



International Federation of  
Library Associations and Institutions

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

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Prepared by the LIS Education Framework Development Group of the IFLA Building  
Strong LIS Education Working Group  
<https://bslise.org/>



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# Table of Contents

Table of Contents	3
1 Introduction	4
2 Professional LIS Education in Context	5
3 Objectives	5
4 Authority and Responsibilities of IFLA and Education Programme	6
5 Guidelines	6
5.1 G1 The Larger Framework	6
5.2 G2 Teaching and Learning	7
5.3 G3 Foundational Knowledge Areas (FKAs)	7
5.4 G4 Curriculum	10
5.5 G5 Governance	11
5.6 G6 Academic, Research, Professional and Administrative Staff	11
5.7 G7 Students	12
5.8 G8 Complementary Education and Professional Development	12
5.9 G9 Education and Research Resources and Facilities	13
6 Programme Review and Innovation	13
References	14

# 1 Introduction

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

To establish and have a shared understanding of scope of library and information science (LIS), the IFLA Building Strong LIS Education Working Group introduces the following definition:

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

The Guidelines presented here provide a framework, which outlines the scope of LIS professional knowledge and guides the development of LIS education.

## *What is it?*

The Guidelines serve as a framework for LIS education programmes and assist stakeholders in planning, developing and assessing the quality of LIS education and identify the knowledge areas an LIS professional should have to practice and continue to develop. It has been created to be applicable at any level of higher education.

## *How was it developed?*

The LIS Education Framework Development Group of the Building Strong LIS Education (BSLISE) Working Group co-developed these Guidelines. The process included review by the BSLISE Working Group, then consultation with LIS education and professional stakeholders across the globe in an iterative process, building on the expertise and experience of the development group, the published literature and existing national and international standards. For the background on the project and more details, please visit <http://bslise.org>. The last significant revision of the IFLA LIS education programme Guidelines took place in 2000, while the 2012 revision was undertaken to reflect developments in 21st century library and information services, which added Awareness of Indigenous Knowledge Paradigms as a core element of the LIS curriculum.

## *Why use this tool (authority)?*

Applying the Guidelines affirms the quality of an LIS education programme, whether at the undergraduate, graduate or continuing education level. A culture of ongoing and periodic programme review is grounded on a philosophy of continuous improvement of the quality of LIS professional education and, in some countries, is mandated by policies or standards.

## *When should it be used?*

The Guidelines should be referenced when planning and developing a new programme, or assessing existing programmes for their quality or gaps in order to ensure their alignment with international and local quality criteria and institutional missions.

## *Who is it for?*

The Guidelines are of interest to LIS education administration, academic staff, students, and policy makers who are interested in ensuring that the LIS education offered and received meets international

quality standards. They are also of interest to practitioners and stakeholders, developing and participating in professional development to build on past and existing knowledge and skills.

## 2 Professional LIS Education in Context

Education -- its systems and content -- is developed within cultural, economic, political and technological contexts as a system of knowledge. Higher education, where LIS education programmes exist, has been developed based on particular ways of knowing that tend toward being Western, scientific, and recorded. Indigenous and traditional ways of knowing, including oral traditions, have been largely subjugated and only in recent times, are being recognised in academia. LIS, which engages all aspects of information, needs to integrate multiple ways of knowing in its education to prepare professionals to provide effective, equitable, and inclusive services appropriate to a diverse community and relevant to its local contexts in a globalised economy.

The staff needed to operate libraries and other information institutions are differentiated by their knowledge and skills to conduct work deemed professional and paraprofessional. The educational preparation for these two levels is primarily offered by institutions of higher education and, for these Guidelines, the focus is on professional education. In the realm of professional development, different practices exist regarding regulation and responsibility for offering continuing education.

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

Educational programmes are offered at the technical, academic, professional, and research levels, which correspond to technical, undergraduate, master's or doctoral programmes. The Guidelines offered here primarily address the graduate and undergraduate levels, both of which may lead to professional qualifications, depending on the country.

## 3 Objectives

The Guidelines are informed by the eight foundational knowledge areas (FKAs) (see G3) that were especially created and defined for this purpose. The concept of FKAs rather than core knowledge/competencies found in existing guidelines were considered appropriate for an international context and for a quickly evolving field. FKAs allow LIS professionals to build on them to enhance their professional knowledge and skills to develop specialisation and remain current while meeting requirements of local/national/regional contexts anywhere in the world; for example, state/government higher education standards; national professional association education policy statements; national accreditation, certification, qualification and registration requirements.

