

## **To LT or not to LT, that is the question: The Australian Library and Information Association accreditation of library technician courses**

**Judy Brooker**

Australia Library and Information Association, Canberra, Australia.



Copyright © 2015 by Judy Brooker. This work is made available under the terms of the Creative Commons Attribution 3.0 Unported License: <http://creativecommons.org/licenses/by/3.0/>

---

### **Abstract:**

*The Australian Library and Information Association (ALIA) establishes and maintains standards for entry into the library and information profession in Australia. ALIA's course accreditation program has a long history of supporting and reinforcing these standards. The importance placed on education is reinforced in the Objects of the Association's Constitution 3.2 (c) "To ensure the high standard of personnel engaged in information provision and foster their professional interests and aspirations". (ALIA, 2014a)*

*ALIA firmly believes that formal Course accreditation fosters excellence in the provision of education for the Australian library and information services sector. ALIA aims to ensure that all students undertaking an ALIA accredited course experience a quality program, with an appropriate curriculum delivered effectively and supported by the required resources, and that these quality programs reflect the needs of employers seeking a trained and effective workforce.*

**Keywords:** Vocational education, Library technicians, Accreditation, Training, Australia.

### **Introduction**

The focus of this paper is on one important section of ALIA's course accreditation program: the accreditation of vocational education library technician courses. This accreditation is part of ALIA's overall accreditation program which also includes accreditation of higher education Bachelor, Post Graduate Diploma and Masters Courses leading to eligibility for

ALIA Associate membership. ALIA accredits - Australia wide - a total of 41 courses, with 13 Technical and Further Education Institutions (TAFEs) and 3 universities offering the Library Technician Diploma course and 7 universities offering courses leading to ALIA Associate membership (ALIA, 2015a). In Australia vocational courses are mainly taught by technical colleges or institutes but they can also be taught by universities that have vocational streams often because small vocational institutes have, in recent decades, been absorbed into or combined to form larger higher education institutions.

Table 1. Current ALIA Accredited Library Technician Qualifications

<b>Current ALIA Accredited Library Technician Diploma Providers</b>	<b>City</b>	<b>Location: Australian State or Territory</b>
Box Hill Institute	Melbourne	Victoria
Canberra Institute of Technology	Canberra	Australian Capital Territory
Central Institute of Technology	Perth	Western Australia
Charles Darwin University	Darwin	Northern Territory
NSW TAFE – Hunter Institute	Newcastle	New South Wales
NSW TAFE – Illawarra Institute	Wollongong	New South Wales
NSW TAFE – North Coast Institute (TAFEnow)	Coffs Harbour	New South Wales
NSW TAFE – Riverina Institute	Wagga Wagga	New South Wales
NSW TAFE – Sydney Institute	Sydney	New South Wales
NSW TAFE – Western Sydney Institute	Sydney	New South Wales
Swinburne University of Technology	Melbourne	Victoria
TAFE Queensland – Brisbane	Brisbane	Queensland
TAFE Queensland – East Coast	Nambour	Queensland
TAFESA – Adelaide	Adelaide	South Australia
TASTAFE	Hobart	Tasmania
Victoria University	Melbourne	Victoria

Eligibility for Library Technician membership of ALIA is regularly used as a benchmark for the qualifications needed for employment in the Australian library and information sector and forms the basis of salary awards and work guidelines such as the Crown Employees Award in New South Wales (ALIA, 2015b). Our course accreditation program ensures that a graduate

of an ALIA accredited vocational education Diploma of Library and Information Services course is eligible for Library Technician Membership of the Association without further assessment. The LIS profession, however, remains officially an unregulated profession, unlike the professions of medical practitioners and school teachers. As there are no legal requirements for practice in the LIS profession, not only does ALIA have to have a credible accreditation process but it also needs to maintain the support of members to continue to undertake the process. Surveys of members continue to indicate that course accreditation remains a high priority with them. The 2013 member survey indicated that 90% of members valued the course accreditation process (ALIA, 2014b).

