

Body of Knowledge Appendix

BOK 1: The Information Environment, Information Policy and Ethics, and History of the Field

The LIANZA Body of Knowledge sets out the core areas of competency which form the particular knowledge base of library and information professionals in New Zealand. It is expected that all library and information professionals will be familiar with each area of competency as an outcome of their qualification, and will maintain this familiarity through ongoing practice and continuing professional development. In addition individuals will develop particular areas of specialisation and in-depth knowledge relating to this body of knowledge.

The following statement indicates the core elements in BOK 1. Please note that these core elements are indicative rather than comprehensive, and that some core elements may relate to more than one BOK. These core elements are intended as a guide for both education providers and registering professionals, and to assist the Board in its assessments.

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In BOK 1 recognised programmes of study and their graduates are expected to demonstrate:

- Broad understanding of the history and changing role of libraries and the information sector in the broader social, cultural and organisational context, and envision possible future directions and developments
- Broad understanding of the legal, policy and ethical issues relevant to the information sector in a national and international context, including copyright and intellectual property, censorship, privacy, and information policies
- Understanding of the relevance of the Treaty of Waitangi to the development and delivery of library and information services and resources
- Understanding of the purpose and content of professional codes of practice

The core competencies of BOK 1 should be viewed in conjunction with competencies of all other BOKs.

Components of this element of professional education would normally include, but are not limited to, the following:

- The role of information in society
- Society's requirements for information
- Social memory, including Maori and multicultural considerations
- Treaty of Waitangi
- The digital divide
- The role of information professionals
- The various types of information professionals
- Professional ethics and professionalism

- The data → information → knowledge continuum
- The role of general communication and IT-mediated communication in the information professions
- Economic aspects of information
- Public good and private good
- Information policy and policy development
- Government information legislative framework (e.g. Public Records Act)
- Copyright and intellectual property
- Censorship and intellectual freedom
- Global and NZ library history

BOK 2: Generation, Communication and Use of Information

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In BOK 2 recognised programmes of study and their graduates are expected to demonstrate:

- Broad understanding of how information is created, packaged, disseminated and used
- An ability to identify the impact and opportunities presented by changing information and communication technologies (ICTs) and media on the needs of information users
- Understanding of the role of information organisations in the information lifecycle/records continuum, including dissemination through digitisation and other avenues

The core competencies of BOK 2 should be viewed in conjunction with competencies of all other BOKs.

Specific components of this element of professional education would normally include, but are not limited to, the following:

- The information life cycle/records continuum
- Both internally- and externally-created information
- Global and NZ book and publishing history

- The publishing industry, covering all formats and types of publishing
- Economics of the publishing industry
- New publishing trends and models (including Open Access)
- Production, marketing and dissemination of published materials
- The strengths and weaknesses of different publishing and records formats
- Editorial quality control processes
- Key players in the generation of resources: authors, agents, editors, publishers, organisations
- The role of ICTs in the publishing and records industry
- The role of all types of information organisations in the communication process
- Scholarly communication
- The use of participatory software such as blogs and wikis to foster communication
- Styles of communication to meet specific purposes (covering format, level and design)
- Communication differences that occur in oral-based cultures
- Use of emerging communication technologies to meet the needs of specific user/client groups
- The role of information organisations in promoting and facilitating the use of information

BOK 3: Assessment of Information Needs and Design of Responsive Services

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In BOK 3 recognised programmes of study and their graduates are expected to demonstrate:

- Broad understanding of the nature of the customer base and information needs of different user groups
- An ability to identify and evaluate information services and products to determine their relevance to the client base
- An ability to design and deliver information services and products
- An ability to assess the effectiveness and value of library and information facilities, services and products

The core competencies of BOK 3 should be viewed in conjunction with competencies of all other BOKs.