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

- to guide the review, development, and/or improvement of existing of LIS programmes;
- to guide the design, planning and implementation of new LIS education programmes;
- to guide assessment of the quality of LIS education programmes;
- to inform the knowledge and skills requirements for an LIS professional to practice and continue to develop as an LIS professional;
- to harmonise LIS education internationally and to simultaneously preserve local and cultural contextuality in a globally diverse world;

- to align and/or integrate education for and practice in LIS across cultural heritage institutions (e.g., libraries, archives, and museums) and other information environments;
- to advance cross-sector education and reduce organisational boundaries in the practice of LIS across information environments; and,
- to serve as a baseline for developing guidelines for LIS specialisations.

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

## 4 Authority and Responsibilities of IFLA and Education Programme

IFLA is the global voice of the library and information profession and, through the Section on Education and Training and other units, provides guidance on the educational preparation of library and information professionals. The IFLA BSLISE Working Group created these Guidelines for LIS communities around the world to develop, maintain, and enhance the quality of their LIS professional education programmes. The application of these Guidelines promotes a quality-based professional education founded on local contextualities. It is a framework to develop, harmonise, and localise LIS education rather than a prescriptive tool.

IFLA does not accredit education programmes nor certify individual professional qualifications, and thus it does not enforce these Guidelines. Local entities are encouraged to use these Guidelines as a framework and tailor them to their own needs, following any required local laws and policies mandating professional LIS education. The professional preconditions that certify professionals or accredit education programmes may originate from and/or be regulated by governmental, professional association or other bodies at regional, national or international levels. As appropriate, LIS education programmes that have engaged in a comprehensive review process, consistent with these guidelines, may stipulate that their programme adheres to the *IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes (2021)*.

## 5 Guidelines

### 5.1 G1 The Larger Framework

The planning of a Library and Information Science (LIS) education programme should be consistent with parent institutional missions, vision and philosophy, goals, objectives and outcomes. Also, the programme should meet such educational/academic and professional accreditation requirements in the institution within the norm of the country.

The programme should be designed in line with the identified needs, anticipated changes in the profession and the larger society, and awareness of related professions and disciplines. The planning process must engage quantitative and qualitative evidence, and involve all stakeholders (e.g., professional bodies of the country, faculty, students, and practitioners). Equity, diversity and inclusion should drive programme development, including decolonisation and indigenisation of content and practice.

The scope of LIS education should be open to accommodate general and specific specialisations. The scope may be influenced by size of faculty, specialisation of academic staff, locations, government policy, but must necessarily account for the information needs, specificities, nature and exigencies of that physical environment and the cultural contexts of the location or country where the programme is based. The programme adheres to the guidelines, standards or principles of the parent institution, and professional body or governing commission of higher education. The programme can be in any tertiary institution strategically located or virtual for accessibility, and should be taught by appropriately credentialed LIS educators.

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

## 5.2 G2 Teaching and Learning

Fast changing information technologies require LIS professionals to keep users of library and information services adept at efficiently navigating the digital information landscape for education, work-related or personal purposes. This has increased the teaching and learning responsibilities of LIS professionals practising in a digital information environment. Hence, the need to prepare future LIS professionals to assume teaching and learning roles considering both pedagogical breadth and depth.

**Pedagogical breadth** includes pedagogical competencies such as designing learning material; instructional design; lesson planning; teaching methods; classroom management; online teaching; pedagogical and learning theory and styles; educational technology; programme management; learning assessment; research instruction and support; and, critical reflection on teaching.

**Pedagogical depth** should cover epistemological grounding in teaching and learning whereby epistemic issues such as transformation, decolonisation and indigenisation/localisation of curriculum content that embraces multiple ways of knowing, are engaged within a context of the need to disrupt established paradigms in teaching and learning which have perpetuated societal inequalities, and reified dominant cultures and knowledge systems. Moreover, teaching and learning methodology and ontology should embrace the many dimensions of diversity including, amongst others, the physical (e.g., age, disabilities); location (e.g., rural/urban, national/international); disciplinary preparedness (e.g., prior learning, cultural/social capital); learning approaches (e.g., behaviourist, cognitivist, constructivist, connectivism); linguistic (e.g., language competence, indigenous vs western languages, cultural/social capital); and the socio-cultural (e.g., race, gender, sexual orientation, class, religion).