### **Early history of the library profession in Australia**

Education for library work has long been a focus of library professional associations in Australia. As early as 1896 consideration by library leaders was given to the establishment of examinations and certification for library workers, cataloguing, in 1901, was one of the first areas of knowledge that was regarded as warranting formal examinations. By 1916 this had evolved into Public Service Board Higher Grade Examinations for Librarians. And by 1935 under the influence of Carnegie and the Munn-Pitt report it was recommended by Metcalfe that:

- (a) Professional Associations should conduct examinations for librarians
- (b) State Libraries should teach for these examinations.

(Keane,1982, p.17)

It was not until 1944 that the first examinations by the Australian Institute of Librarians (AIL, later Library Association of Australia (LAA)) were held. Professional recognition by examination lasted - although with a name change to Registration Examinations - until 1980. Meanwhile, the way library education was being delivered was evolving - from essentially employer as teacher and professional association as examiner - to, following the trend of professional education for similar professions, the recognition of individual courses at educational institutions. In 1961 the Library Association Board of Examiners recognised “success in the University of New South Wales Diploma of Librarianship examination for exemptions from the Registration Examinations” (Keane, 1982, p.19). This was the beginning of a change in focus for quality assurance in library and information science education. It went from direct control undertaken by the association to assessing, reviewing and trusting educational institutions schools to produce graduates who met the requirements of the profession. The Library Association’s response to this change meant that the Board of Examiners evolved in 1976 into the Board of Education. A seven year cycle of course recognition began with LIS schools required to report annually to the Association (Bryan, 1989). This quality assurance mechanism continues to this day.

### **Introduction of Australian qualifications for Library Technicians**

Coinciding with the change to LIS education and the increasing role of educational institutions was an understanding that there were different levels of library work emerging and that this required a new approach to workforce preparation. Interest began in the 1960s in creating Library Technician courses in Australia with the first course being established in Melbourne in 1970 and another in New South Wales in the 1973. In 1979 John Brudenall as President of Library Association of Australia (LAA, now ALIA) said:

“There is a clear middle area in library work between the professional and support levels which technicians will fill more capably than any makeshift category of graduate clerks or semi-trained clerical assistants. If we want to offer the best service possible to our clients and to optimise the effectiveness of a limited number of staff positions then technicians provide a significant part of the answer” (Brudenall,1979, p.166).

Brudenall argued that chief librarians and library managers needed to restructure their staffing arrangements to take advantage of the skills of these new library technicians. In 1979 several technician courses were visited and assessed for recognition by LAA. This was the beginning of the formal role of vocational course accreditation for ALIA (Gordon, 1983). Library Technician courses have had various names and structures since 1970, beginning with the Library Practice Certificate Course. In 1980 the first specifically ‘Library Technician’ Certificate Course was named, and over time this has evolved to the current title of ‘Diploma of Library and Information Services’. All the changes of course names and institution configurations are meticulously recorded and used to assess the eligibility of applicants with these qualifications for ALIA Library Technician membership. ALIA now only recognises Library Technician qualifications in library and information services at the Diploma level. This Vocational Education and Training (VET) qualification encompasses the knowledge and skills for library and information work as set out in ALIA’s statement, ‘The library and information sector: core knowledge, skills and attributes’ (ALIA, 2014c)

### **Impact of national competency-based training**

In the 1990s, a competency system was introduced nationally. The Australian National Training Authority (ANTA) established national curricula for all vocational areas of training. Prior to this TAFEs providing library technician training were individually assessed only against the ALIA statements. Different vocational industries were grouped together. Initially LIS was in a stand-alone cultural industries grouping under Culture Recreation Education and Training Enterprise Australia (CREATE Australia). This resulted in the development of the first cultural LIS training Package: CUL99 The Museum and Library/Information Services Training package (IBSA,1999). In 2005 ANTA ceased and there was another change to VET policy and a move of policy control to the Federal Department of Education, Science and Training and the creation of Industry Skills Councils (ISC) (Nicholson, 2005). LIS was included in the ISC Innovation and Business Skills Council Australia (IBSA). This new Skills Council combined cultural industries including museums and LIS with finance, printing, IT and business industries. Under a system of continuous improvement a new training package was developed in 2004 CUL04 (IBSA, 2004) and again in 2011 CUL11 (IBSA, 2011).