Specific components of this element of professional education would normally include, but are not limited to, the following:

- Information needs analysis and assessment
- Environmental scanning
- Types and levels of users
- Selection and utilisation of existing information products
- Design and implementation of context-specific information products
- Methods of evaluating information products
- Development and implementation of appropriate levels of service
- Provision of services that are culturally appropriate
- Methods for assessing service effectiveness
- Building standards and design
- Space utilisation issues
- Equipment requirements for specific information resources and users
- Assessment of overall organisational effectiveness

BOK 4: The Information Transfer Process

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In BOK 4 recognised programmes of study and their graduates are expected to demonstrate:

- Broad understanding of the diversity of information seeking behaviours, especially in a New Zealand context
- An ability to facilitate the development of information and other literacy's critical to the successful acquisition of information
- An ability to use reference and research skills to provide appropriate information to clients
- Understanding of the nature and value of reading

The core competencies of BOK 4 should be viewed in conjunction with competencies of all other BOKs.

Specific components of this element of professional education would normally include, but are not limited to, the following:

- Types of information-seeking behaviours
- The structure of Maori and other specific user group information frameworks
- Information-seeking and lifelong learning
- Information literacy strategies and programmes
- The reading process as a strategy in social development and lifelong learning
- Design and evaluation of information literacy programmes
- Complementary literacy's (e.g. digital literacy) for lifelong learning
- Pedagogies and instructional methods for training
- The reference process
- Face-to-face communication skills
- The reference interview
- Computer-mediated reference services
- Trends in ICT that offer new opportunities for information transfer
- Evaluation of reference effectiveness
- Print and online resources to support reference services
- Evaluation of references resources

BOK 5: Organisation, Retrieval, Preservation and Conservation of Information

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In BOK 5 recognised programmes of study and their graduates are expected to demonstrate:

- Ability to enable access and use of information resources, including digital resources, through application of systematic and user-centred description, categorisation, storage and retrieval.
- Broad understanding of the principles of preservation and conservation and when and how they are applied, including digital preservation.

- Ability to design systems which enable the storage, description and retrieval of information.

The core competencies of BOK 5 should be viewed in conjunction with competencies of all other BOKs.

Specific components of this element of professional education would normally include, but are not limited to, the following:

- Metadata, purpose and types
- Principles of bibliographic description
- Descriptive standards, e.g. AACR2, RDA, ISBD, Archives New Zealand Standards
- Authority control and name authority files
- Indexes, abstracts and catalogues
- Principles of classification
- Classification schemes, e.g. DDC, LC, UDC, file classification schemes
- Subject access systems and controlled vocabularies (subject headings lists and thesauri), keywords, tagging and folksonomies
- Encoding and formatting standards such as MARC, Dublin Core, EAD, XML, TEI, RDF
- Arrangement and description requirements for libraries, records and archives
- Database design
- Interface design and evaluation
- The relationship between systems design and effective access
- Preservation and conservation, both physical and digital

BOK 6: Research, Analysis and Interpretation of Information

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In BOK 6 recognised programmes of study and their graduates are expected to demonstrate:

- Broad understanding of the nature, methodology and practice of research, basic and applied
- Ability to undertake research by gathering and analysing data, and applying or communicating findings, in library and information management operational environments
- Ability to evaluate the quality and relevance of different information sources, including literature reviews
- A commitment to the improvement of professional practice through a culture of research and evidence-based practice, and the generation of new knowledge.

The core competencies of BOK 6 should be viewed in conjunction with competencies of all other BOKs.

Specific components of this element of professional education would normally include, but are not limited to, the following:

- The nature of research, both basic and applied
- The purpose of research in the information profession and society
- Important disciplines in LIS research
- The principal research paradigms (positivist and interpretivist)
- The research process
- Research topics, problems, questions
- Hypotheses and variables
- Types of literature reviews
- The evaluation of published research
- Research ethics and areas of ethical concern
- Planning and managing research projects
- Research proposals
- Types of research methods and data analysis
- Culturally-specific research methodologies
- Quantitative data collection methods and data analysis
- Descriptive statistics and inferential statistics
- Basic statistical tests (Chi-square, etc.)
- Qualitative data collection methods and data analysis
- Data coding
- Research applications in information work
- Reporting on research

BOK 7: Application of Information and Communication Technologies to Library and Information Products and Services

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In BOK 7 recognised programmes of study and their graduates are expected to demonstrate:

- Broad understanding of information and communication technologies, their developments and applications to all aspects of the body of knowledge
- An ability to identify and evaluate information and communication technologies to determine their relevance to the client base

The core competencies of BOK 7 should be viewed in conjunction with competencies of all other BOKs.