## 5.3 G3 Foundational Knowledge Areas (FKAs)

The Guidelines are informed by the eight Foundational Knowledge Areas (FKAs), which were created and defined by the LIS Education Framework Development Group of the BSLISE Working Group through an iterative process. The FKAs articulate the basis for developing further competencies and undergird the speciality areas of curriculum that can be designed. In addition, the FKAs allow LIS professionals to articulate how their advanced learning builds on the foundations according to the needs and requirements of local//regional/international contexts. Each of the eight FKAs is named with a short descriptive phrase and then a paragraph explains the scope and nuances: Information in society; Foundations of the LIS profession; Information and communication technologies; Research and innovation; Information life cycle management; Management for information professionals; Information needs and user services; Literacies and learning. (See Figures 1a and 1b. Final design to be decided after broad consultation.)

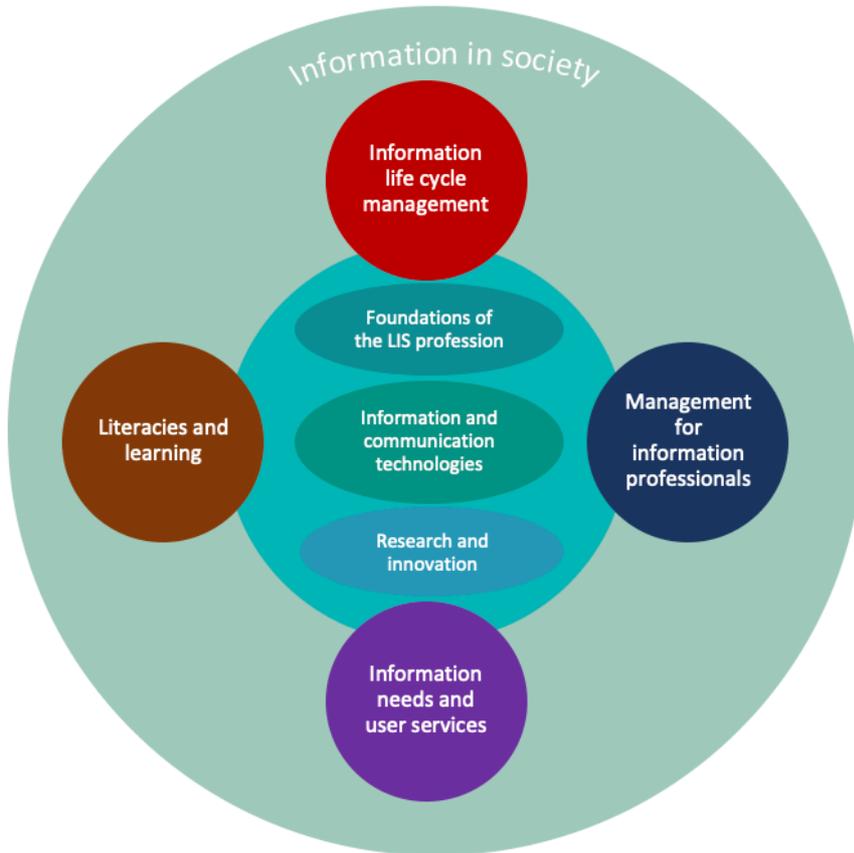


Figure 1a. Foundational Knowledge Areas (FKAs) Model 1



Figure 1b. Foundational Knowledge Areas (FKAs) Model 2

## **Foundational Knowledge Areas (FKAs) for Library and Information Science (LIS)**

### **FKA1. Information in Society**

Information exists in social context; it is created and shaped by society in a symbiotic relationship whereby society is likewise shaped by information. Cultural, economic, legal, political and other social forces determine what information is created, communicated, accessed and preserved. LIS is concerned with the range of social dimensions that shape the nature of information and, reciprocally, with the ways information processes, tools, systems, services and institutions are established, transform society and determine the information that society accesses. In the legal realm, for example, copyright law enforces protection of intellectual content and economic terms of access to information, to which the society and the LIS field are bound, and conversely, the LIS field can influence the creation of different -- both better or worse -- conditions of content protection and access. The LIS field understands that information and communication technologies impact social and organisational change and sustainable development and that the disruptions that ensue create conditions that can strengthen, transform, challenge, or weaken library and information practices and institutions, including the access to and freedom of information.