Library Technician training was now placed in a national policy system and this has meant that most changes in Library Technician education have largely been dictated by Australia-wide changes to the whole vocational education system. Quality assurance mechanisms now involved forming relationships with non LIS centred organisations and adapting ALIA internal quality assurance mechanisms to support the additional role of ALIA as an intermediary representing LIS employers and educators in this new national forum. The first task was for ALIA to understand the impact of competency-based training packages and what this would mean to the current LIS Diploma. Training Packages are designed to be developed by ISCs on behalf of industry. Training packages are sets of nationally endorsed standards

and qualifications for recognising and assessing people's skills. A Training Package describes the skills and knowledge a person needs in the workplace.

This, then, changed the dynamics of the relationship ALIA had with LIS educators and educational institutions.

Each Training Package is made up of four key components:

- Units of Competency (define the skills and knowledge to operate effectively in employment and how they need to be applied)
- Assessment Requirements (specify the evidence and required conditions for assessment, every unit of competency has associated assessment requirements)
- Qualifications (groups of units of competency ranging from Certificate I through to graduate diploma and need to comply with the Australian Qualifications Framework (AQF))
- Credit Arrangements (specifies existing credit arrangements between Training Package qualifications and Higher Education qualifications in accordance with AQF)

(IBSA, 2015a)

The IBSA consultation process also included a change in approach to the formation and structure of Diploma units in an attempt to remove duplication across industries and to identify and separate universal and industry specific skills. Because of the relationship with museum studies and the set structure of the Diploma, in a national framework, ALIA has had to negotiate with IBSA to try and fit LIS core knowledge and skills into a Diploma structure that has compulsory core units based on generic skills and industry specific skills relegated to a choice of electives. In addition to this the Diploma of Library/Information Services also had to serve as the Diploma level qualification for museum staff who no longer had their own qualification (IBSA, 2011). IBSA sought to redesign cultural training in 2014, taking advantage of the timing of the 2012 directive to simplify training packages. It has been proposed that LIS moves from the Cultural training package to the Business Services training package and that a separate Diploma of Community Arts and Cultural services be developed (IBSA, 2014). ALIA also proposed improvements to the LIS diploma structure by adding digital skills to the core.

Furthermore, the creation of the AQF in 1995 was another government regulatory mechanism that had to be taken into consideration by ALIA when developing ALIA's vocational education framework and adapting quality assurance mechanisms (AQF, 2015). The development of Recognised Prior Learning, (RPL) was another disrupter. The adoption of Recognised Prior Learning (RPL) in Australia is intricately entwined with the introduction of competency based standards and vocational education reforms. From small beginnings in Victoria in 1989 RPL spread nationally as policy, being officially included in a pathway to national qualifications under the National Qualifications Framework in 1993 and in the Australian Quality Training Framework (AQTF) Standards in 2001. The offering of RPL to all enrolling students has progressed to being a compulsory requirement for RTO registration by the VET regulator: Australian Skills Quality Authority (ASQA) and formally defined as part of the current AQF Qualifications Pathways Policy. (AQF, 2012)

Although this process for giving students credit for skills, knowledge and experience gained through work or previous study was introduced in 1993, it was not until much later that ALIA formally acknowledged the impact this change had on ALIA's accepted student pathways. Not only would students undertaking the Diploma be offered RPL but graduates of the Diploma of Library and Information Science would be offered credit towards their LIS Bachelor qualifications, in some cases a third of the Bachelor degree. As not all RTOs offering the Diploma of Library and Information Services are ALIA accredited this adds challenges when ALIA is accrediting LIS Bachelor courses. Awareness of the ripple effect of RPL to accredited Bachelor programs is now another consideration to be taken into account in the vocational education quality assurance.