Specific components of this element of professional education would normally include, but are not limited to, the following:

- Appropriate levels of competency in a range of computer-based applications commonly used in managing information, including website development, social networking technologies and database or document management systems
- The hardware and software components of a computer system and their interrelationships
- Computer networking principles and structures, and system security
- Database and document management systems
- The basic principles and procedures used to develop, implement, operate and test systems in the information technology environment
- The ways data are encoded for use in computer-based information systems, such as ASCII and Unicode
- File formats and contexts for their use (for example, .doc, .pdf, .odt, etc.)
- Standards and protocols, such as TCP/IP, FTP, HTTP, Z39.50, OpenURL, OAI/PMH
- Creation and editing of digital content in a range of formats, such as HTML, GIF, JPEG, MP3
- Applications of information technology to information organisations
- The historical development and current status of computer-based library and information management systems
- Emerging technologies used for creating, storing and disseminating information, including hardware, software, and virtual and physical environments
- Engaging and working with IT staff in the application of ICTs
- Evaluation of new technologies for information service provision
- Trends in the ICT industry that may have a significant impact on libraries and other organisations
- Current awareness sources and tools for keeping up-to-date with new technologies

BOK 8: Information Resource Management and Knowledge Management

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In BOK 8 recognised programmes of study and their graduates are expected to demonstrate:

- Understand and apply collection development and content management principles including evaluation, acquisition, licensing and vendor relationships
- Understanding of the knowledge environment within which information services are organised and delivered
- Understanding of how knowledge is created, captured and managed, and the application of different knowledge management systems
- Ability to apply knowledge sharing behaviours and tools
- Ability to create information products in a range of media and formats

The core competencies of BOK 8 should be viewed in conjunction with competencies of all other BOKs.

Specific components of this element of professional education would normally include, but are not limited to, the following:

Information Resource Management

- Managing information resources in organisational contexts
- Information resource management policies
- Information resource budget management
- Selection policies, procedures and resources
- Acquisitions processes and procedures
- Publishers, vendors, aggregators and licences
- Information resource collection evaluation and review
- Information resource reselection and deselection/weeding
- Resource sharing and cooperative information resource management

Knowledge Management

- Definitions, concepts and frameworks of knowledge and knowledge management
- Evolution of knowledge management, its history and status

- The role of knowledge in organisations and society
- Knowledge management and organisational strategy
- The role of ICT and related technologies in knowledge management
- Personal knowledge management and personal knowledge strategies
- Social knowledge management, communities of practice, virtual teams
- Social capital and social network analysis
- Culture and knowledge management
- Public and institutional policy and knowledge management
- The knowledge economy and the knowledge society
- The implementation of knowledge management strategies in organizations
- How knowledge management strategies are perceived and employed by users

BOK 9: Management of Information Agencies

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In BOK 9 recognised programmes of study and their graduates are expected to demonstrate:

- Broad knowledge of strategic and business planning frameworks and an ability to contribute effectively to such planning
- Understanding of financial, human and other resource management processes
- An ability to apply this knowledge in a working environment.
- Familiarity with marketing techniques appropriate for information services
- Understanding of governance structures and stakeholder relationship management
- Understanding of how to implement service developments, including the preparation of business cases

The core competencies of BOK 9 should be viewed in conjunction with competencies of all other BOKs.

Specific components of this element of professional education would normally include, but are not limited to, the following:

- Theories of management relevant to information organisations
- Basic management functions
- Organisational cultures, environments and legislative frameworks
- Organisational behaviour
- Types of organisational structures and their design
- Decision-making processes
- Strategic planning processes and tools, both macro and micro
- Marketing of information organisations and services
- Project management
- Budgeting and finance
- Stakeholder relationship management
- Change and innovation management
- Organisational communication and communication networks
- Communication techniques for management and staff
- Organisational effectiveness and control
- Organisational performance measurement
- Human relations management
- Staff behaviour, both individual and group
- Leadership and motivation of staff
- Staff selection, monitoring and performance evaluation
- Continuing professional development

BOK 10: Quantitative and Qualitative Evaluation of Outcomes of Information and Library Use

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In BOK 10 recognised programmes of study and their graduates are expected to demonstrate:

- Broad understanding of how to design and apply meaningful key performance indicators for effective measurement of information resources, services and technologies
- Understanding of how to measure the efficiency and effectiveness of library and information facilities, products and services

- Understanding of how to identify and apply appropriate research methodologies for assessing the quality of information services and resources, including customer research
- Understanding of how to interpret research findings.

