifications, indicating the competences required to achieve them. In addition, assessment may help in structuring learning processes and in guidance, helping people to improve their competences also with regard to changing requirements on the labour market'.

The EU Commission's Digital Competence Framework for Citizens was published in 2022[47]. (DigComp) provides a common understanding of what digital competence is. The publication has two main parts: the integrated DigComp 2.2 framework provides more than 250 new examples of knowledge, skills and attitudes that help citizens engage confidently, critically and safely with digital technologies, and new and

[45] Council of the European Union (2022) Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability

[46] Council of the European Union (2018) Council Recommendation of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance.) *Official Journal of the European Union*, (2018/C 189/01)

[47] Vuorikari R, Kluzer S and Punie Y (2022) DigComp 2.2: *The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes*, EUR 31006 EN, Luxembourg: Publications Office of the European Union.

emerging ones such as systems driven by artificial intelligence (AI). The framework is also made available following the digital accessibility guidelines, as creating accessible digital resources is an important priority today. The second part of the publication gives a snapshot of the existing reference material for DigComp consolidating previously released publications and references.

The resources section (p.51) gives a snapshot of the existing reference material for DigComp including a digital skills and platform website, which has a skills test. The MyDigiSkills website also helps people to better understand their level of digital skills based on knowledge, skills and attitude in each of the five areas of the European Digital Competence Framework for Citizens, known as DigComp. It should take you around 20 minutes to complete, with a report on your levels of digital skills at the end.
Europass CV online tool allows users to list and organise their digital skills in the Europass Profile following the DigComp model and then add it to their Curriculum Vitale (CV). The list can also include tools and software, as well as projects or achievements that they wish to highlight. In general, Europass CV outlines a format for structuring one's CV with information on education, training, work experience and skills.

Appendix 14: References and further reading

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