There has been more than a decade of increasing government regulation in vocational and higher education in Australia. The Bradley Review in 2008 argued for an uncapped student demand driven system. This proposal, coinciding with the push to increase the number of private educational institutions in Australia, led to the establishment of more government regulatory bodies to oversee the education and training sector. The Australian Skills Quality Authority (ASQA) is the national vocational regulator, and the Tertiary Education Quality Standards Agency (TEQSA) is the national regulator for higher education. Some state regulators still also exist.

In 2011 ALIA's course recognition program changed its name to Course Accreditation. In response to external national changes in the education landscape and internal financial and capacity challenges, the ALIA Board in 2012 resolved to review the Association's course accreditation processes. Dr Gillian Hallam was chosen to undertake a literature review and an environmental scan to inform the board of possible evidence-based options for improvement for ALIA course accreditation. This thorough review was presented in April 2013 and was invaluable in establishing a new model of accreditation for the Association. Hallam's review highlighted the need for ALIA not to duplicate the quality assurance mechanisms already put in place by government and the education institutions (Hallam, 2013).

### **Current issues and developments**

Vocational education continues to be a focus of government review in Australia. Recent changes in the last twelve months have led to the oscillating of responsibility for vocational education from the Federal Department of Education to the Department of Industry and back to the Department of Education and 'Training'. A new structure has been announced by the new Minister with a new Australian Industry and Skills Committee, the removal of Industry Skills Councils, replacement with Skills Service Organisations and the creation of Industry Reference Committees (DEaT, 2015a). The most significant change appears to be an increase in the role of the Department and a reduction in the role of unions and employee consultation in vocational education. After building up strong relationships within IBSA - the LIS industry Skills Council under the previous framework - ALIA will now need to ensure it has a voice in the new structure.

Not only is there rapid and significant change in the governing framework for vocational education institutions, there are also considerable changes to funding support. In Australia TAFEs have been the major suppliers of vocational education and they have been largely state organised and funded. Both Federal and State governments over recent years have been

reducing their financial support for the TAFE system. There is now considerable financial pressure on government funded TAFEs Australia wide. Both State and Federal government funding has been reduced in recent years and student fees have increased considerably. A student loans scheme for vocational education has also just been introduced and, along with the increase in fees, will change the student cohort undertaking the Diploma of Library and Information Services. Another influencing factor is the increased government support for private Registered Training Organisations (RTOs). TAFEs have been the traditional suppliers of Library Technician education in Australia, so this upheaval is having considerable effect on our educators and our students.

The vocational education space is changing and ALIA is open to private RTOs seeking accreditation and supporting our standards. ALIA sees an increasing role for our professional association course accreditation process in supplying reassurance and stability in the value of accredited qualifications to both students and employers. Australia is fortunate to have had LIS leaders who had the foresight in the 1970s to identify and value the technician role in the profession and to foster excellence in vocational education for Library Technicians. This has enabled Library Technicians to have an increased voice and contribution in Australian librarianship and, I believe, has added depth to the profession as a whole.

Library Technician education in Australia has created an education pathway for many members in our profession. Students who have completed a Certificate III or Certificate IV often continue on to complete a LIS Diploma and in turn progress to a Bachelor and to postgraduate Diploma and Masters Qualifications. Significant numbers of library managers today have entered the profession via vocational education and later undertaken Bachelor or Masters-level qualifications. As well as being part of many library professionals personal journey, the Diploma has also provided a depth of practical experience that has been invaluable to Australian LIS decision makers. In addition, some qualified librarians have also used vocational education to add to their skill base (Carroll & Murray, 2010). This is very evident when you consider that in 2013 21% of enrollees in the Library, Information & Cultural Services (CUL) training package reported having a Bachelor degree ((IBSA, 2015b). ALIA has also benefited from having diversity in its membership. Library Technicians are an integral part of the Association and LT volunteers have made a significant contribution to ALIA over many years.