The core competencies of BOK 10 should be viewed in conjunction with competencies of all other BOKs.

Specific components of this element of professional education would normally include, but are not limited to, the following:

- Identify key performance indicators for measuring the effectiveness of library services and resources
- Understand which statistics need to be recorded (and which do not) in order to monitor library services
- Describe standard methodologies for measuring and evaluating library resources and services, such as interviews, focus groups, and surveys
- Identify a suitable methodology for evaluating an aspect of a library and information service, and plan and carry out the associated research project
- Analyse data collected using a standard research methodology, such as interviews, focus groups, or surveys, and draw appropriate conclusions
- Identify the limitations of a methodology used to gather data, and say how this affects the conclusions of the research
- Evaluate research carried out by someone else, in particular its strengths, implications for practice, and limitations

BOK 11: Awareness of Māori Knowledge Paradigms

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In BOK 11 recognised programmes of study and their graduates are expected to demonstrate:

- An understanding of the importance, diversity and structure of Māori knowledge frameworks (mātauranga Māori)

- Awareness of the importance that tikanga and te reo Māori assumes in the development of Māori knowledge constructs and principles (concepts), including appropriate care
- Awareness of the importance of kaupapa Māori methodologies in researching the needs of Māori clients

The core competencies of BOK 11 should be viewed in conjunction with competencies of all other BOKs.

Specific components of this element of professional education would normally include, but are not limited to, the following:

- Taonga (Treasure, property; prized and protected as sacred possessions of the tribe)
Understand the place of taonga tuku iho_(the prized and sacred possessions of the tribe that are handed down from one generation to the next) in contributing to the survival of Māori as a people.
- Whakatupu mātauranga (Creating knowledge, and new knowledge)
Affirm creative activity (commonly referred to as 'research') to enhance the information and recreational needs of clients
- Manaakitanga (Mana-enhancing behaviour towards each other, where mana is equated with influence, prestige, power)
Commit to giving care and respect to clients, the organisation, and the taonga that they hold
- Te Reo Māori
Understand that Te Reo Māori is vital to the identity and survival of Māori as a people
Recognise that competence in Te Reo Māori has intrinsic value to the client, organisation and staff
- Whakapapa (Tacit and explicit knowledge frameworks)
Recognise that whakapapa is the backbone of Māori society
Recognise that whakapapa represents the growth of knowledge
Recognise that all things are connected, both animate and inanimate
Recognise that collections (as in libraries) have direct links to an original source
Recognise that whakapapa is the layering towards both the future and the past
- Kaitiakitanga (Preserving, maintaining and protecting all knowledge)
Practise at all times the 'five-way test for eligibility to be a recipient of restricted knowledge'. The five-way test consists of:

Receiving the information with the utmost accuracy
Storing the information with integrity beyond doubt
Retrieving the information without amendment
Applying appropriate judgement in the use of the information
Passing on the information appropriately.
- Rangatiratanga (Acknowledging the attributes of others)
Demonstrate the ability to lead and unite people
Demonstrate the ability to recognise the potential of others

Useful references

Henry, Ella (2001) 'The challenge of preserving indigenous knowledge: a model for collaboration between libraries and Māori', *Library Life* 26, pp. 13-16.

Metge, Joan (2004) 'Ropeworks – He Taura Whiri'. Radio New Zealand Waitangi Lecture, 2004. Available at http://www.radionz.co.nz/popular/treaty/related_programmes [audio]; and www.waitrust.com/panui/waitangi%20doc.doc [transcript].

Royal, Te Ahukaramu Charles (2007) Available at <http://opac.lianza.org.nz/cgi-bin/koha/opac-detail.pl?bib=220> and <http://opac.lianza.org.nz/cgi-bin/koha/opac-detail.pl?bib=211>.

Winiata, Whatarangi (2002) 'Repositories of Rōpū tuku Iho: a contribution to the survival of Māori as a people', in *LIANZA Conference 2002. Winds of Change: Libraries in the 21st Century, November 17-20, Wellington, New Zealand*.