

IFLA WLIC 2016, 13-19 August 2016, Columbus, Ohio, United States
<http://2016.ifla.org>

Session 109 Monday, 15 August 2016, 13.45.15.45, Room C220-222

CPDWL Workshop: *Continuing Professional Development: Building Quality*

Background

Participants attending the workshop were asked to sit at tables most closely aligned with their roles:

- Employers
- Professional associations
- LIS education and training providers.

In their groups, they were asked to consider the value of the CPD Guidelines, with a number of exploratory questions to guide the discussions:

- With which principles and practices do you agree?
Or not agree?
- Which practices are you already implementing?
- Which practices are you not implementing? Why not?
- If you could add some specific points to the Guidelines, what would they be?
- What strategies can you think of that would help you achieve the highest quality CPDWL program for your specific constituents (e.g. staff, members, participants...)

Each table was asked to capture the key points of their discussion on a Padlet wall. The comments and ideas are summarised below.

EMPLOYERS

https://padlet.com/hallamg/CPDWL_Employers

The main ideas included:

- Definitions
 - What is actually meant by 'learning and professional development'?
- Strategic planning
 - The importance of linking training to the strategic goals: this does not always filter down to individual staff members
 - The institution needs to develop a culture of CPD, as a learning organization
 - Need to ensure the funding bodies understand the critical importance of a staff development budget
 - Having staff with oversight of CPD in the institution: this works well for a large organization
- Responsibility
 - Emphasis on shared responsibility, between employer and staff members
 - The shared responsibility needs to be made more evident in the guidelines

- Focus on the work teams, not just individuals
- Sometimes the learner should request learning opportunities, but sometimes the learner doesn't know what they don't (but should?) know
- The CPD budget proposed in the Guidelines (0.5%-1.0%) requires clarification.
 - It is good to emphasise the importance of planning
 - How does it relate to staff hours?
 - Too high: this is not feasible in some countries – but it is good as a guideline
 - Too low: some institutions should earmark a higher figure for CPD/WL
- Evaluation
 - Need to evaluate all of this: are we getting value for money?
 - Requires periodic evaluation
 - Evaluation should be aligned with best practice
 - Is evaluation linked to salary review? (Assumed not in every institution)
 - Individuals should be encouraged to self-evaluate
- Motivation of employees
 - It can be difficult to motivate staff to learn more, especially if close to retirement
 - Individuals need to understand the need to grow
- Peer learning
 - Staff members attending CPD or WL events should share their knowledge and experiences with their colleagues
 - The individual gains additional skills by training others
 - Sweden: the training attendance is documented, learning opportunities recorded, and then linked back to performance appraisal
- Conferences
 - If a manager attends a conference, how do you ensure that others benefit?

PROFESSIONAL ASSOCIATIONS

https://padlet.com/hallamg/CPD/WL_Associations

- Association involvement
 - Core business to promote and implement standards and guidelines
 - It was important to ensure the Guidelines are translated into other languages and distributed widely across the LIS sector
- Role of associations:
 - To actively and strongly advocate for and promote the importance of CPD to members, employers and key stakeholders
 - Differences across and within countries, especially LIS education
 - Smaller associations may find it difficult to adopt the Guidelines
- Associations sponsoring resources
 - UK (CILIP) and Australia (ALIA): key resources for members are highlighted
 - Australia: ALIA outlines 65 types of CPD
 - UK: CILIP is currently focusing on creating content for the association's Virtual Learning Environment