Nevertheless, there are significant challenges ahead. Since these challenges are often contradictory, it is challenging to plan and develop a workforce strategy. Reduced funding to TAFEs may result in some TAFEs closing their LIS courses. Dramatic increases in the cost of undertaking the LIS diploma may reduce student numbers however, the new vocational education student loans scheme may remove a price signal from the market. Significant increases in higher education fees may mean vocational education becomes more attractive. What effect will the increase in online vocational education have on the type of students undertaking LIS vocational education and what should the course accreditation response be to this change? Given that the age profile of the vast majority of LIS Diploma students is over 30 years and the largest single group is aged between 40 and 49 years with 80% female and studying part time it is very difficult to predict the impact of these combined changes (IBSA, 2015b). Could the increased demand by employers for digital skills for Library Technicians mean that online education is just part of the structural change in the digital age and may

better equip graduates to be flexible ongoing learners? ALIA will need to constantly review, to ask questions, seek answers and respond to these questions if the integrity of Library Technician course accreditation is to be maintained. Most significantly, ALIA's course accreditation process is made possible by the dedication and professionalism of LT educators as well as the wonderful volunteers who contribute their expertise to the Course accreditation panels.

The Australia wide training package provides an opportunity for national benchmarking, transportability of skills in a geographically mobile Australian population and fosters a collegiate atmosphere amongst LT educators because of their common challenges. However, the training package model increases inflexibility and may reduce responsiveness to local employer needs and the ability for the LT Diploma to adapt to a rapidly changing information landscape. Nevertheless, Library Technicians and Library Assistant numbers in the Australian workforce remain relatively stable according to Australian Bureau of Statistics (ABS) census data with a total of 14,763 Library Technicians and Library Assistants in Australia in 2006 and 14,815 in 2011 and the percentage of Library Technicians and Library Assistant workers in Libraries and Archives remaining the same at 57.4% (ABS, 2011). However there has been a slight decline in the number of enrolments and completions in the Diploma since 2010 from 4,411 and 1,243 to 3,888 and 1,024 in 2013 (IBSA, 2015b).

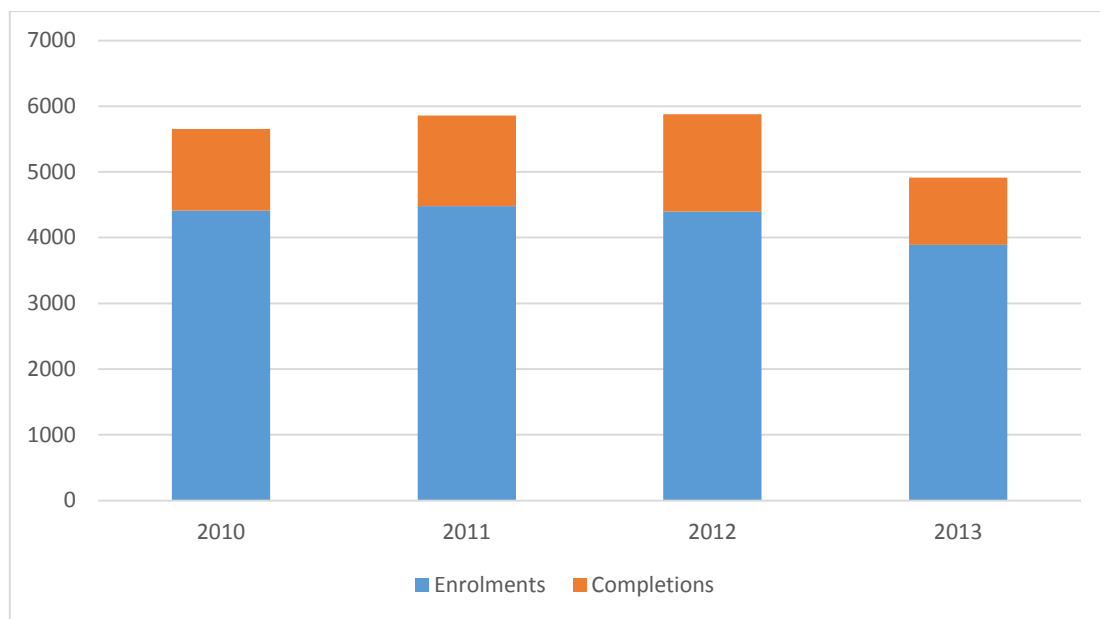


Figure 1. Library and Information Services Diploma Student Enrolments and Completions (IBSA, 2015b)

