

Entry level opportunities

With training packages being regularly reviewed and updated, the recent endorsement and rebranding of the CUL11 Training Package presents new opportunities for entry level workers and others wishing to gain a nationally recognised qualification and become part of the Galleries, Libraries, Archives, Records and Museums (GLARM) sector. Glynis Bramley-Moore was a member of the National Project Reference Group tasked with revision of this package and has written a number of library education units. She explains the new approach.

While at certificate level ALIA is mainly concerned with the training of Library Technicians and the Diploma of Library and Information Services, there are also other courses available for job seekers, school-based students and staff already employed or seeking work at Library Officer/Assistant level. With the rebranding from CUL04 Museum and Library/Information Services Training Package to become the CUL11 Library, Information and Cultural Services Training Package, the new qualifications provide a broader exposure to the GLARM sectors.

CUL20111 Certificate II in Information and Cultural Services and CUL30111 Certificate III in Information and Cultural Services have been specifically designed to suit entry level workers or school-based students wishing to explore career possibilities across all sectors. The CUL40111 Certificate IV in Library, Information and Cultural Services and the CUL50111

Diploma of Library/Information Services have also been extensively reviewed.

These changes have been in response to changing job roles in the sector, and the demand from employers for units that reflect customer service skills, effective teamwork, workplace health and safety, employability skills, sustainable work practices and technological changes. To reflect current industry practices and the growing impact of social media, a number of new units have also been developed to cover digital repositories, integrated library management systems, the promotion of literature and reading, industry knowledge (at an advanced level), and compliance with copyright and licence requirements.

Another significant change has been the inclusion of skill sets leading to a *Statement of Attainment* rather than a qualification with the emphasis being on specific skills for specific industries. Skill sets include Archiving and Record Keeping, Cataloguing, Deliver Public Programs, Develop and Manage Exhibitions, Digitisation, Manage Collections, Organise and Accessing Collections, Prepare Exhibitions, Preventive Preservation and Conservation.

So what does this mean for the future training of library professionals? With separate Museum qualifications and the Advanced Diploma of Library/Information Services having been deleted from the new Training Package, museum skill sets have been retained. So it is possible to gain a Certificate II, III or

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- ➔ Recognition of Prior Learning (RPL) for existing skills and study
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IV level qualification with a broad title (Information and Cultural Services) which includes some library, museum, gallery or archives units – the aim being to open career pathways to the other sectors.

The success – or otherwise – of the rebranding remains to be seen. Having been heavily involved in the Training Package review process as a member of the National Project Reference Group, and an editor and co-writer of the library units, I'm hoping all the

hard work pays off. Full details regarding units and qualifications available in the Training Package can be accessed at www.training.gov.au/Search.

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More on the AQF

In this month's OPINION, Stuart Ferguson touched on the practicalities of the implementation of the Australian Qualifications Framework (AQF). Di Booker explains more about the national policy for regulated qualifications in Australian education and training.

The AQF incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The Framework now provides the standards for Australian qualifications and is embedded in the higher education and vocational education and training standards. Ultimately students, graduates and employers, both Australian and international, benefit from the quality qualifications that are built on these requirements.

The Framework has ten levels which reflect the relative complexity and depth of achievement and autonomy required of graduates to demonstrate that achievement. It is an integrated policy comprising:

- the learning outcomes for each AQF level and qualification type, defined in terms of what graduates are expected to know, understand and be able to do as a result of learning
- specifications for the application of the AQF in the accreditation and development of qualifications
- policy requirements for issuing AQF qualifications, for qualification linkages and student pathways, for the addition or removal of qualification types in the AQF, for the registers of organisations authorised to accredit and/or issue AQF qualifications and AQF qualifications and qualification pathways
- definitions of the terminology used in the AQF

The AQF was first introduced in 1995 to underpin the national system of qualifications in Australia, encompassing higher education, vocational education and training and schools. In 2011, under the leadership of the AQF Council, the AQF was revised to ensure that qualification outcomes remain relevant and nationally consistent, continue to support flexible qualifications linkages and pathways, and enable national and international portability and comparability of qualifications. This revision reconfirmed the importance of this national approach in underpinning confidence in Australia's education and training system.

The users of the AQF span all education and training sectors, covering schools, vocational education and training and higher education. The accrediting authorities and institutions providing

education and training also use the Framework, along with other stakeholders such as industry and its representative bodies, unions, professional associations (such as ALIA), licensing authorities, and governments.

The accreditation of AQF qualifications, the authorisation of organisations to issue them and the ongoing quality assurance of qualifications and issuing organisations is legislated within Australian jurisdictions. Verification of AQF qualifications and the organisations authorised to issue them is managed through the AQF Register. For more information, visit the website at www.aqf.edu.au.

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Library and Information Managers.

Applications are now open for the postgraduate programs in Library and Information Management or Business Information Management offered by UniSA.

These programs are blurring the boundaries and will enable librarians, records managers, archivists and business information management professionals to reinvent their careers, to keep in touch with the latest digital approaches and work in a wider skilled environment.

The programs offer you the opportunity to study at your own pace: either part-time or full-time, externally online, or face to face in Adelaide.

For further details and information please email moira.lawler@unisa.edu.au or visit unisa.edu.au/bim



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