- Australia: ALIA sources the best free training activities and promotes this to members
- USA: ACRL derives revenue from marketing their own PD activities, so it makes it hard to promote external CPD events
- USA: AARL would like to see wider promotion of all types of CPD events, perhaps in a focused way based on interests, cf IFLA sections
- Ghana: the sections prepare CPD programmes, often members of the Council prepare and deliver events
- Certification/licensing of professionals
 - Guidelines to be reviewed: Associations are unlikely to have the legal authority to implement these ideas
- Recognition of learning
 - UK: CILIP has professional registration programme, members revalidate their CPD annually
 - Australia: ALIA has well developed PD scheme with 3-year cycles
 - Ghana: chartership programme
- Competency frameworks
 - UK: CILIP Professional Knowledge and Skills Base (PKSB)
www.cilip.org.uk/pksb
 - Australia: ALIA has an overarching competency framework
<https://www.alia.org.au/about-alia/policies-standards-and-guidelines/library-and-information-sector-core-knowledge-skills-and-attributes>
Plus specialisations for different areas of LIS practice
<https://membership.alia.org.au/pdinfo/specialisations/alia-pd-scheme---specialisations>
 - Israel: Need to conduct research to identify needs of employers, to ensure they can get the right employees
- Making the library a learning organization
 - Focus on using the Guidelines around everyday learning and how you learn from your colleagues
 - Hold meetings with learning objectives stated
 - Share articles, discuss relevance to the library
 - Finding the time to release staff can be difficult: is there a role for the associations here?
- Encouraging staff engagement in learning
 - Importance of stressing real learning outcomes to motivate staff to attend and participate
 - Challenges in ensuring the sharing of knowledge and experiences obtained through CPD activities
 - Need to write a report afterwards, give a presentation or complete a blog, with daily posts throughout the learning activities
 - Lightning rounds from staff upon return to workplace
 - Namibia: supported new authors/presenters with preparatory workshops to develop the skills for writing conference papers
- Change being driven by younger staff
 - Higher expectations, want more channels and modes for CPD

- Engagement with academics
 - Sweden: LIS academic programmes are also responsible for CPD and ongoing learning opportunities; the unions are also involved
 - Researchers share information about their research activities at staff events
- Staff who graduate with new qualification
 - Share the experience, benefits and challenges with their colleagues
 - Help motivate others to study
- Additional Guideline proposed: Assessment and Evaluation
 - Focus on identifiable, measurable learning outcomes for CPD events and activities
 - To serve as a contract between the provider and the learner, so providers deliver what they say they will
- Evaluating providers and accrediting training
 - Too complex for associations to be involved in
 - Happens at the academic level, but not in the CPD arena

LIS EDUCATION/TRAINING PROVIDERS

https://padlet.com/hallamg/CPDWL_Providers

- Review of the Guidelines
 - Need to ensure focus on lifelong learning
 - Need to note the international perspectives: cultural awareness
- Quality control
 - Need to ensure providers have appropriate qualifications
 - Run regular Train the Trainer events so skills are spread widely
- Importance of librarians understanding learning theory and pedagogy
 - The state of play is underdeveloped and ad hoc
 - Need to understand different contexts and audiences for CPD
- Importance of formal CPD schemes with certification
 - Focus for professional associations
- Importance of advocacy with key stakeholders
 - Link with UNESCO
 - Know how to influence decision makers and funding bodies
- Awareness raising
 - Finding ways to learn about CPD happening in other countries, to stimulate ideas and share across the sector
- Fine tuning the Guidelines
 - Emphasise that these are 'ideal', something to aspire to, not necessarily prescriptive
 - Emphasise the importance of ensuring there is an organizational policy relating to CPD
 - Emphasise the value of having CPD included in job descriptions
 - Include review of CPD in performance appraisals
 - Recommend the budget and work hours are standardised across the whole institution

- If it is argued that there is no budget, then it is important to review how and where the available funds are spent
- Ensure that CPD is viewed as iterative and on-going, not ad hoc
- Beyond the Guidelines
 - Good principles, but needs to be more support on how to plan and implement these Guidelines
 - Develop toolkits to help library managers and staff develop CPD programmes, write learning outcomes, support self-assessment, prepare template for personal learning plan
 - Help the 'accidental trainer': how to create training without having been trained in training

Summary prepared by:

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