### **ALIA's current course accreditation program**

ALIA undertakes accreditation of courses at the invitation of the institution offering the course. To seek accreditation of a Diploma course, an institution must be a registered training organisation (RTO). RTOs are those training providers registered by the Australian Skills Quality Authority (ASQA) (or, in some cases, registered by a state regulator) to deliver



VET services. The Department of Industry maintains an authoritative national register all Australian RTOs (DEaT, 2015b).

An institution wishing to invite ALIA to undertake course accreditation should address their request to the ALIA Director of Learning. ALIA, in consultation with the institution, will determine the timing of a course accreditation/reaccreditation process. A preliminary accreditation process is invited for new courses and is based on documentation provided for institutional approval. The final accreditation process is not normally undertaken until the course has commenced and students are enrolled. It is advised that institutions planning to introduce or revise a course should include representation from ALIA in the course development process. A formal course accreditation amendment process is available for changes to accredited courses within an accreditation period. Courses may be offered in a variety of delivery modes, but it is expected that all students will have the opportunity to attain the same learning and development outcomes from the course regardless of delivery mode.

### **Course Accreditation Processes and Procedures**

The first ALIA course accreditation process for an institution is fee-applicable and assessed through documentation and a panel site visit. Ongoing compliance requires annual attendance by at least one member of the teaching staff at an ALIA Library Technician Educators meeting and satisfactory completion of an Annual Course Return (ACR) review. ALIA reaccreditation of an accredited course at the end of the period of accreditation (usually five years), offers the choice of Red (free) reaccreditation process with no panel visit, or Gold (fee applicable) reaccreditation process with a panel site visit. Interim accreditation for course changes within an accreditation period requires documentation only.

### **Process of Course Accreditation and Reaccreditation**

1. The educational institution invites ALIA to undertake course accreditation.
2. A course accreditation panel is established.  
The Association establishes a course accreditation panel. For a first or a Gold accreditation, the date of the site visit will be arranged in consultation with the institution. The institution has a right of veto over a panel member. The Library Technician accreditation panel will generally include a current practitioner, an employer, a library technician educator and a university educator as well as the ALIA Director of Learning. Panel members are required to sign a confidentiality agreement and declare any conflicts of interest.
3. Assessment questionnaire, documentation and visit requirements are confirmed.  
The Association provides the questionnaire and the facility to upload documentation to be submitted by the institution, the timeframe for submission and visit planning information, if applicable.
4. The institution advises ALIA that its documentation is ready for review.
5. The institution provides access information for current and recently graduated students for course feedback interviews.
6. The Panel reviews the documentation with discussion via teleconferences. Following the initial review of the documentation the panel members may seek further information or clarification about aspects of the course. (Panel visit is undertaken if first or Gold accreditation)

7. A draft report is provided to the institution for clarification, correction of factual matters as necessary.
8. The report is submitted to the ALIA Professional Development, Education, Research and Publishing (PDERP) Sub-committee. Review mechanism assures the quality of the course accreditation process. PDERP makes a recommendation to the ALIA Board of Directors.
9. A report with recommendation is submitted to Board of Directors for final decision on accreditation of course(s).
10. The Institution is advised of outcome.
11. A formal appeals process is available to institutions.

### **Criteria for the assessment of courses**

ALIA's statement 'The library and information sector: core knowledge, skills and attributes' provides the conceptual framework for curriculum and learning outcomes (ALIA 2014c). This policy is regularly reviewed and updated, and Library Technician Educators have an opportunity at their annual educator forums and summits to assess the currency of the policy. Within the CUL 11 Training Package, ALIA requires educators to use the ALIA core knowledge, skills and attributes policy to develop courses that will produce graduates with the necessary knowledge and skills to begin practice at the appropriate level on graduation and continue the development of their knowledge and skills into the future.