### **FKA2. Foundations of the LIS Profession**

The foundations of library and information science (LIS) include the following fundamental knowledge: an introduction to the profession as an interdisciplinary field, the role and history of the discipline, and the essential set of core values that define, inform and guide professional practice. Attention is given to the social role of LIS organisations, their mission, services, and positioning within the framework of any given cultural, economic, political, or technological environment. LIS education contributes to the capacity building of holistic professionals with ingrained ethics and humanistic values, such as professionalism, service, social responsibility, sustainability, education and lifelong learning, and access to information as a public good. LIS draws upon related fields to support the development of reasoning, critical thinking and other soft skills, which may be applied to more specialised sub-fields and contexts within the broader cultural heritage and knowledge ecosystem.

### **FKA3. Information and Communication Technologies**

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

### **FKA4. Research and Innovation**

Innovation is premised on research, which enables benchmarking, determining impact, and obtaining data for diagnostics or feedback to improve or refine services. A foundation in research and innovation requires knowledge of research paradigms, theoretical frameworks, design, methods, research ethics, data analysis and presentation, and dissemination of research findings. Research proficiency includes problem-oriented research which analyses the basis of issues encountered in LIS and attempts to provide possible solutions and understanding for professional practice in diverse information settings and the ability to identify, collate, catalogue, retrieve, and disseminate research produced by others for scholarship advancement across disciplines as well as for general societal impact and innovative policy development for the betterment of communities. Innovation in this context refers to the application of knowledge or ideas for the development of information products, services, or processes.

### **FKA5. Information Lifecycle Management**

Information lifecycle management (ILM) comprises every phase of a "document" from its beginning to its end, including the acquisition, identification, description, organisation, discoverability, and preservation of documents, irrespective of form, format, carrier, or information environment. ILM

requires knowledge and understanding of the nature of documents, user needs and information seeking behavior, and principles of information organisation and interoperability; functional requirements for document organisation, exchange and presentation standards, procedures, and tools; and principles of collection management including acquisition, curation, digitisation, preservation, disposal, and usage analysis. An LIS professional should be able to create quality resource discovery metadata; adopt, adapt, plan, design, develop, and/or implement an information system, tools, standards, and document discovery services; plan and manage collection storage; evaluate collection and information quality according to information contexts and user needs; and increase visibility and promote collections and collection-based products and services.

#### **FKA6. Management for Information Professionals**

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

#### **FKA7. Information Needs and User Services**

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

#### **FKA8. Literacies and Learning**

An LIS professional fosters basic to advanced literacy and supports the lifelong pursuit of learning in a variety of contexts and sociocultural settings, including orality and traditional knowledge. As a literacy educator, the LIS professional promotes a culture of reading and reader development, writing, numeracy, and creativity. As an information literacy educator, the LIS professional promotes critical thinking and a full range of literacy modalities and capabilities including information seeking, media, data, and digital literacies. The LIS professional must have a full range of pedagogical skills and knowledge to support independent, informal, and formal learning, whether face-to-face or using other media. These abilities include designing learning materials, assessment, educational technology, instructional design, lesson planning, online instruction, pedagogical and learning theory, and teaching methods. An incumbent should be able to design, organise and deliver learning activities for various communities of users.

## **5.4 G4 Curriculum**

The curriculum for the preparation of library and information professionals, whether at the undergraduate or graduate level, includes required and elective courses. The LIS programme, depending on degree level, is designed and implemented according to local needs, vision and mission, with varying number of total courses, individual course credit hours, duration, and a balance between theory and practice.

The foundational knowledge areas (FKAs) should be incorporated into the curriculum and the way they are translated into a programme will vary in depth and coverage. Each FKA can correspond to

one or more courses, several FKAs can be combined into one course, or a given FKA can be covered within or by one course, or distributed over several courses. As appropriate and resources and circumstances allow, a programme may offer students the opportunity to specialise by providing courses to deepen knowledge in specific areas, and building on the FKAs. Programmes may offer electives for students to have such options.

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

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

## **5.5 G5 Governance**

Typically, a professional LIS programme is situated in an administrative entity within an institution of higher learning, such as a university. A programme may stand within or as a section, department, or school, which may be a sub-division of a larger entity such as a college, faculty, or division. There is also an emerging trend of developing an interdisciplinary collaboration of academic units with the aim of enhancing cooperation among them. The administrative structure, however, is left to the parent institution itself to decide as appropriate to its overall local organisational structure.

