

Developing an international quality assessment framework

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Presentation Overview

Accreditation schemes

- ALA Accreditation
- ALIA Accreditation
- CILIP Accreditation

Analysis of schemes

Wider International Quality Assessment Landscape

Complexities of creating an international accreditation body

Developing international accreditation

Conclusion and Questions



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ALA Accreditation Scheme

Continuous Quality Improvement

Culture of Assessment

Initial

Continued

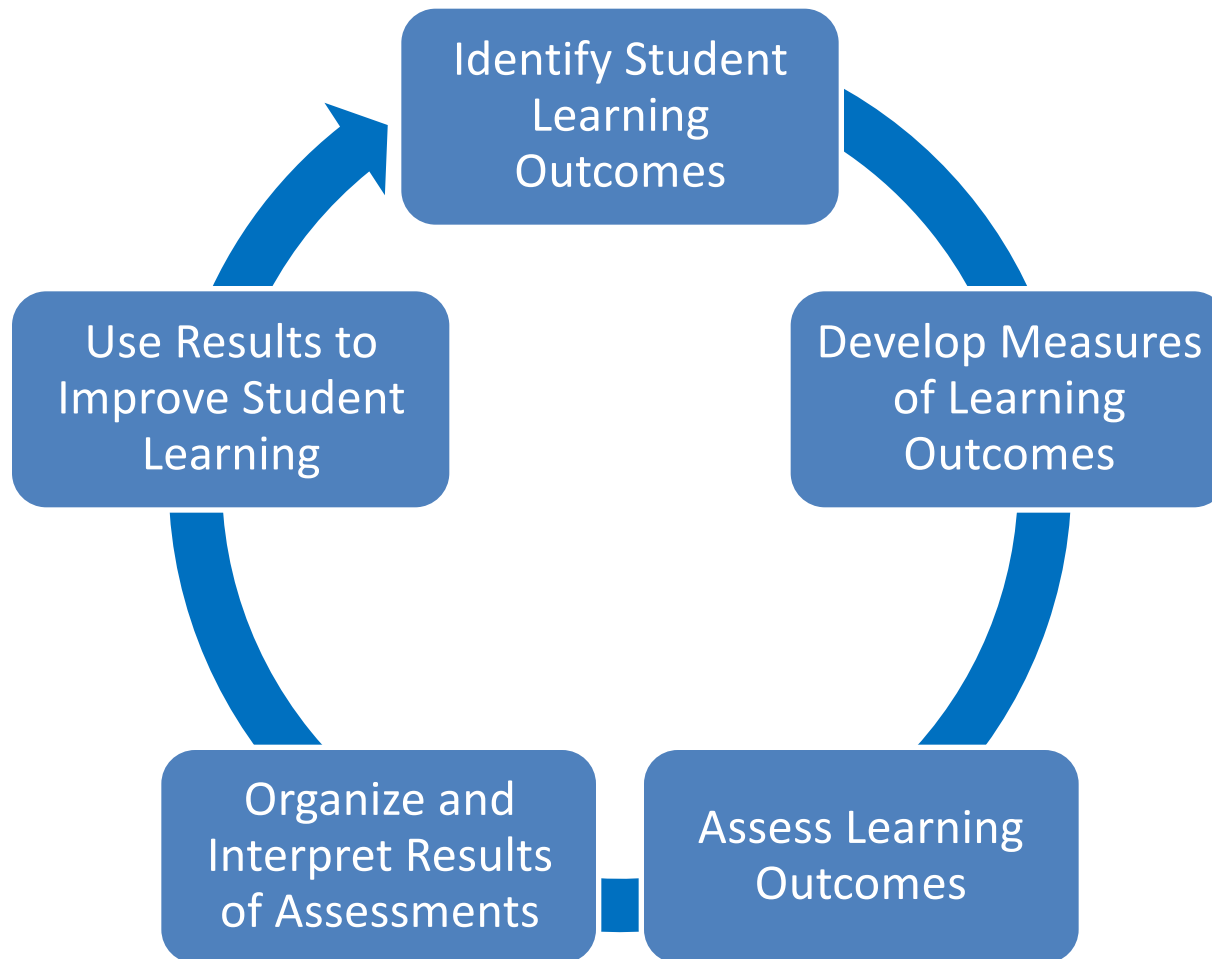
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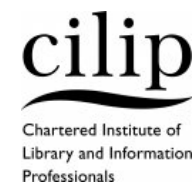