In accrediting courses, the Association takes into consideration:

- CUL 11 Training Package guidelines for the Diploma of Library and Information Services
- the range of elective units offered
- the scheduling of units
- student feedback
- resourcing
- quality assurance mechanisms
- infrastructure
- employer engagement
- educators engagement with the profession
- work placement opportunities for students
- graduate outcomes.

### **Continuous Improvement**

ALIA encourages a culture of continuous improvement within accredited institutions. Self-assessment by the institution seeking accreditation is a very important component of the new ALIA course accreditation process. ALIA places strong emphasis on the creation of course reference committees that include educators, employers, practitioners, students and community and ALIA representatives. These committees meet at least two times every year, are minuted, and are part of the annual course return process to ALIA. ALIA also encourages benchmarking within the vocational education sector, so that educators within their own institution are aware of valuable points of comparison and build strong relationships within their institution, especially the library, IT and resource centres. The creation by ALIA of the ALIA LIS Education, Skills and Employment Trend reports support this process (ALIA, 2014d).

ALIA also invites educational institutions to use ALIA's advocacy expertise when they encounter challenges to funding, etc. For example, in the Australian vocational education space, ALIA lobbied effectively for LIS courses to remain on a State's subsidised training list. We encourage educators to become personal members of ALIA and to actively participate in our continuing professional development scheme.

### **Conclusion**

ALIA has a long history of continued involvement with Library and Information Science education and training in Australia. Throughout the many changes in the national education and training sector over the past 20 years - including competency-based training and the introduction of training packages - ALIA has continued its central role in accreditation of courses and maintaining standards for library technicians.

ALIA has now introduced a new course accreditation process, primarily as a response to a course accreditation review undertaken in 2013. The development and implementation of this process has revealed that, despite an increase in government regulation and the introduction of a National Training Package (CUL11 Library, Information and Cultural Services), the role of a professional association's course accreditation process maintains key relevance. ALIA course accreditation provides vital support for a positive vocational outcome for both students and employers and reinforces quality assurance in LIS education.

To LT or not to LT: the answer to the question is: Yes.

### **Acknowledgments**

I wish to acknowledge the LT educators and previous and current accreditation panel members for their valuable contribution to ALIA's accreditation process and the development of the Australian LIS profession. I also acknowledge the progressive attitude of the Associations Boards over many years toward vocational education.

### **References**

- Australian Bureau of Statistics (ABS) (2011). Catalogue 6273.0 Employment in Culture, Retrieved May 2, 2015 from [http://www.ausstats.abs.gov.au/Ausstats/subscriber.nsf/0/24CE26B099300AF2CA257ADA00132646/\\$File/62730\\_2011.pdf](http://www.ausstats.abs.gov.au/Ausstats/subscriber.nsf/0/24CE26B099300AF2CA257ADA00132646/$File/62730_2011.pdf)
- Australian Library and Information Association (ALIA) (2015a). Courses eligible for ALIA Membership, Retrieved July 3, 2105 from <https://www.alia.org.au/employment-and-careers/courses-eligible-alia-membership>
- Australian Library and Information Association (ALIA) (2015b). Salary scales and work level guidelines, Retrieved July 3, 2105 from <https://www.alia.org.au/resources-and-information/salary-scales-and-work-level-guidelines>