The dean of a college, faculty or division preferably holds the academic rank of professor and is selected or elected from among the sections, departments or schools. A section, department, or school, on the other hand, is a sub-unit of a college, faculty, or division, dedicated to specific fields of specialisation, such as LIS. It is generally headed by a senior academic who is traditionally referred to as head of department or head of school, and reports to the dean of the college, faculty, or division. The head of department or school provides administrative and intellectual direction at the section, department, or school level, including strategic planning. Strategic planning takes place at all levels of an academic organisation, and needs to be aligned with the higher level of strategic directions of the institution, and relevant professional and academic standards.

## **5.6 G6 Academic, Research, Professional and Administrative Staff**

The human resources in an LIS educational programme (may also be termed section, department or school) usually comprise academic, research, professional and administrative staff. The academic staff (also referred to as faculty) are mainly responsible for teaching and research in both coursework and research programmes. Since the academic staff constitute the field expertise in the educational programme, their number should be adequate to accomplish programmes goals, and as appropriate, according to a metric that is predetermined by the relevant accreditation or other authorities.

Academic staff possess teaching and learning skills, an emerging or sustained record of research, and active participation in appropriate professional associations or communities. Additionally, specific academic and professional qualifications may be specified to fulfil the needs of the department in relation to the multidisciplinary nature of courses offered by the department. Academic staff may be permanent full-time or hold limited contracts, with permanent full-time staff providing the stability and continuity in the programme.

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

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

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

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

## 5.7 G7 Students

Student policies regarding admission, financial assistance, placement, and other academic and administrative matters should be consistent with the mission, goals and objectives of the educational programme and the educational institution as a whole, and should be explicitly non-discriminatory. Admission of students should be based on clearly stated publicly available criteria. Relevant interest, aptitude, intellectual and educational backgrounds and diversity should be addressed in the criteria. Standards for admission should be applied consistently.

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

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

## 5.8 G8 Complementary Education and Professional Development

According to IFLA's [\*Guidelines for Continuing Professional Development: Principles and Best Practices\*](#), "the responsibility for continuing education and professional development is shared by individuals, their employing institutions, professional associations, and library/information science education programs." (Varlejs, 2016) Continuing education and professional development (CE/PD) is designed "to support the employing organisation's goals for excellent service, another to further one's own career development, and ultimately to contribute to profession-wide growth and improvement." (Varlejs, 2016) LIS professionals engage in ongoing self-evaluation with regard to personal strengths and weaknesses and use these programs as a way to offset any gaps, while continuing to hone their strengths and to leverage them for supporting library community members.

The design of CE/PD needs to consider:

- a) 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 situations and serves the professional interests and needs of local/regional LIS professionals;

- b) Multiple systems of knowledge, education, and services, that identify, decolonise and indigenise dominant and systemic biases.
- c) Equity, diversity and inclusion (EDI) that impacts access to CE/PD. For example: pedagogy, modes of delivery, length, costs and language.
- d) 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; symposia made readily available and archived for future use; and, cascade training (e.g., training of trainers (ToT) model).

## 5.9 G9 Education and Research Resources and Facilities

Educational and research resources and facilities enable and support teaching and learning processes, facilitate communication between educators and learners, and support management of the course of study for the successful completion of the programme. They support educators and learners and provide a clear and guided path through the curriculum as well as encourage access to extra-curricular knowledge, communication, and research skills. Services associated with the educational programmes should support innovative and critical pedagogy, self-learning, interactive learning experiences, and engagement with professional and research communities.

Resources and facilities include: a) teaching and learning material consisting of reference resources, illustrative/demonstrative materials, databases, supplementary pedagogical sources, and subject content materials, in accessible formats; b) facilities such as classrooms and laboratories, including furniture and fittings; c) technical resources such as equipment (mechanical, electrical, digital) and software (applications, datasets and data management systems); and d) teaching and learning support services such as libraries, IT support, and e-learning platforms.

# 6 Programme Review and Innovation

Periodic programme review provides an opportunity for an academic programme to reflect on the relevance and currency of the programme within the framework of foundational knowledge areas which informed the development of these Guidelines for professional LIS programmes. Using the Guidelines, a programme (undergraduate or graduate) should have a clearly defined, periodic review process taking into account, amongst others, evolving technologies impacting LIS professional practice, and new trends/innovations and anticipated changes in the LIS profession and in cognate fields as well as in broader society. The programme review should also be cognisant of the significance of the LIS field in addressing societal challenges facing local, regional and global contexts. LIS educators, students, practitioners and stakeholders should be involved in the review as a process of innovation and revisioning of a programme. Such a review provides a good basis for programme planning and improvement informed by the Guidelines, reflecting a dynamic LIS field.

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