Studies trends

n this rapidly changing education and training market some trends are emerging in education awards for library and information studies.

Several universities will offer a masters by coursework (minimum three semesters full-time) as a first award, with an optional exit point at the graduate diploma level. For continuing education, graduate certificate courses are being offered to develop knowledge in a specific area, such as information technology.

Most universities and TAFEs offering first award courses also offer extensive training programs, and enrolment in single units if numbers allow. ALIA's *Courses in library and information science* booklet gives details on first award courses. Contact individual institutions for details on continuing education opportunities.

Campus review has published a special report listing scholar-ships on offer through each Australian university. Contact Jennefer Nicholson at the National Office on (06) 285 1877 for information.

National curriculum project

This project is now under way and should see a national curriculum in library and information studies introduced into the TAFEs by 1996. The curriculum will allow for exits at the current certificate and associate diploma levels.

The project will be managed by the Canberra Institute of Technology's Donna Reid, with assistance from Box Hill College of TAFE's Anne Hannan. The project steering committee will include representation from ALIA, Arts Training Australia, employers, unions and each of the State/Territory TAFE systems.

During 1993-1994 ALIA has been limiting recognition for associate diploma courses in library and information studies in anticipation of the introduction of the national curriculum in 1996.

The new curriculum framework will include module descriptors and assessment specifications and will be based on the library industry competency standards now being developed. Though the learning outcomes will be described in terms of these competency standards, it is important to remember that assessment of competence is workplace based.

Satisfactory assessment within education demonstrates that learning outcomes have been acquired and that there is an expectation the individual will then be able to transfer that learning to satisfactory performance in the workplace.

The new curriculum will provide a much more efficient national approach. With a common curriculum, allowing for a local focus, it will now be easier for students to gain credit when transferring between TAFEs, and for credit transfer arrangements with universities if articulating to a higher degree.

Donna Reid will be meeting the Board of Education on 11 October to discuss the project. We will keep you informed of progress.





Draft compet information s

hese draft standards are currently being reviewed in detail in workshops and information sessions organised by the Association's divisions, for comment by 18 October 1994. This matrix provides a key to the draft competencies. The completed competency standards will be

Verification draft library competent

Streams Stream 1: Working with clients	Fields 1.1 Provide services to cl		
	1.2 Maintain client aware education		
Stream 2. Working with information	2.1 Develop and maintain information		
	2.2 Organise information		
	2.3 Develop and maintain		
	infrastructure		
Stream 3: Working with others	3.1 Work in a team enviro		
	3.2 Maintain work perform and learning		

standards for the library and ces industry released for verification

nitted to the National Training d for endorsement in early 1995. u would like further details please act Jennefer Nicholson at the Naal Office. Remember: nese are *industry* standards with quirements that are common to

industry. Enterprise competencies

may be developed by organisations to include job and worksite specific competencies.

 Most of our members will be covered by industry and enterprise competency standards and some by more than one set of industry standards, for example: Library and Information Services, Clerical, Local Government, Public Sector.

• Competence is assessed in the workplace. Assessment procedures have not yet been developed.

• The industry levels are not job descriptions.

• This is not the final version!

s: September 1994

level 1	Industry level 2 (ASF 3)	(ASF 4)	Industry level 4 (ASF 5)	Industry level 5 (ASF 6)	Industry level 6 (ASF 7)
lients to access library's nd facilities	Assist clients to access library's services and facilities			45. Provide consultancy service	48 Provide clients with access to specialist information
10. Respond to requests other information provid material	2. Provide circulation services	15. Contribute to client access to information	29.* Collect, analyse and interpret information for research	46. Maintain and develop client service in a special area	
	10. Respond to requests from other information providers for material	16.* Provide research assistance		47. Establish and maintain targeted information service	
	11. Obtain material from remote sources			48. Provide clients with access to specialist information	
ute to programs and or clients	Contribute to programs and activities for clients	17. Provide programs and activities for clients	17. Provide programs and activities for clients	18.* Provide training	
n the promotion of 4. Assist in the rvices library services library services	4. Assist in the promotion of library services	18.* Provide training	18.* Provide training	30. Establish and maintain consultation with client groups	
			30. Establish and maintain consultation with client groups	31. Market the library and library services	
			31. Market the library and library services	49. Manage client education	
			32. Provide client education		
	12. Contribute to the acquisition of information for the library's collection	16.* Provide research assistance	29. Collect, analyse and interpret information for research	50. Manage research program	50 Manage research program
		19. Acquire information for the library's collection	33. Coordinate selection of information for library collection	51. Manage collection development	51 Manage collection development
			34. Contribute to collection development	52. Improve use of networks for information access and communication	64 Manage network access
a and maintain library 5. Prepare and t items	5. Prepare and maintain library tems	20. Undertake cataloguing activities	35. Organise information for client access	53. Manage care and maintenance of the collection	
			36. Catalogue and classify information	54. Design and develop databases	
			37. Index information	55. Analyse and describe specialist information	
			38. Abstract information		
ute to the maintenance area	Contribute to the maintenance of service area	7. Assist in the provision of a safe library environment	21. Organise and coordinate work activities	56. Manage a functional area	56 Manage a functional area
n the provision of a safe 7. Assist in the provis vironment		21. Organise and coordinate work activities	39. Initiate and carry out projects	57. Manage major projects	57 Manage major projects
		22. Maintain service area environment, resources and equipment	40. Manage maintenance of library environment	58. Manage financial resources	58 Manage finanticial resources
			41. Establish and maintain library applications of computer based systems/equipment	59. Manage physical resources	59 Manage physical resources
			42. Maintain and modify computer applications in the library	60. Manage development and maintenance of computer systems for library applications	60 Manage development and maintellance of computer system for library applications
			43. Contribute to the planning and acquisition of computer systems		65 Manage librarry directions and development
			44. Provide computing support		66 Marage librairy operations 67 Marage staffing
rith others	8. Work with others	23. Contribute to effective working relationships	23. Contribute to effective working relationships	61. Manage effective working relationships	61 Marage effective working reationships
nce and learning	Contribute to own work performance and learning	14. Provide on the job training	18.* Provide training	18.* Provide training	62 Lead and devictor staff
	13. Coordinate activities of a small work group	18. Provide training	24. Manage own work and work performance	24. Manage own work and work performance	
	14. Provide on the job training	24. Manage own work and work performance	25. Manage own development and learning	25. Manage own development and learning	
		25. Manage own development and learning	26. Organise and coordinate the work of others	62. Lead and develop staff	
			27. Lead a team	63. Review and promote training	
		work of others			