- Australian Library and Information Association (ALIA) (2014a). Constitution of Australian Library and Information Association limited, Retrieved May 2, 2015 from [https://www.alia.org.au/sites/default/files/documents/ALIA\\_CONSTITUTION\\_2014.pdf](https://www.alia.org.au/sites/default/files/documents/ALIA_CONSTITUTION_2014.pdf)
- Australian Library and Information Association (ALIA) (2014b). What's on your mind? *INCITE*, 35(3),30
- Australian Library and Information Association (ALIA) (2014c). *The library and information sector: Core knowledge and attributes*. Retrieved May 2, 2015 from <https://www.alia.org.au/sites/default/files/The%20Library%20and%20Information%20Sector%20Core%20Knowledge%20Skills%20and%20Attributes%20December2014%20%282%29.pdf>
- Australian Library and Information Association (ALIA) (2014d). *ALIA LIS education, skills and employment trend report*. Retrieved May 2, 2015 from <https://www.alia.org.au/sites/default/files/ALIA-LIS-Education-Skills-and-Employment-Trend-Report-2014.pdf>
- Australian Qualifications Framework Council (AQF) (2015). *Recognition of prior learning: An explanation*. Retrieved May 2, 2015 from <http://www.aqf.edu.au/wp-content/uploads/2013/06/RPL-Explanation.pdf>
- Bradley, D., Noonan, P., Nugent, H. & Scales, B. (2008). Review of Australian higher education: Final report. Canberra: Commonwealth of Australia.
- Brudenall, J. (1979). Emphasis'79...on library technicians, *The Australian Library Journal*, 28(10), 166.
- Bryan, H. (Ed.). (1989). *ALIAS, Australia's library, information and archives services: An encyclopaedia of practice and practitioners*. Sydney: ALIA Press.
- Carroll, M. & Murray, J. (2010). Swirling students: a study of professional and vocational training avenues for the library and information industry. *Library Trends*, 59(1/2)188-207.
- Department of Education and Training (DEaT) (2015a). *New arrangements for training product development for Australian industry*, Retrieved May 22, 2015 from [https://docs.education.gov.au/system/files/doc/other/ed15-0079\\_contestable\\_model\\_quality\\_and\\_regulation\\_comms\\_pack\\_policy\\_doc\\_acc.pdf](https://docs.education.gov.au/system/files/doc/other/ed15-0079_contestable_model_quality_and_regulation_comms_pack_policy_doc_acc.pdf)
- Department of Education and Training (DEaT) (2015b). National forvocational education and training, Retrieved May 2, 2015 from <https://training.gov.au/>
- Gordon, I. (1983). Ten years after – a history of Library Technicians in NSW. *The Australian Library Journal*, 32(3) 26-30.
- Hallam, G. (2013). *Course Accreditation Review 2013*, Canberra: Australian Library and Information Association.
- Innovation & Business Skills Australia (IBSA) (1999). *CUL99- Museum and Library/Information Services Training Package* (Release 1.0), Retrieved May 2, 2015 from <http://training.gov.au/Training/Details/CUL99>
- Innovation & Business Skills Australia (IBSA) (2004). *CUL04- Museum and Library-Information Services Training Package* (Release 2.1). Retrieved May 2, 2015 from <http://training.gov.au/Training/Details/CUL04>
- Innovation & Business Skills Australia (IBSA) (2011). *CUL11-Library, Information and Cultural Services Training Package*(Release 1.0). Retrieved May 2, 2015 from <http://training.gov.au/Training/Details/CUL11>
- Innovation & Business Skills Australia (IBSA) (2014). *Library qualifications review 2014-2015: Discussion paper* Version 1.0 Retrieved May 2, 2015 from

<https://www.alia.org.au/sites/default/files/Library%20Review%20Discussion%20paper%20V21.pdf>

Innovation & Business Skills Australia (IBSA) (2015a). *Training packages*. Retrieved May 2, 2015 from <https://www.ibsa.org.au/training-packages>

Innovation & Business Skills Australia (IBSA) (2015b). *Cultural and creative industries environmental scan 2015*. Retrieved June 6, 2015 from

<https://www.ibsa.org.au/sites/default/files/media/IBSA%20Environment%20Scan%202015%20Cultural%20%26%20Creative%20Industries.pdf>

Keane, M. (1982). Chronology of education for librarianship in Australia, 1896-1976, *The Australian Library Journal*, 31(3), 16-24.

Nicholson, J. (2005). Direct line: Future framework for vocational education. *INCITE*, 26(6), 34.