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ALIA Accreditation Scheme

- History and Context
 - ALIA: LIS Industry and Personal membership
 - Integral role in the development of LIS education in Australia
- Scope of Accreditation
 - Vocational
 - Higher Education
- Role of competency frameworks
 - Core Knowledge Skills and Attributes
 - Joint Associations: Foundation Statement



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ALIA Accreditation Scheme

- Assessment Model: Red and Gold
 - Invitation to accredit: Five Year Cycle
 - Submission
 - Panel
 - Assessment form
 - Panel visit
 - Report and Recommendations
- Annual Course Returns
- Educator Forums
- Employer and Practitioner Consultation Committees



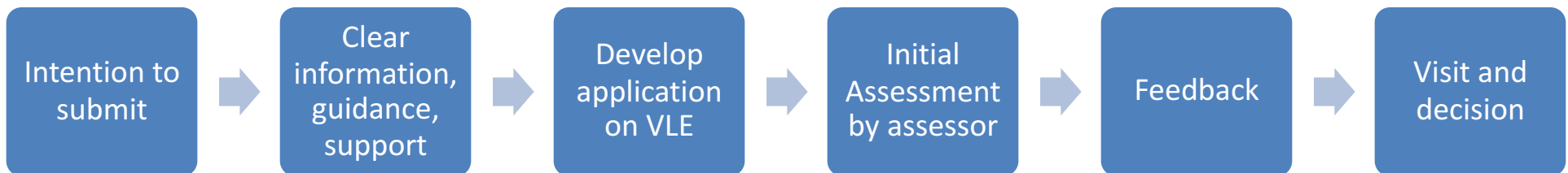
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CILIP Accreditation Scheme



Programme and
module level
accreditation



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Assessment Criteria

1. The relevance of the programme to the Professional Knowledge and Skills Base
2. The learning provider is providing a high quality learning experience for students
3. The learning provider engages with employers to ensure that programmes are relevant to students
4. Staff are up to date with current professional practice
5. Students are encouraged to engage with CILIP



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Analysis of schemes

- Assessing the quality of learning
 - Course content
 - Needs of employers
 - Quality
 - Teaching staff
- Scope of accreditation
- Assessment models
- Role of competency frameworks
- Role of employers



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Wider International Quality Assessment Landscape

- Global agreements
 - Trade: TPP, NAFTA
 - Qualifications: Lisbon, Bologna
- Qualification Frameworks: EQF, AQF, NZQF
- Quality assurance agencies: TEQSA, QAA, CHEA
- International standards
- Professional associations



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Complexities of creating an international body

CONTEXTUAL RESPECT

Governmental/legal

Cultural

Student-centric



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International Accreditation Framework

- Ensuring that all students across the world that have undertaken a degree in LIS are prepared for professional practice
- International reciprocity
- Licensing current models to other Library Associations
- Creation of national/regional schemes by other Library Associations



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Principles

- Be student learning outcomes based
- Be robust yet flexible
- Enable regional and national differences
- Not adversely affect any part of the world
- Consider the role of competency frameworks
- Consider the importance and role of employers in developing learning provision
- Outline how the framework would deliver in relation to the reciprocity agenda
- Provide opportunities for mutual understanding among LIS educators worldwide



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Key issues to be resolved

- Purpose and evidence base
- How will the framework respond to national competency frameworks, validation schemes and accreditation frameworks?
- How will the framework ensure compliance with reciprocity schemes?
- If an IFLA award is required, who will manage this and will there be a cost to Associations?



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Developing the framework

- International working group
- Commission and undertake research
- Commission research into the needs of students and employers
- Develop the principles and themes
- Consider implementation and how the value will be communicated
- Develop the framework
- Create as an IFLA Standard? Submit for international Review?



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Any questions

Find out more

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